

Warblington School

Executive Self Evaluation

September 2024



@warblingtonsch



@WarblingtonSchool

Introduction

Our vision is to be a *centre of excellence at the heart of the local community by delivering an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching our aspirational goals.*

Contextual information

- The school has 782 students on roll (below national 980) however the population is rapidly increasing, 35% increase since Sept 21 and is full in years 7,8 and 9 from Sept 24
- The proportion of pupils on **free school meals** is **31%** (National: 25%), and increase of 14% since 2020
- The proportion of pupils from **ethnic minority** backgrounds is 12% (National: 31.3%) and increasing
- 8%** pupils have **English as an additional language** (National: 14%)
- The proportion of pupils with **EHCP** is **4.9%** (National: 3.1%)
- 21.7%** pupils are on **the school SEND register** (national: 14.9%)
- We are part of Hampshire LA, which is the sixth worst per pupil funded LA in the country, and work closely with a local soft federation of schools.
- Stability (percentage who were an in year admission) is 14%, which is in the top 20% of schools nationally (Average 8%)
- Students join us from over 15 feeder schools, with various starting points on entry. Full in years 7 and 8 from Sept 23
- Main building just seen a multi-million pound refurbishment to ensure historic building meets adequate working conditions

The Quality of Teaching

- Whole school monitoring in throughout 2023-24 showed greater consistency of teaching, using the Great Teaching Toolkit as the benchmark.
- The strengths in teaching across the school include:
 - Ready to learn criteria are used with pupils to ensure the standards expected in the lesson are known from the start.
 - SEND provision – pupils identified as SEND have an individual pupil profile highlighting strengths, areas for improvement and strategies to use. Strategies are clearly visible in 85% of classes, however building expertise remains a key priority as student needs become more diverse.
- Strong teaching** exists in nearly all teams, and is particularly strong in English, Maths, PE and Computing. Known weaknesses in Science have been addressed over the year, with outcomes seeing a 10% improvement since 2022.
- Staff turnover has been low and where positions have become available, we have been able to quickly recruit strong teachers to fill positions. 8% of the staff are Early Career Teachers (ECTs) and just under a third of the staff trained or qualified during the Covid pandemic. New appointments in Sept 24 have increased breadth of curriculum to include Design Technology and Business Studies.
- Performance Management is known as Professional Growth** and uses the Great Teaching Toolkit to help provide individualised professional development to all classroom based staff. Observations of teachers are regular and those

who are a concern are on our coaching programme or capability.

- Professional development** is of high priority with staff responsible for continually updating their professional learning journey as well as uploading evidence contributing to the success of their targets.
- The school is committed to providing a broad curriculum, with over 60% entering the Ebacc in 2024. British Sign Language has been introduced in Sept 22 as another language option. A large variety of options are available, despite the size of the school.

The Quality of Leadership

- Since Sept 23, a middle leadership layer has been implemented in curriculum areas,
- SLT have high visibility and are approachable – they are all assigned a ‘duty day’ where they are highly visible for the whole day.
- Leadership at all levels valued and given high quality CPD using the NPQ Qualifications. Use of apprenticeship levy to improve CPD both with teaching staff (NPQs) and support staff (for example network manager and business manager)
- A school-wide restructure was completed in Sept 2023 with a smaller, more focussed SLT structure and new subject leads introduced.
- Fully staffed, with subject experts, with no vacancies

Behaviour and Safety

- Attendance** remains a focus post-pandemic, with the school’s attendance close to national figures, but above local figures. Following a restructure of the inclusion team, an attendance and welfare team are key in driving the pastoral care
- Pre-pandemic, there was a **considerable reduction in persistent absentees**, however this figure has increased post pandemic. It remains a focus to re-engage these students as a matter of urgency with a whole school approach.

Improvement priorities from SIP

Strategic Priority 1 – Every Dimension, Every Lesson

Assessment (both formative and summative) enables students to achieve to the best of their ability. Targets are no longer set based on FFT, instead on the school achieving continual improvement.

Strategic Priority 2 – Every Student, Every Lesson

Eliminate low-level disruption from our classrooms





Strategic Priority 3 – Every System, Every Day

We will continue to develop pupils’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others

Strategic Priority 4 – Every Need Seen Differently

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement

What are we about?

