

Warblington School

Case Studies 2023-24

September 2024



MAXIMISING
THE IMPACT OF
TEACHING
ASSISTANTS



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Introduction

Mr M Hartnell
Headteacher

I cannot believe this is the fifth edition of our Case Studies series – designed to give all stakeholders a way of following our journey of school improvement. I am writing this introduction in the September where we welcome another 180 new Warblington students into year 7 – the third consecutive year group that is now full in the school. This has seen the number on roll grow from 542 in September 2019 to 783 in September 2024. Following a busy period in recruitment, we have also seen **13 new staff start** and we are now offering Design and Technology to Key Stage 3 and also Business Studies to Key Stage 4, further enhancing our already broad curriculum.

As our curriculum grows, we also need to ensure that the quality of teaching reaches the standards we set – and our outcomes this year saw new school records in almost every attainment and progress measure. The culture of the outgoing year 11 has left a real legacy – and this is now something that all year groups aspire to meet. I have written more about this on page 6 of this booklet, with a more detailed analysis available on our website.

No year is without it's difficulties, and this year, having celebrated the renovation of the windows in our main block last year, saw each one replaced following an issue with the panes heating too quickly. I am pleased to say that this is now corrected and we can finally look forward to having classrooms that fit for purpose!

We congratulate Stowe as House Points Champions of 2024, who were awarded the title to a flurry of green confetti in our final assembly of 2024.



This mail serves to pass our gratitude as parents of [our son] who sat for his GCSEs in the last school year. When we initially relocated to the UK we struggled to find a Year 10 place for him and you took your time to listen to our situation as we would have loved for both of our children to be in the same school. Your support and efforts in enrolling [our child] do not go unnoticed.

You further patiently took him through the subjects on offer, and spoke words of encouragement to him. [Our children] shared with us how you were actively involved in ensuring that they settle in well at the school, we are very grateful.

Please do pass our sincere gratitude to the entire staff compliment including Mr Hartnell, who without his great leadership our son would otherwise have not achieved the results that he did. [Our child] has since enrolled at Chichester College, and hopes to begin a degree in Physiotherapy thereafter.

We have all trust and hope that his sister, will continue to perform well in her studies and ultimately in her GCSEs given the support that the school gives.

Many thanks and kind regards

Taken from an email sent to the school, September 2024

Thank a teacher!

The response to the 2024 'Thank a Teacher' campaign was phenomenal – with over 250 'Thank You' messages being sent in by students and parents to the teachers.



“An incredibly huge, heartfelt thanks to each and every one of the wonderful, kind teachers that my son has at Warblington. You have really supported him and allowed him to flourish. I see a young man that is thriving at Warblington, his confidence has grown immensely, and I know this is down to the enriching, skilled, vibrant education he receives.

I'm so so grateful to you all and I know [my son] shares my gratitude for everything you have done.”

“Thank you for giving my daughter a love of English. In primary school it was something that she struggled with but since having you in year 7, she has excelled and now gets Mastered on her assessments. She absolutely loves having you still in year 9 and I hope she can continue into her last years. Thank you so much Miss Brown.”



These mean a lot to the staff and you can see many of them up in classrooms across the school!

Post Ofsted / Hampshire Support

Summer 2023 saw our Ofsted visit, with the final report published in November. The Self Evaluation Document (available on our website) gives greater evidence around the actions taken towards the targets set by Ofsted and we continue to work towards those, but also to continue our target to become a happy, supportive and high achieving school.

“The newly appointed heads of faculty now meet regularly as a group and the senior leader shared the structure of the meetings and how this is being used to gain more consistency across the school and to enable greater collaborative work. All Heads of Faculty are being coached by an external coach. Leaders have implemented the “Great Teacher Toolkit” as a consistent approach to monitoring teaching and learning and staff agree that this is having a difference with the quality of learning in the classroom. ”

Taken from LLPR Monitoring Report, March 2024

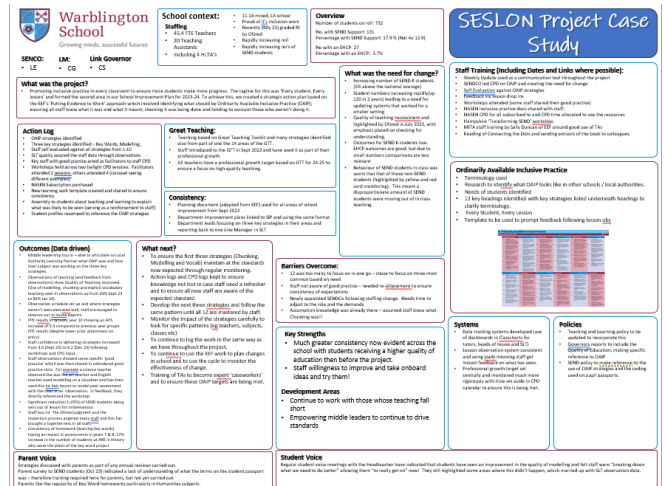
The school had a change in Learning Partner from Hampshire, with Helen Dear working with us on the next stage of the journey. We also used support from English, MFL, Geography and Science specialists – with Kevin Neil joining the department for half a term and having real impact in the quality of teaching and learning in that area. You can read more about this on pages 20 and 21.

Helen was able to see the data around Key Stage 3 assessments, improved outcomes in Pre-Public Examinations (PPEs) and how leaders showed the new granular approach to using the data to help students make further progress. This translated into record outcomes in the summer and the work around the two core subjects can be read about on pages 15 to 17”

The school successfully applied to become part of a project with Whole School SEND

(<https://www.wholeschoolsend.org.uk/page/seslon-region>) in an attempt to research and form actions around the increasing need of students at Warblington.

There was an understanding that the school needed to do more to meet the needs of the young people on role, and this project, coupled with the MITA project detailed on pages 18 and 19, ensured that Special Educational Needs was a focus throughout this year.



The outcomes of the project were that:

- The new middle leadership team had ‘buy in’ to the increasing needs of the school and were able to articulate to Local Authority Learning Partner what OAIP was and how their subject was working on the three key strategies.
- Observations of teaching (and feedback from observations) show Quality of Teaching improved. (Use of modelling, chunking and explicit vocabulary teaching seen in observations up from 63% Sept 23 to 85% Jan 24)
- Staff confidence in delivering strategies increased from 3.6 (Sept 23)



- to 4.2 (Dec 23) following workshops and CPD input.
- Staff observations showed some specific ‘good practice’ which was then shared in calendared good practice slots. For example a science teacher observed the was the art teacher and English teacher used modelling on a visualiser and has then used this in their lesson to model peer assessment with the class in an observation. In feedback, they directly referenced the workshop.
- Significant reduction (>25%) of SEND students being sent out of lesson for misbehaviour.
- Consistency of homework (learning key words) having an impact in assessments in years 7 & 8; 17% increase in the number of students at ARE in History who were the pilots of the key word project

Whilst the inclusive practice developed as part of this project made inroads in the classroom, there is an acknowledgement there is still work to do, and so Every Need Seen Differently forms part of the school improvement plan for 24-25.

Building capacity for the future

This year saw the new middle leadership level take posts leading subject areas, a reduced, more focussed leadership team and a significant number of new staff join the ever increasing roll at Warblington. But work hasn't stopped there. By increasing the curriculum offer, the Design Technology room has been re-commissioned, as well as creating a new drama room and IT suite in the Technology block. The library opened (and you can read more about this on pages 22 and 23) a new purpose built RE room meant we start 2024-25 with 5 new teaching spaces to accommodate the new students!

But this year has seen more than just creating spaces. The school saw the number of students with an Education or Health Care plan go from 8 in July 2022 to 34 in

September 24, the number having meals in the canteen increase by 34%, and the number of house points awarded hit over 1.13 million!

We also saw the school production needing to be scaled up, Sports Day feature more students than ever, and the amounts of after school clubs match the growth.



But what has become most important as we grow, is that we don't lose what makes us, us. The personal touch is something that all staff are determined not to lose, and you can read about how proud we are of the results of the #BeeWell survey on pages 11 to 14, where Warblington School bucks the trend in Hampshire when it comes to student wellbeing!

Finally, and worthy of note to some of us who have been teaching a while, July 2024 saw the last use of SIMs as the school's management system as we moved over to Arbor.

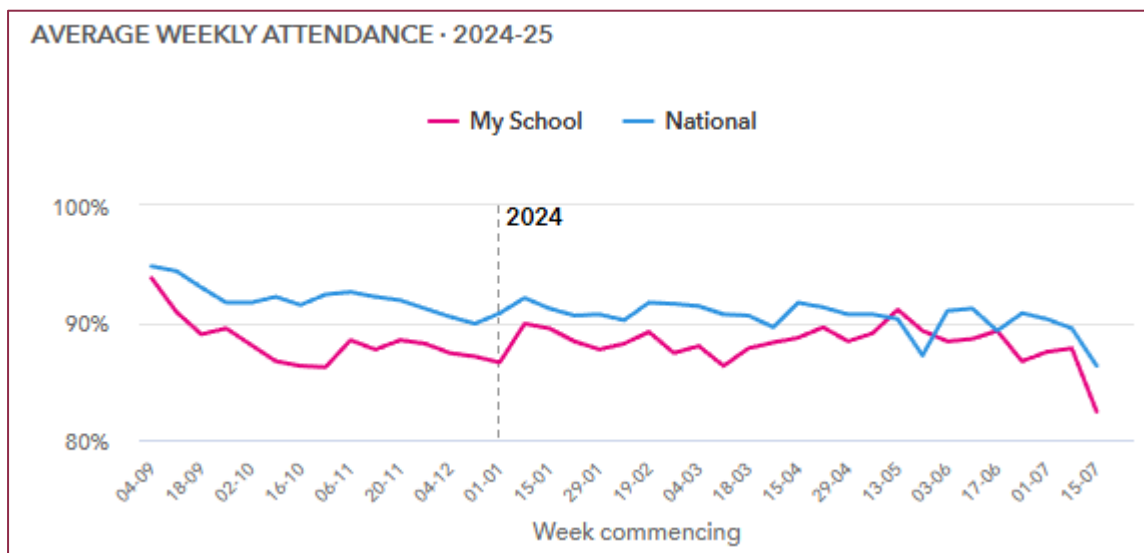
Attendance

We know attendance remains a national focus and with the changes in legislation in August 24, and also is a focus for us as a school.

Data taken from the Year 11 of 2024, showed that those students who attended over 90% of the year achieved best in their final exams, with three out of every four achieving a standard pass in maths and English and achieving an average grade of 4.6. Those in the bracket below saw their attainment significantly drop.

Attendance in year 11	Achieved English and Maths 4+	Achieved English and Maths 5+	Average Grade	Average EXPECTED Grade
<50%	0%	0%	1.7	4.1
50%-80%	0%	0%	2.7	4.6
80%-90%	45%	36%	3.8	4.4
90%-100%	74%	45%	4.6	4.6

New systems and procedures, with a layered approach have now been set up in an attempt to try and encourage students into school as often as possible. The graph below shows the final attendance data for the school – despite the efforts carried out in the Spring Term, July was not a great month. This remains a focus for the school in 24-25, as it is critical in ensuring students achieve well at the end of year 11.






Improvement Priorities 2024-25

The School Improvement Plan (SIP) for 2024 is very much about building on the progress from the previous year and really pushing on to ensure the highest quality of teaching across the school.

2023-24 saw an increase in the quality of teaching across all areas. There was a focus on ensuring the needs of each child is being met – an area which has come under increased national focus.

where learning is adapted to meet individual needs and where every rule and policy is consistently implemented. This is broken down as follows:

SIP 24-25	
A: Great Teaching	
<i>Every dimension, every lesson</i>	
B: Ordinarily Available Inclusive Practice	
<i>Every student, every lesson – Every Need Seen Differently</i>	
C: Consistent Applications	
<i>Every system, every day</i>	

You will find more around the impact of our work this year throughout this booklet, but we have given particular attention to ensure we evidence the work we have achieved!

KS4 Outcomes 2024

They did it! We spoke on a number of occasions to the Cohort of 2024 about 'Stepping Up' to the challenge and they certainly did. The outcome of this cohort are the best this school has seen. Whether that be in average grade, numbers passing English and Maths, numbers of grade 7's or better, progress scores... you name it – they smashed it!



Standard pass in
Maths and
English 61%

Up 7% since
2022



Strong pass in
both Maths and
English 39%

Up 6% since
2022



1 in 10 grades
awarded were a 7
or better

Up 7% since
2022

75% of students
achieved a grade
9-4 in
Mathematics



Up 9% since
2022



67% of students
achieved a grade
9-4 in English

Up 7% since
2022

Average Grade
Achieved (Using
attainment 8
criteria) 4.1



Up 0.2 since
2022



17% of students
achieved a Grade 4 or
better in all of Maths,
English, Science, a
Language and either
History or Geography

Progress 8 Score: -0.4

Up 0.57
since 2022

Progress in maths ranks us in the
top 20% of schools in the
country...
and in the top 5% in
computer science!



Individual Subject Results

Here are the subject results. Comparisons with the average grade have been made to 2022, since this was when the school was last judged by Ofsted on outcomes. A number of reviews of marking are in as of September 24 and figures will be updated accordingly.