 <p>OUR MISSION</p>	<p>Staff at Warblington School often speak of giving every child “a big bunch of keys, which open as many doors as possible once they leave us” and this helps us think of the types of keys they need. Whilst academic qualifications are clearly important, we also know that the “smaller keys”, often those characteristics not formally assessed, are also important in life’s journey. The bigger the bunch of keys a person has, the more likely there is to be a key that opens the door ahead. We also know that people obtain keys at different times in their development.</p> <p>Our mission is to equip each young person with a varied set of keys to unlock success in the future.</p>
 <p>OUR VISION</p>	<p>Our vision is to be a Centre of Excellence at the heart of the local community by delivering an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching our aspirational goals</p>
 <p>OUR AIMS</p>	<p>We want every member of the community to come into school excited by the day ahead. We want everyone to enjoy their day and benefit from a learning environment which is safe, happy and allows success. We want students to experience staff who love their subject are keen to encourage the next generation of geographers, mathematicians, linguists and who take pride in their own professional development and growth. At our heart is ensuring every child had a broad curriculum that allows them to hone their skills.</p>
 <p>OUR VALUES</p>	<p>“Growing Minds” When we speak of growing minds, we think of academic growth and personal development. Core characteristics, like confidence, tenacity, empathy and honesty, and competencies like presentation skills, team working and communication are integral not only to a person’s employability, but also to their ability to form positive relationships. Through our carefully constructed curriculum, student leadership scheme, PSHEE programme, charitable activities and activities with our partners, we ensure that our studnets can develop these skills</p> <p>“Successful Futures” When we talk about getting students to dream, we are encouraging them to start thinking about possibilities beyond what they currently comprehend. We remove restrictions from their aspirations so that they have the freedom to develop new passions and a lifelong love of learning, so that they begin to open their minds to the ceaseless opportunities available to them</p>

The Leadership Team 24-25

Due to Mrs Gregory being on maternity leave for 2024-25, opportunities have arisen for staff to be part of a wider leadership structure, with specific improvement priorities linked to the School Improvement Plan and targets set by Ofsted.

Mr Hartnell
Headteacher



Mrs Fletcher
Assistant Headteacher



Dr Lansley
Assistant Headteacher



Mrs Durrant-Francis
GTT Consistency Lead



Mr Godfrey
Digital Literacy, ITT and Vulnerable groups



Mr Bradshaw
Behaviour Lead



Mrs Burns
Leader of Inclusive Practice



Key areas for improvement in the last inspection

Ofsted Point	Key actions taken so far
<p>The way the curriculum, including the teaching of reading, is implemented is inconsistent. The teaching approaches used in some subjects are more effective than they are in others. As a result, pupils have gaps in their knowledge and understanding in some subjects. Leaders should continue to develop teachers' pedagogy to ensure that pupils receive a consistent experience across the curriculum.</p>	<ul style="list-style-type: none"> The curriculum leaders (appointed from Sept) have worked on ensuring a consistent approach. An external coach brought in for all Faculty Leaders demonstrating an investment in professional development Consistent MER approaches across the Faculty Leaders reporting to one senior leader. Consistent exam analysis process, including access to scripts and submission of review of marking requests. Use of PIXL Feed Forward resources to incorporate examiner feedback into improvement plans. Use of PPE1 to build a basis for intervention with online tutoring and holiday/weekend support sessions for Y11 students. Student Progress Meetings held Reading groups have been focussed on groups of students to ensure students are reading and comprehending at the age appropriate level. 78% of students are now reading at their age-appropriate level. Of the remaining 22%, 19% have made over 18 months progress over since September. Lexia purchased and used for the lowest 20% of attainers 'Key Word' usage embedded across all faculties. Defining explicit teaching of key vocabulary (SENDCo / Reading Lead) Whole staff learning walks using consistent learning walk proforma, across all SLT, based on 'The Great Teaching Toolkit' dimensions – with follow-up from SLT lead (JFR behaviour/MHL pedagogy) where areas identified as 'pink' Review of assessment at KS3 in preparation for 2024-25 (both internal and external reporting to parents) Re-design of data dashboards and subsequent action planning
<p>Some teachers do not consistently check pupils' understanding of what they have learned across the curriculum. This means that learning sometimes moves on before pupils fully grasp the required knowledge. Consequently, learning does not fully meet all pupils' needs. Leaders should ensure that all teachers routinely check pupils' understanding and adapt plans for future learning accordingly.</p>	<ul style="list-style-type: none"> Teachers trained around identifying and addressing gaps in lessons and over longer periods of time 'These three things': Curriculum Leaders discussion around what have been the first things that they have changed and the impact that has been seen across the faculty Post-Ofsted action plan discussions, faculty and individual Learning walks completed—SLT and CL's Parents evenings, all years. Examples of work shown to all parents, detailed conversation and resources issued. Learning walks – focusing on CFU KS3 Assessment CPD Assessment for Learning Workshops Student Passports updated and show student needs. These are used in lesson observations alongside the defined Ordinarily available inclusive practice
<p>Some staff do not have high enough expectations of pupils' behaviour in classrooms and around school. This leads to low-level disruption which slows pupils' learning and means that pupils have mixed experiences as they move from one classroom to another. Leaders should ensure that all staff understand and uphold the school's expectations for pupils' behaviour, responding more consistently when pupils do not conduct themselves well enough in lessons and at social times.</p>	<p>Reboot 1: Re-iteration of A-G's on 1st day of term to staff and students</p> <p>Reboot 2: Ready to Learn booklet to parents to explain systems CPD Day (Consistency)</p> <p>Reboot 3: Bronze, Silver, Gold awards introduced Consequences tweaked for not adhering to A-G (eg Mobiles). Observations of all staff (T&L / B4L) Staff voice and training on behaviour</p> <p>Reboot 4: Introduction of H,I,J Uniform: Leggings and jewellery focus; No mobile phone on site introduced Point values for uniform removed to avoid Wave for accumulation Member of staff on door each morning</p> <ul style="list-style-type: none"> Newly appointed Behaviour Consistency Lead (1 year) Consistency Handbook introduced for staff
<p>Leaders do not consistently check how well their actions to improve specific aspects of the school are working. As a result, many strategies they are working on are not having a rapid enough impact, specifically on pupils' achievement and the attendance of disadvantaged pupils. Leaders need to ensure that leaders at all levels monitor the impact of their work more rigorously, so that they can maximise the impact of their efforts.</p>	<ul style="list-style-type: none"> Re-distribution of roles and responsibilities of Senior Team (SLT) following restructure. Consistent line management agenda and minutes across faculty areas. Interventions for KS4 students identified and in place much earlier in the academic year for Year 11. 'These three things' impact document across all subject areas Whole school teaching and learning evaluated. Introduction of MER calendar with CL's – production of faculty wide actions for MER by each CL. Line management Meeting minutes stored centrally in CL team and discussed at SLT meetings. Second round on observations to ensure progress made PM target interim reviews <p>County inspectorate visit (March 24)</p> <p><i>"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."</i></p> <p><i>"All Heads of Faculty are being coached by an external coach"</i></p> <p><i>"Leaders have implemented the "Great Teacher Toolkit" as a consistent approach to monitoring teaching and learning."</i></p> <p><i>"Leaders are consistently assessing the impact of this implementation and have started to complete actions at department and whole school level based on their analysis facilitated by weekly Continuing Professional Development (CPD) afternoons to target specific priorities."</i></p> <p><i>"Leaders gave a detailed account of the safeguarding processes"</i></p> <p><i>"Leaders provided impact data compared to this time last year regarding internal behaviour points where there has been a reduction in Year 10 and 11."</i></p> <p><i>"Since September leaders have reviewed their approaches to attendance and are working on whole school strategies for example attendance streaks"</i></p>

Self-Evaluation of 'Quality of Education'

Despite being smaller than average, we pride ourselves on our curriculum offering and the fact we celebrate and recognise all subject areas, whilst acknowledging academic excellence.

Intent

The curriculum at Warblington underpins our goal of ensuring that students experience a broad and balanced curriculum, delivered by high quality teaching. Our curriculum is coherently planned, personally tailored and designed to ensure all students receive a curriculum they are entitled to, to ensure they achieve their best. Subjects have carefully planned and sequenced their learning journey, making necessary adaptations post pandemic, which are displayed as road maps around the school site. This knowledge is carefully sequenced so students have a deep understanding of the subjects they study. Emphasis is placed on careers and where the next stage of their education may take them as we have academic ambition for all students.