	Average Grade 2024 (v2022 in brackets)	Warblington	National Average (similar cohort)	Warblington	Warblington
ENGLISH AND MATHS					
English Language GCSE	4.1 (↑ 0.1)	56%	72%	41%	6%
English Literature GCSE	3.8 (↑ 0.1)	59%	73%	35%	8%
English (Best grade)	4.2 (↑ 0.2)	67%	74%	45%	8%
Mathematics GCSE	4.8 (↑ 0.6)	75%	72%	56%	20%
EBACC SUBJECTS					
Biology GCSE	5.3 (↑ 0.6)	96%	92%	65%	13%
Chemistry GCSE	5.1 (↑ 0.8)	91%	91%	61%	13%
Computer Science (see note)	5.0 (↓ 0.9)	67%	56%	54%	25%
French GCSE	2.6 (↓ 0.3)	20%	59%	7%	0%
Geography GCSE	3.5 (→)	46%	60%	30%	7%
History GCSE	3.2 (↑ 0.4)	35%	57%	31%	6%
Physics GCSE	5.1 (↑ 0.5)	87%	91%	61%	17%
Science Double Awd GCSE	3.6 (↑ 0.2)	45%	61%	20%	1%
Spanish GCSE	3.0 (↓ 0.9)	33%	42%	22%	0%
OTHER SUBJECTS					
Art & Design (Photo) GCSE	4.9 (↑ 0.1)	75%	78%	56%	19%
Art & Design GCSE	4.1 (↓ 0.6)	62%	76%	38%	5%
Catering NonGCSE	2.6*	26%	64%	5%	0%
Childcare Skills NonGCSE	4.9*	89%	62%	58%	16%
Dance NonGCSE	2.9 (↑ 0.1)	29%	80%	14%	0%
Perf Arts NonGCSE	2.5*	45%	62%	25%	0%
PE/Sport Studies NonGCSE	3.9 (↓ 0.3)	59%	65%	30%	4%
Statistics	6.4 (↑ 0.3)	100%	70%	100%	42%
Textiles	4.9 (↑ 0.1)	71%	76%	57%	14%

Those subjects with (*) are due to the changes in courses. PE has remained the same course, however the 2024 cohort were the first under new assessment rules.

It is important to understand context, with all data sets. For example, whilst **Computer Science** has seen a dip by almost 1 grade, it remains **significantly above** national average, and the progress made by those students is +1.3, placing the subject **in the top 5% of computing departments in the country...** something to celebrate!

Post-16 Destinations

The school's Career Programme runs in all years, 7 through to 11 and is supported by a range of activities that inform students about potential opportunities and careers post-16 education. As well as delivering statutory obligations we aim to engage, motivate and to raise student aspirations.

At Warblington School there is real importance placed on Career Information Advice and Guidance (CIAG) this is not only because the Government has placed increased importance on the delivery of CIAG via the Guidance of 2019 BUT also because the school knows that by delivering quality CIAG students can be motivated, and their levels of engagement and achievement also raised. The school in March 2019 appointed two Career Leaders to oversee the delivery of CIAG. The schools CIAG programme has been reviewed and amended. A team of teachers now deliver the CIAG programme, in the academic year 2022-23 thirteen staff delivered the programme. Every student receives seven career lessons of one hour. The Career Leaders write and provide the resources for the lessons, which staff who deliver the lessons are encouraged to evaluate. The CIAG lessons are supplemented by:

- Career assemblies
- CIAG trips to career fairs
- College/Training providers visits
- University trips
- Mock interview days
- Meet the employer events
- Work Experience

In addition, every student has at least one career interview with a level 6 trained adviser. This is with Hampshire Futures. One of the Career Leaders at the school is a level 6 trained Career Adviser and also interviews and advises students on post-16 options. Both of the Career Leaders are also mentors to year 11 students.

- We are currently auditing the CIAG delivery in the wider curriculum and once this is completed will work with curriculum areas to develop and support any opportunities for CIAG.
- Good, effective CIAG also depends on good partnership working. To this end we have partnerships with; Hampshire Futures; the Education Business Partnership; Southern University Network; the Local Enterprise Network; local employers and numerous local colleges and training providers. We are always seeking opportunities to work with any partner who can support our career programme and students.

We are seeing a rising trend in the number of students going onto level 3 qualifications once leaving Warblington. This year, 63% intended to go in at this level – a figure in line with Hampshire averages. More significantly perhaps, is that fact that 61% of students intended to go into STEM (Science, Technology, Engineering and Maths) based subjects. Almost double the figure from 2019. For the 3rd consecutive year, EVERY student went into some form of Education, employment and training.

Here is the graph of intended destinations for the Cohort of 2023.



#Beewell

Mrs J Fletcher

Assistant Headteacher



#Beewell started when David Gregson, contacted The University of Manchester in 2019 looking to collaborate on a project to address his concerns about the wellbeing of young people in the UK. In collaboration with a team of experts, more than 150 young people from 15 pathfinder schools across Greater Manchester designed the original #Beewell wellbeing survey to ensure it captured what matters to them. The annual #Beewell survey is the first of its kind.

In September 2023, the offer went to Hampshire, Portsmouth, Southampton and Isle of Wight schools to become part of this survey, which we jumped at the opportunity to do. The results have been amazing!

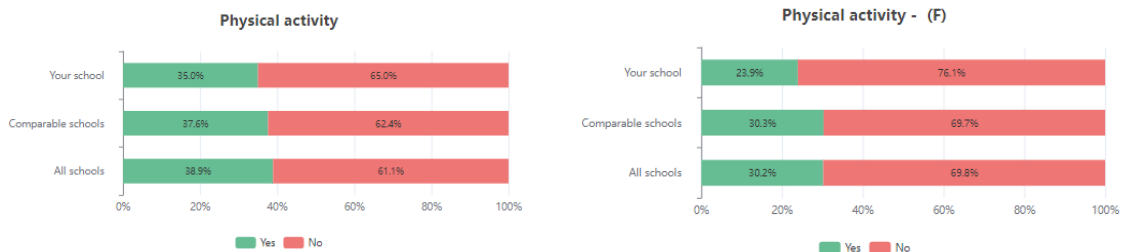
IMPACT: How we know we make a difference

Overall wellbeing findings and inequalities

The key findings of the survey show that Warblington students generally felt more satisfied with their life and have wellbeing scores higher than that in Hampshire and other areas of the U.K. In our feedback meeting with the #BeeWell team, we were greeted with *“This will be one of the more upbeat conversations as some of your scores pay real tribute to the work you are doing!”*

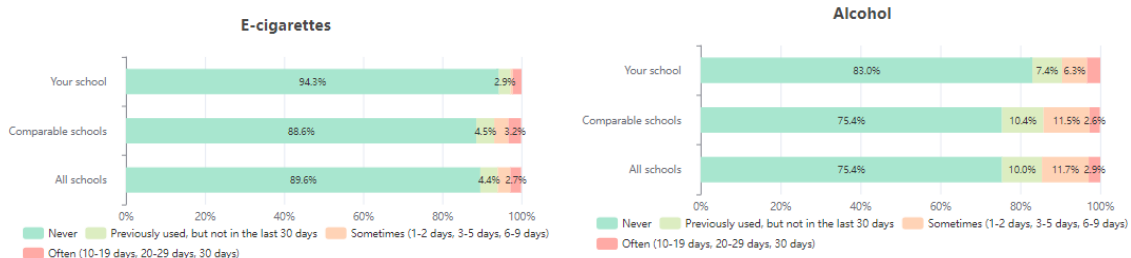
Physical activity and health

Across Hampshire, 70 per cent said they take part in sports, exercise or other physical activities at least once a week outside of school, on average less than four in ten young people in HIPS take part in at least one hour of physical activity per day. This is reduced to three in ten girls. For Warblington students, this was one area where we came out lower than the county average.



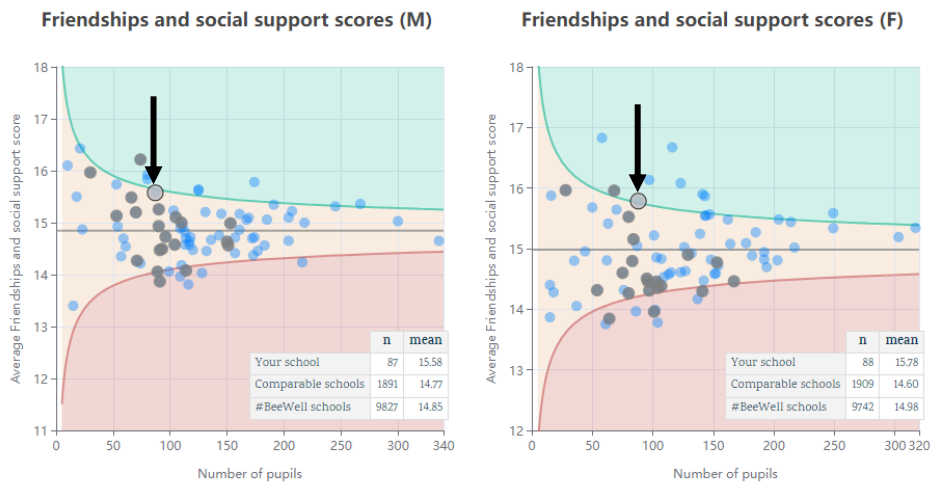
However, the overall picture for physical health was generally positive. Over 85% of our students said they feel they have good, very good or excellent physical health. (5% above the Hampshire average)

Elsewhere in physical health, the use of alcohol and e-cigarettes was found to be much more commonplace than other substances across Hampshire, but again Warblington students were found to be above the external data.



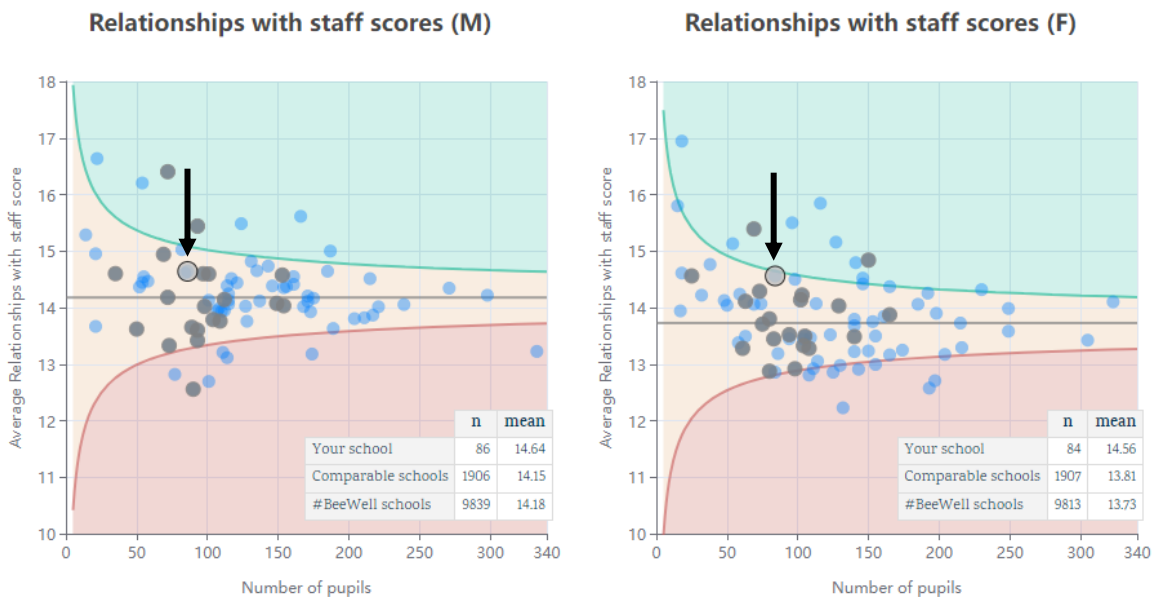
Relationships with family and friends

Other noteworthy findings relate to young people’s relationships. Warblington students are generally positive about relationships with their family and friends, with high scores seen specifically for the support young people received from friends, which was consistent across both the year groups surveyed. However, an area of concern was regarding the change in how often students feel lonely, with year 8 students suggesting this was less of a concern, compared to year 10, where 10 per cent of the students shared that they often or always feel lonely. This was in line with the Hampshire average for all students.

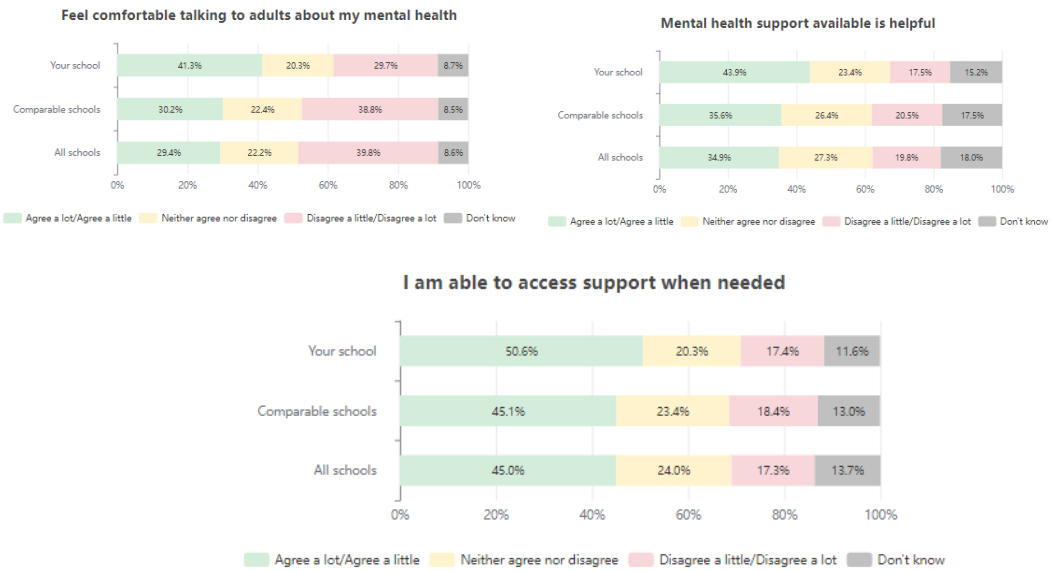


Do the adults in school listen and respond?