The school's curriculum is national curriculum compliant and meets the needs and aspirations of learners. Years 7–11 represent a five year continuum, merging aspects of both Key Stage 3 and Key Stage 4. All students begin their Warblington journey studying the full range of subjects at Key Stage 3. Our Key Stage 3 to 4 transition year in Year 9 enables the curriculum to remain as broad as possible for as long as possible, with option choices being made in the spring term and started in the summer term. This enables the Key Stage 3 curriculum to be delivered across KS3 and for students to make knowledgeable choices for their KS4 years. The majority of students go on to study a language as we deem it as important given our proximity to the continent. Since September 2022, this has included British Sign Language and the school actively participated in Sign Language Week in March 2023.

"Thank you for all the hard work you and your colleagues do to ensure that pupils at Warblington are able to access and engage in high-quality music education. Your dedication to offering and delivering a broad and balanced curriculum is both welcomed and celebrated."

Music Mark Award, September 2020



Implementation

We are fully staffed, by specialists, in all areas of the curriculum. September 2022 was the start of the second year where all lessons are taught by subject specialists with excellent subject knowledge. Consequently, there is a greater level of consistency across the school.

Lessons are well planned, focused and purposeful using our GROWTH model which was developed by the teaching and learning team in the school. Each lesson starts with a 'Do



Now' to ensure a prompt start. Activating hard thinking strategies have been introduced to ensure lesson time is used productively and there are generally high levels of student engagement. Teachers are knowledgeable in regards to student need and therefore provide appropriate support and challenge, which enables most students to learn well. An ethos of continuous reflection and improvement amongst our staff is securely established.

Learning Support Assistants have developed their own area of specialism to ensure students with SEND are well supported both in and outside of the classroom. The school is part of a local SEND project with the EEF, with CPD from Sally Franklin, researcher for Maximising the Use of TA.

Teaching is monitored by senior and middle leaders on a regular basis through lesson observation, lesson drop ins, learning walks, book scrutinises and student voice.

"...pupils benefit from regularly revisiting previous learning. They enthusiastically discuss their learning. Staff check pupils' understanding through skilful questioning. They adapt teaching to ensure pupils have fully grasped the content. Pupils talk confidently about what they have learned and demonstrate a good understanding of the subject. As a result, they achieve well in these subjects"

Ofsted Report, July 2023

The use of the new school feedback policy has had positive impacts by shifting the focus from marking to planning – reducing teachers' workload and ensuring that teaching is more responsive to students' needs.

CPD time has enabled all staff to be involved in ensuring classroom environments are designed to maximise learning opportunities, as well as developing student resilience and independence.

Priorities for Development 24-25

- The school's curriculum is continually evaluated to ensure it continues to meet the needs and aspirations of learners.
- Appointment of a Great Teaching Toolkit lead to ensure high quality teaching throughout the school. Development of the Warblington Blueprint for Teaching to ensure consistency of approach in all areas.
- Coaching conversations ensure staff are helped to become great teachers and enjoy their time in the classroom.
- Reading interventions prioritised, with use of the Little Wandle 'Wave' programme introduced.
- To further improve the quality of planning, homework, feedback and questioning.
- Ensure that teachers consistently use assessment information to plan learning that provides high levels of challenge for all students.
- To further develop activating hard thinking strategies within all lessons across the school.

Self-Evaluation of 'Quality of Education - impact'

Using robust tracking and monitoring we have seen increases in all subject outcomes.

Key Stage 4 Progress

Warblington's 2024 (indicative) Progress 8 (P8) has seen a huge jump from that in 2022. A jump of 0.57 means that every student has seen their grades improve by over half a grade when comparing 2022 with 2024. This jump cannot happen by chance, since the cohorts of children are still smaller than average (at 120) with many students joining us after the normal year 7 entry points. Indeed the 2024 cohort saw two students who were reintegrated from The Key Education Centre – both went on to pass their maths and English! Many continued to struggle to attend post-Covid, and the support given to this cohort remain high.