When it came to relationships between school and students, Warblington scored very highly compared to national and local data. Overall, Warblington fell in the green area of the funnel, which means that students show higher than average levels of school support. This suggests that they feel more supported by adults at school than other students. This was echoed in all areas of school life surveyed

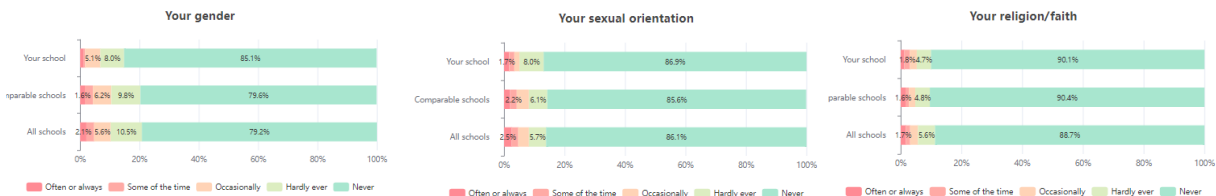


This was echoed in a number of areas, where Warblington School students recognised the high quality support they receive from staff:

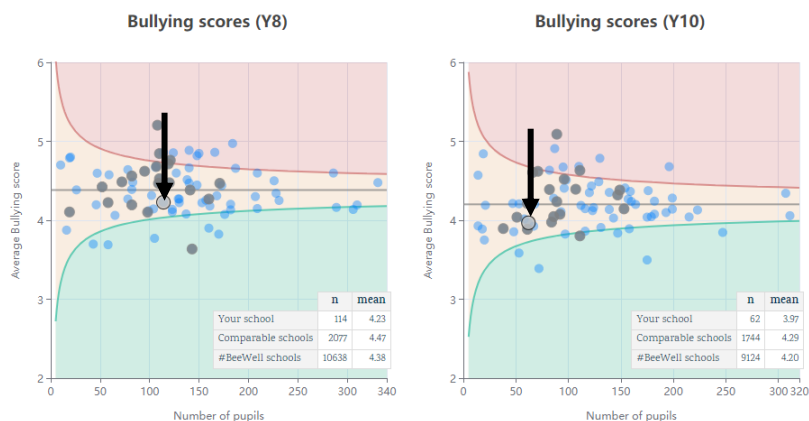


Bullying

Just under half (44 per cent) of the students in Hampshire said they have experienced discrimination on account of their gender, sexuality, race, ethnicity, where they were born, disability, or faith. Pleasingly, in all areas, Warblington students beat the national and Hampshire scores when it came to Never or Hardly Ever being discriminated for issues around Race, Gender, Sexual Orientation, Disability or Religion and Faith. This is something we are really pleased and proud of!

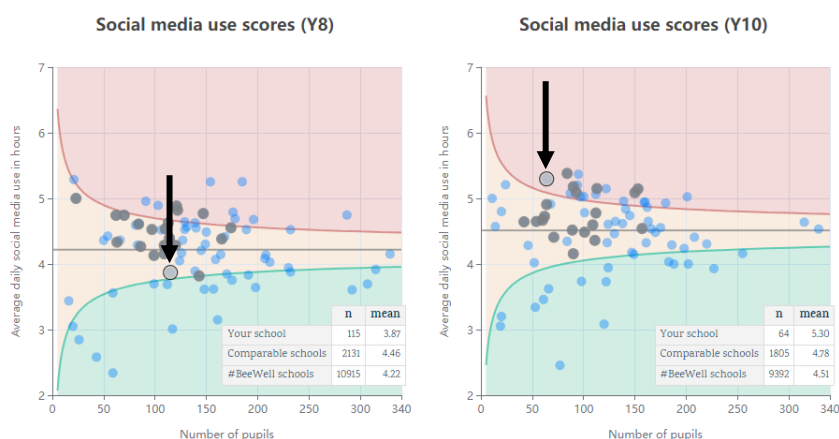


Digging deeper this was true across all year groups and genders, but is something that we will keep a close monitoring of, given the comments made in our Ofsted report



Social Media Use.

On the surface, student's use of social media fell within the funnel, which means that students' daily time spent on social media is not discernibly different from the average, suggesting that they spend as much time using social media as other students across Hampshire and the U.K. However, this is where filtering by year groups made a difference. It is clear that in Year 8, students used it less than average, but in year 10 students are spending more time using social media than their peers.



What changed?

Every student in years 8 and 10 were offered the opportunity to take part. The survey was anonymous and participation was optional. We found that because this was external and also that most of the schools in Hampshire were taking part, participation levels were high, giving us some meaningful data to show the impact of the work we do supporting the young people in our care.

Having spent time restructuring and re-organising our pastoral support, it is good that this is recognised and acknowledged by the students. Mental health and wellbeing has, and will continue to be a main priority for the school and as this student develops over the next few years.

Next Steps

Having reviewed the data, there are a number of action points we will look at moving forward.

- Students will be presented with the previous year's data in an assembly. This will also encourage them to participate in this year's survey
- Review our extra-curricular physical offer – paying particular emphasis with girls and actively encourage a more diverse participation
- Work on ensuring school's aspirations are communicated with home to help drive aspirations. Too many students did not feel that "At home, there is an adult who believes that I will be a success."
- Work with a key group of year 10 (now year 11) on their self-esteem
- Look at a system for pointing students in the direction of support when away from school, to ensure they feel safe in their local environment.

"My child suffers with anxiety and she has been well supported with this. The mental health and well-being of children at Warblington is very important. The staff who have been involved with my daughter have been fantastic and I can't thank them enough - especially her form tutor!"

Quote from Parent Survey Feedback, July 2023



Building a Strong Core

Mrs K Whiteley-Fuller

Head of Communications Faculty



Mrs Durrant-Francis

Head of Mathematics

IMPACT: What the Data shows

English					Mathematics				
	Warblington 2024	National Average 2023	Warblington 2023	Warblington 2019		Warblington 2024	National Average 2023	Warblington 2023	Warblington 2019
4+	67%	64%	56%	54%	4+	74%	61%	75%	55%
5+	43%	48%	43%	41%	5+	55%	43%	55%	36%
7+	9%	16%	9%	13%	7+	20%	17%	20%	13%

How we got there - English

In the past year the English department has worked relentlessly on a range of short and long term strategies to ensure the best possible outcomes for all our students, leading to an 11% increase in students achieving a grade 4 and beyond.

Short Term Strategies:

This year we have developed resources to support students' knowledge and understanding of the content as well as embedding more opportunities for students to practise key essay writing skills needed for the exams. We have also been developing our homework and revision resources.

We have spent time together as a department unpicking the exam requirements and ensuring that our curriculum prepares students with the skills they need to meet the marking criteria.

In addition, we have had a real focus on using data to ensure our interventions reach the students who need it. This individualised approach also includes the creation of our alternative curriculum which aims to provide Functional Skills English qualifications for a small number of students for whom a GCSE route would not be appropriate.

Outside the classroom we are working to improve parental involvement through letters and information provided at parents' evenings as well as offering online tutoring, targeted Period Six sessions and a range of enrichment opportunities to see the set GCSE texts at the theatre.

Long term strategies:

To ensure a sustained improvement, we have now set our sights on Key Stage 3 and are in the process of rebuilding our spiral curriculum so that there is greater challenge and consistency in pedagogy across the department so students can build their skills effectively each year.

We have also introduced a new marking and feedback policy with Assessment for Learning at its heart and a wider range of feedback strategies to help students to grow and develop their English skills.

Finally, we have listened to student feedback and have developed our retrieval practise and adopted a 'creative project' based homework to gain greater 'buy in' from students; developing their independent learning skills which will be so important for GCSE.

Staff and culture:

As a faculty we pride ourselves on providing a nurturing and aspirational environment in which students are both prepared for the challenges they face in their academic journey and encouraged to read widely, developing an enjoyment of literature and reading. Skills that will be important in life as well as in exams. That is why we carefully balance exam content with a range of texts which celebrate diversity and inspire curiosity.

How we got there - Maths

Over the last two years the Mathematics Department has undertaken a transformational shift in both pedagogy and culture, leading to sustained GCSE results of 74% for Grade 4+ (above both Hampshire and National comparisons).

Mathematics	2019	2022	2023	2024
Attainment Average	4.1	4.2	4.7 ↑	4.7
Progress 8	-0.59	-0.54	-0.09 ↑	0.38 ↑
Grade 4 +	55%	66%	75% ↑	74%
Grade 5 +	36%	49%	55% ↑	55%
Grade 7 +	13%	13%	20% ↑	20%
FSM	-0.96	-0.74	-0.83	-0.1 ↑
Non FSM	-0.45	-0.39	0.2 ↑	0.5 ↑

Pedogeological changes since 2022:

Each key stage has a new spiral curriculum built on both mastery and scaffolding ensuring OAIP is at the heart. Emergency schemes of work for each class of Year 11 were created for the 2022/2023 and 2023/2024 students due to the large knowledge gaps highlighted in initial consultation, this personalised adaptation ensured that all content was taught rather than assumed. Higher achievers are offered the opportunity to complete a Further Math qualification and we are launching a new pathway for entry level starting 2024/2025.

Assessments and homework have been centrally created to align with the active learning in lessons and have an integral thread of retrieval practise. To assist with long term memory recall we have also introduced a '5 a day' homework booklet for all students providing a clear independent revision structure.

Each exam board has different strengths, we changed to OCR from Edexcel in September of 2022 to match the requirements of our students. To ensure correct preparation walking talking mocks, alternative papers and tutoring (both inhouse and externally) have played a key role in allowing students to confidently and correctly express their knowledge.

Classroom teaching has improved with the introduction of clear departmental expectations including consistent use of AFL, misconception highlighting, visualiser modelling and mapped out revision plan.

Cultural changes since 2022:

The Mathematics team pride ourselves on having a relentlessly enthusiastic, positive and welcoming culture for all. We believe that every students have the ability to maximise their potential and see our role as supporting them in doing so.

Each student receives personalised feedback after assessments, ensuring parental/guardian involvement through letters, phone calls and face to face meeting where possible. We award stars of the week/lesson and students of the term based on both attainment and progress. We are proud of our new cultural capital gains with Legoland STEM trips, math challenges, external employers and University trips becoming standard practise.

The future is full of exciting prospects with new members of staff with primary and dyscalculia specialisms joining the team as well as the efforts of the new KS3 scheme of work being realised.

What are the next steps

The heads of both subject areas have already produced action plans to ensure that the progress does not end here. For English, there is a real focus around the top end grades and tracking the impact of Key Stage 4 setting. This coupled with much more data-led tracking, and impact of a well thought through and well taught Key Stage 3 curriculum will continue to drive improvements in outcomes.

For maths, the aim is to continue that level of improvement, particularly as future cohorts are coming to us with attainment levels below national average in maths. The 5-a-day rolled out into Key Stage 3 will help with long term retrieval as will the appointment of a Key Stage 2 maths specialist to help identify and teach to gaps in knowledge.

All in all, with two very competitive teams of experts in both core subjects, the future is very bright for Warblington students hoping to achieve the 'basics' in English and Maths!



The importance of local collaboration: The MITA Project

Dr F Lansley
Assistant Headteacher



The MITA (Maximising the Impact of Teaching Assistants) was one of the arms of a joint project between Fareham, Gosport and Havant schools. The expertise of Sally Franklin gave input and helped us reflect on our current provision, whilst using data to inform our next steps. Alongside this project, we also looked at how we work with students with Speech, Language and Communication Needs (SLCN).

Implementing our learning

From the MITA Strand:

What effective deployment looks like.

- Movement into departments
- Creation of the 'student hub' and Caseworker model

Initial TA survey indicated:

- 71% of TAs felt their communication with Teacher's was brief
- 21% rarely knew what topics would be covered in the lesson
- 29% felt they rarely had the pedagogical / instructional knowledge to provide effective support
- 7% felt there was a written policy for TA deployment

Training days first real investment in training for LSAs and for teachers using the Maximising TAs work

From the SLCN strand:

Two departments teamed up (Hums and Creative and Technical) to work on a project which focused on:

- Vocabulary teaching
- Giving instructions and making them easier
- Asking questions – keeping them simple (what, where, when, who, which)



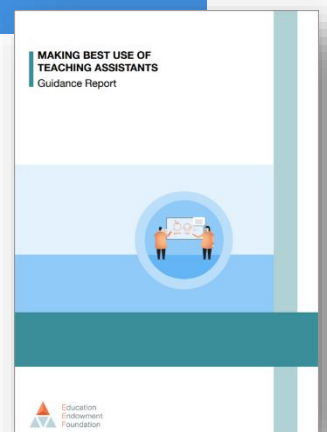
Inclusion of visual strategies as visual support

Review of our behaviour policy / A-G's to ensure it also met with the above

What were the successes?

The aims of the project were:

- ✓ Rethinking, repurposing and reenergising your TA workforce
- ✓ Better value for money
- ✓ Tackling persistent problems
- ✓ Evidence-informed strategies
- ✓ Flexible and adaptive



We found:

- Improved quality of support (evidenced through observations against new TA standards) as a result of subject deployment.
- Improved sense of belonging of TAs through attachment to faculties and investment in training (evidenced through staff surveys)
- Student Hub has developed rapidly, acting as an safe working environment for students with specific and / or complex needs with consistent staffing.
- Improved quality of student passports with input from across subjects as part of the Caseworker model
- Staff retention improved (14% reduction in TA turnover compared to previous 12 months)
- TAs involved in faculty meetings and leading on some agenda items
- TA 2nd survey indicated:
 - 27% (↓ from 71%) of TAs felt their communication with Teacher's was brief
 - 0% (↓ from 21%) rarely knew what topics would be covered in the lesson
 - 6% (↓ from 29%) felt they rarely had the pedagogical / instructional knowledge to provide effective support
- Work in Humanities seen significant improvement from 22/23 in attainment levels with students writing more and of a higher quality.
- Output in Creative and Technical also better and subjects have seen an upturn of 15% in options numbers compared to 2023/24 numbers

Next Steps

<p>From the MITA Strand: An induction programme is being implemented for all new TA's. A departmental 'expectations of support' is being developed across faculties.</p> <p>TA handbook and TA standards now in place and will be used as part of Professional Growth cycle and any new recruitment</p> <p>Ongoing professional development for TAs through their links with faculties and this now links to professional growth programme (Perf Management)</p> <p>Continue to use the TA and Staff survey as a way of gauging progress in this area</p>	<p>From the SLCN strand: Expanding the project with Hums and C&T to other areas of the school through INSET in the summer term, ready to implement for Sept 2024</p> <p>Our Ordinarily Available Inclusive Practice (OAIP) includes the work from this strand, including the modelling of questions:</p> <table border="1" data-bbox="756 1615 1383 1765"> <tr> <td data-bbox="756 1615 995 1765"> <p>Let's avoid questions: What did I just say? Are you sure what to do? Were you listening to what I just said?</p> </td> <td data-bbox="995 1615 1383 1765"> <p>Let's use: What stopped you from understanding what to do? What are you going to do next? Are you going to do A or B? What could you do to help with this?</p> </td> </tr> </table>	<p>Let's avoid questions: What did I just say? Are you sure what to do? Were you listening to what I just said?</p>	<p>Let's use: What stopped you from understanding what to do? What are you going to do next? Are you going to do A or B? What could you do to help with this?</p>
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Our journey to consistency in Science

Mr M Doe

Head of Science



IMPACT: How we know it made a difference

In the recent GCSEs, a huge 8% more passes in Combined Science were made than in the previous year. The pass rates in the separate sciences of Biology, Chemistry and Physics remain high.