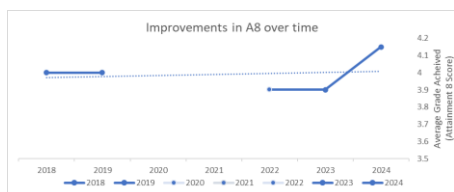
- Eng & Maths 4+: 61% (↑ from 53% in 2022)
- Eng & Maths 5+ : 39% (↑ from 33% in 2022)
- Ebac 4+: 19% (↑ from 16% in 2022)
- Attainment 8: 4.1 (↑ from 3.9 in 2022)

In almost every measure, the 2024 results have broken school records in years where external examinations have taken place. Attainment over time is increasing in almost every subject as a result of a curriculum restructure, a more robust Key Stage 4 programme and upskilling specialist staff. Mentoring programmes, bespoke and innovative revision programmes and detailed data tracking have enabled interventions to be successful. Predictions for 2024 were accurate against final outcomes, indicating an increase in professional knowledge. At the time of writing, some subject areas are still questioning the markers, where staff have reviewed the marks given and disagree with the outcomes. This level of precision assessing is now evident across all subject areas.

Recent PPE's for the 2025 Cohort are showing the attainment is likely to increase again, despite another small cohort. We are also looking at a significant increase in attainment in languages in 2026, where staff have been teaching to the new examination criteria since the students began in year 7, meaning they are ahead of the changes in this area.

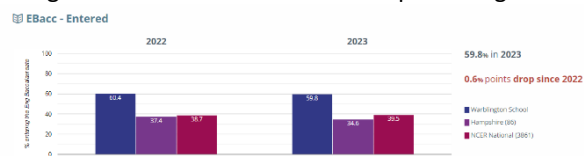
Key Stage 4 Attainment

As a result of the measures above, along with careful curriculum planning, Warblington's Attainment 8 (A8) has been steadily increasing and is now at it's highest ever, despite the Cohort of 2024 having the lowest prior attainment on entry.

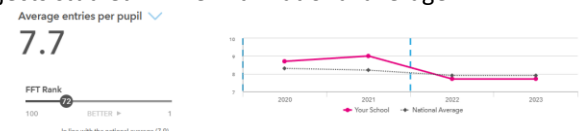


We pride ourselves on ensuring students have a broad curriculum and students are actively encouraged to choose a language to study at KS4. As a result, our Ebacc 4+ statistics are favourable, and put us in the top 50% of schools nationally

and will improve as a result of an increase in lesson time to study the subjects in more depth. Our Ebac Entry remains much higher than the national and local percentages



Students also take a challenging curriculum, with number of subjects studied in line with national average:



Mathematics: In maths, students now perform above the national average, with 2024 results matching national average in all measures, but with a progress score of +0.3. (2022 results saw the subject 10% below national average at Grades 4+ and a progress score of -0.59)

English: Results in English have improved, but not at the same level as maths, with 67% of students achieving a 4 in English in 2024. The curriculum has been completely rewritten and this is now starting to bear fruit with student confidence and ability to tackle longer questions.

Science: Results in science have seen significant improvement since 2022:

- 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

We are also in line with the national average of those taking separate sciences:



Destination Data

Data shows that none of the 2023 cohort were NEET and the number of students going onto Level 3 courses in 2023 was 63%. 61% went into STEM related courses. The number of intended destinations had risen from 6 in 2018 to 15 in 2023. This is a direct outcome of the increase in importance placed on aspirations and a high quality CEIAG, acknowledged in our Hampshire Inspectorate report in April 2021. We achieved the Quality in Careers award in December 2021 – the first school in Hampshire to do so under the new criteria.

Priorities for Development for 'Quality of Education – Impact'

- Improve the outcomes of disadvantaged students in all areas
- Ensure the outcomes in bucket 2 match or better those in maths and English

Self-Evaluation of 'Behaviour and Attitudes'

As a result of successfully introducing our 'Ready to Learn' system, we believe the behaviour and attitudes are good. We conclude this because:

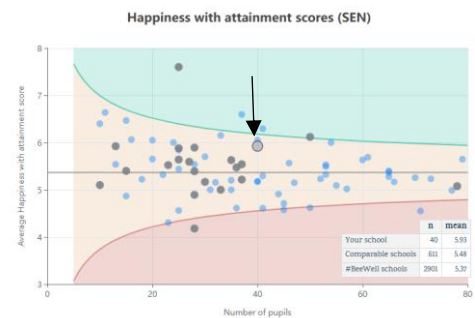


Relationships between students and staff are extremely positive and the overwhelming majority of students engage actively in their learning, displaying an enthusiasm to make progress in lessons and other learning opportunities.