2022: 44% 4+; A8 3.3; Prog -0.86

2023 56% 4+; A8 3.5; Prof -0.6

2024: 60% 4+; A8 3.7; Prog -0.3

What changed

In the summary report, following a visit by our Lead Learning Partner, Science was labelled as 'Consistently inconsistent'. At this point I started to improve consistency across the Faculty.

The core part of changing our consistency in Science was to implement a different curriculum, based on 'Powerful Knowledge'. Each learning block (usually a lesson) focusses on a 'Big Question' which has clearly taught 'Powerful Knowledge'. Students now experience a common learning pattern in which the Powerful Knowledge is taught, often including live modelling with visualisers. After learning the Powerful Knowledge, students have an opportunity to embed it during the rehearsal phase of the learning block, where the teacher will use a technique from our newly established 'Assessment for Learning Toolkit'. After this the teacher will check students' understanding using mini-whiteboards to assess whether the students understand the Powerful Knowledge, only moving on once the students demonstrate they have secured the required understanding. Once our teachers have established that the students understand the Powerful Knowledge, an opportunity for independent practise will be delivered, allowing the students to embed their learning.

Mr Hartnell had the insight to invest in bespoke coaching for each of our teachers in the Science Faculty. Our Hampshire and Advisory Service (HIAS) link, Kevin Neil, spent days with each teacher modelling, advising and honing their pedagogy. This provided a huge acceleration in improvement, which we could not have achieved, had Mr Hartnell not be willing to invest.



"I just wanted to drop you a line to say how much I have really enjoyed and benefitted from working with Kevin [HIAS Science Support]. I have honestly loved it.

For someone who had minimal teacher training due to covid/school closure leaving me unable to commence/complete my placements, it has been an enormous help to my teaching practices and confidence.. I am so grateful.

Additionally, with the new powerful knowledge curriculum, I am saving over half of the time I was spending planning for lessons. This has changed teaching for me and has really improved on my work/ life balance dramatically. "

Taken from an email sent to the school, September 2024

As well as what is recorded above, I have implemented the following strategies to ensure consistency across the Faculty, and consequently the students' diet of Science:

- A Faculty Handbook, clarifying how we work in Science.
- Visualisers in each classroom, to enable staff to model learning.
- Cornell notes, to ensure that students have a common framework to record their written notes.
- Tassomai as a homework platform. Tassomai is an intelligent website that learns what the students can and cannot do, allocating more time to the latter, ensuring that the students have an opportunity to develop a secure knowledge base.

“Thank you Mr Clinton for being the best science teacher over the past 3 years! Thank you for believing in me when I didn’t think I could do it. I appreciate the help you have gave me!”

Taken from a ‘Thank a Teacher’ message, September 2024

Next Steps

Having established strong Assessment for Learning strategies across the Faculty, I am now leading Behaviour for Learning strategies to ensure that students facilitate opportunities for learning, and we have smooth lesson progress.





Reading

Mrs H Brown

Literacy Across The Curriculum Lead

IMPACT: How we know it made a difference

All students have been tested twice last year – September 2023 and June 2024. Progress has been measured:

	Year 7	Year 8	Year 9	Year 10	Year 11
Sept 2023	11.6	12.3	12.9	13.4	14.1
June 2024					

We would have expected is for progress to be around 8 months per year group across the time.

All students have also been measured and grouped into four levels: (red readers 10 years and below; yellow readers 11- 12 years; green readers 13-15 years and blue readers 16+). This also shows progress in all year groups:

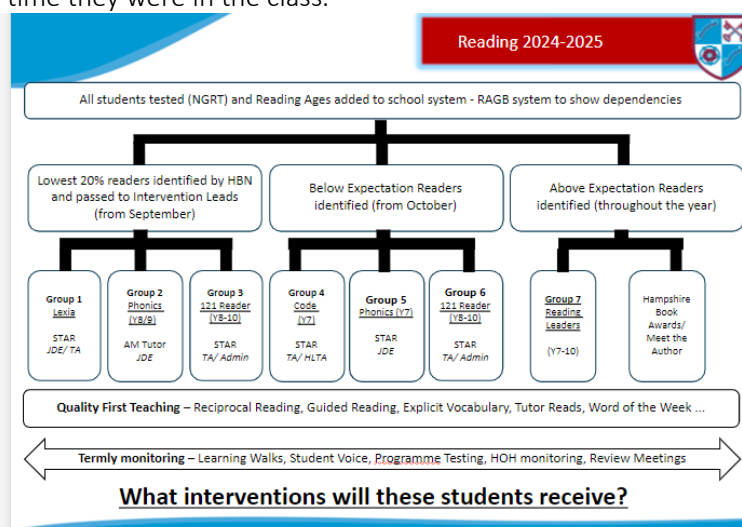
		10 years and below	11-12 years	13-15 years	16+ years
Year 11	2023	30	13	27	30
	2024	21	10	28	38
Year 10	2023	25	17	38	23
	2024	17	16	33	34
Year 9	2023	42	18	15	25
	2024	27	17	23	33
Year 8	2023	32	31	22	15
	2024	30	21	25	23

What changed

- The school moved from Literacy Assessment to NGRT as it is a far more robust system for testing Reading Ages. All students had a benchmark in September 2023 which gave us something to work from at the start of the year. The data was checked and grouped accordingly, and information was shared with all stakeholders throughout the year
- All students were tested again at the end of the school year so that progress could be measured in a timely manner (see the results above)
- A clear measure for the bottom 20% of readers across the school was set up with 'layers of support' being shared with all staff. Interventions were changed and more opportunities given to find the right level of support
- The AM Phonics sessions saw an extra member of staff added so that there was more flexibility and support for those most struggling with phonics – Stage 1 was completed with all



year 7-9 and testing for Stage 2 began straight away in September 2024. Progress of those in the phonics classed was mixed with students making between 3 months and 4+ years of progress in the time they were in the class.



- Teachers were introduced to the strategies of Reciprocal Reading (summarise, predict, clarify, question) with a soft launch in June 2024
- A trial group of students worked on Lexia – progress was checked and monitored throughout these sessions.

So what's next?

- Year 7 will join the CODE reading programme – testing for this will commence in September and then, with the help and support of Little Wandle, interventions will start in October 2024
- Whole School Reading Initiatives – Roald Dahl Day in September where all teachers Share a Story (from Tales of the Unexpected) and then World Book Day in March. We also have a termly Virtual Author Visit Programme booked in through the School Library Service to help promote a culture of reading in the school
- All tutors, in STAR, read a novel together each day instead of silent, independent reading. These novels have been distributed to tutors after a vote happened in the first week of term. This is to ensure the books that have been chosen are relevant and enjoyable for those in the group. Students will also be given a Recommended Reads sheet Half Termly to encourage them to read different books.
- A morning tutor session called 'First News' has been created with a focus on weekly current affairs and how the media presents information to us. Understanding of what has been read is monitored through a weekly quiz at the end of this session. In addition to this, we have also introduced Word of the Week from September with students being encouraged, where appropriate, to add this word to their written/ verbal work.
- The library is fully open – students borrow 2 books at one time and the team of supporting staff has increased so that we can provide logins for students to access resources from home and staff to use the bank of ready-made resources. The library is open at break and lunch and, throughout the Autumn Term, we are hoping to encourage tutors/ English teachers to use the space for reading groups
- All staff have been trained again on Reciprocal Reading and it has been added to the GTT observation forms and should now be evidenced in Learning Walks.





Enriching the curriculum

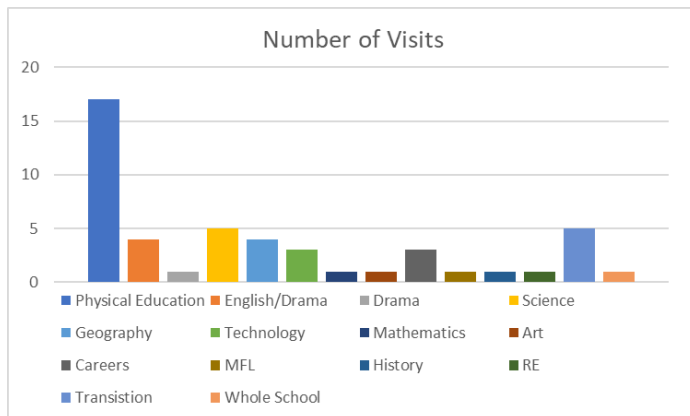
Mr A Strezlec

Educational Visits Co-ordinator



Often, when we think back to our school years, our minds don't tend to go back to the hundreds of lessons we sat in, but rather the times where we were stood measuring the microclimate by a lake, asking people surveys in streets or those residential trips. Trips are an important part of not only the curriculum, but also a student's personal development. That's why we value them so much at Warblington and why 2024 saw the reintroduction of the Ski Trip!

IMPACT: How we know it made a difference



2023-24 saw 48 trips take place, which provided over 1600 opportunities. This was over double the amount seen in 2022-23. We saw the first overseas visit since Covid. Trips to Wembley, Williams F1 Headquarters, Legoland amongst others formed part of an incredible offer this year.

All trips are evaluated by both the staff and students to ensure that the quality of the trip met the standard. Trips are

recorded via the Evolve system, which ensures all 'paperwork' is stored in one place, and allows a continual conversation with County. Risk assessments, registers and contact information is all stored in the system, along with all consent and registers. 6 of the visits were statutory monitored by County in 2023-24

What changed

Children and young people were among those that were most impacted by the COVID pandemic. The recovery process from COVID is ongoing and is likely to continue for some time. As a result, outdoor learning and educational visits are indispensable in restoring and rebuilding children and young people's confidence and mental health. They also provide an opportunity to enhance and enrich the curriculum, extending learning and fostering rapid progress. We have made it a priority to increase the opportunities available to our student's. Our curriculum in English was supported by workshops with the cast of Romeo and Juliet and theatre performances of Romeo and Juliet and Blood Brothers, Languages enjoyed Les Misérables in London and an additional bespoke performance of a French speaking play, provided through our link with Havant Federation of Schools. In Science our Year 8

students were hosted by Williams F1, including a STEM workshop, race simulators and a tour of the heritage museum. They also were able to access The University of Southampton Life Lab experience. Maths enjoyed a robotics workshop at Lego Land and Drama had a day of workshops with the cast of "Six". We also welcomed the return of our bi-annual ski-trip, taking 72 students to Austria, developing their positive attitudes to physical Activity and healthy lifestyles. and supporting their Self Esteem and Motivation for Learning.



A local perspective and presence is also important for us, Pallant House have hosted our Art department as "Artists in residence" several times and our History department have supported Havant Borough Councils, Holocaust Memorial service. Fieldwork is a compulsory component in our Geography curriculum helping students understand different perspectives on social, political, and ecological issues. We take pride in supporting charities and our annual whole school Cancer Research, Race for Life, sees us turn the local area pink.



At Warblington, we are privileged to have some amazing outdoor space, within our school grounds. This is of huge benefit to our students and allows us to have access to nature. We enable and encourage staff to use it whenever possible and formally celebrate this twice yearly with Outdoor Classroom Day.

Next Steps

We know children and young people enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces or abroad. It is therefore our commitment to continue to strengthen these exciting opportunities.

Up Coming highlights:

- A Christmas Carol
- Paris including Park Asterix
- Isle of Wight sporting fixtures and Little Canada.
- CHAOS at Fort Purbrook
- Water sports, Ardennes.
- The Annual... Race for Life.





Visiting China

Dr F Lansley

Assistant Headteacher

What we learned from our visit – and what they learned about us



Zhangjiagang No 2 Middle School

In March 2024, I was lucky enough to join a delegation of school leaders from the Havant Federation of schools on a week-long visit to the Shanghai district of China. The packed itinerary saw us visiting 8 different schools as well as presenting at conferences for local headteachers. The purpose of the visit was to provide opportunities for discussion around both of our education systems but also to build links with the schools that we visited.

One of the things that struck all of us was the sheer scale of the schools that we visited, the smallest primary school

having a student population of 2000, rising to 5000+ for the high schools. Whilst the schools were welcoming, the logistics of the numbers of students does make them very different places to our UK schools. On explaining to some students that Warblington has just 800 students, I received a response “Does that mean that you can care for your students?” to which I replied “yes, very much so”.

In line with the objective of building links with the Chinese schools, we then had the opportunity to host 30 students from Zhangjiagang No 2 Middle School, which is situated in a suburb of Shanghai. Each of their students was buddied with one of our own students and then spent the week in lessons, experiencing what it is like for our students. After-school activities each day also gave the opportunity to try their hand at pottery, e-sports and hands-on science experiments. A traditional English afternoon tea ended the week in style.

“Thank you very much for the education you have given us, which has allowed us to experience the education system of a different country. I particularly enjoyed the hands-on practice in your classrooms, which has made me feel the joy of learning. I have felt your enthusiasm and kindness and will cherish this friendship forever. You have brought me very beautiful memories” Mavis”

Mavis, a Teacher who joined us at Warblington, July 2024



Traditional welcome to a school



What was great to see as the week progressed were the friendships that developed between the Chinese students and Warblington students. From a nervous start on the Monday morning, there grew a fun and creative way of communicating, leading to exchanges of gifts, contact details, hugs and tears by the Friday afternoon. Many of our students are still in touch with their Chinese counterparts.

For me, the takeaway from the China experience was around the use of language to communicate, whether that be in Chinese Mandarin or in English. Common to all the students was the time and thought that went into articulating what they wanted to say, both in the classroom and beyond, exemplified by these two messages that I received shortly after our guests had returned home.



“The few days that I spent in your school were the most impressive time for me in the UK. The Chinese education system is about cultivating students’ ability to cope with exams, the British education system is much more than that, paying attention to students’ practice and exploration. I really felt the learning atmosphere of the British students. The classes were rich and colourful and the students also very friendly and thoughtful. I will treasure the memories.” Jenny