Being part of the #BeeWell project has enabled us to evidence these with Warblington students highlighting that they feel staff listen to them and I feel like I belong, much higher than many of their Hampshire peers:



higher percentage of SEN students than locally indicated that they felt happy at school – and this in a context where the number of SEN students in the school is higher than national. The introduction of BSL into languages has supported this further.



Our A-J's are understood by all and consistently applied. The introduction of the 'G' - get to lessons on time – was added as a response to some unnecessary lost learning time identified. A-F expectations were developed alongside the students. Our work with the DfE Behaviour Hub programme has refocused our work. Staff are regularly consulted on the system and following a leadership review in Summer 23, it was acknowledged that too many students were missing out on education as a result of internal isolation. A more restorative approach has been implemented for Sept 24, with a Behaviour Consistency Lead appointed for the year to monitor the progress.

Warblington School
It's All About Learning!

- Always follow adult instructions
- Be kind, polite and respectful at all times
- Complete all work to the best of your ability
- Do wear the correct school uniform at all times
- Ensure you bring the correct equipment/books/materials to all lessons
- Follow mobile phone procedures
- Get to all lessons on time
- Homework must be completed and handed in on time
- Inspire others
- Jewellery must follow the school rules

The school has maintained its **inclusive pastoral system** that very effectively supports all students, with a particular focus on those pupils eligible for PP funding. We have always been seen as a school who go the extra mile, often providing opportunities for 'fresh starts' for students and with the developments in our careers team, this has had a much greater focus on ensuring outcomes match this commitment. A member of the Senior Team now chairs the management panel of the local behaviour centre, The Key.

"Behaviour seen throughout the day would align with the self evaluation, with the school being calm and orderly, with pupils following staff instructions with respect."
Hampshire Inspectorate and Advisory Service, March 2022



When comparing the school's rate of exclusion with national figures, **the rate of suspensions are higher than average** but this has been used to implement the ready to learn system. Following each exclusion, parents have been brought in for a meeting to discuss and reflect on behaviour and move forward. The school is in the lowest of all Hampshire schools for length of suspension (0.9 days), and the trend is suspensions are decreasing. Less than 2% of the school population have had more than one suspension. Comparison with Data on permanent exclusions points to a remarkable record of inclusion.

Students take responsibility for their behaviour. They are kind and respectful towards each other and their teachers. Over 270 'Thank a Teacher' messages were sent in 2024 by students to their teachers. Disruptions to learning are rare, yellow and red cards used effectively ensuring that rare disruptions are swiftly dealt with. A duty member of SLT walks the school each day to ensure learning is focussed, with no opt out for students. The school has an effective system with tiered levels of support that meets the needs of the most challenging students and that supports our drive to deliver uninterrupted Quality First Teaching. **Students feel safe at school. Bullying is rare.** Reported incidents are followed up promptly and restorative approaches underpin the work done to rebuild relationships. Parent and student surveys evidence this work. This again is evidence with results from the #BeeWell survey where a much

Priorities for Development for 'Behaviour and Attitudes'

- Further increase the levels of attendance, while further improving the attendance of disadvantaged students and SEN with/without EHCPs.
- Continue to ensure low-level disruption in lessons is rare and all staff deal with behaviour consistently.

Self-Evaluation of 'Personal Development'

The staff know every child as an individual. This enables us to personalise the experience for every child and get to know each child individually.

The pastoral team at Warblington is a real strength. Our house leaders are central to this team, working with their tutors to provide our first wave of support via our daily, structured tutor sessions and assemblies. These sessions address many of the opportunities to support the SMSC of the students and to ensure that they are safeguarded. Alongside this team, we have our second wave of support in which students' mental and physical health is supported via our health and wellbeing and inclusion team, our student support manager and our attendance lead. Through this centrally located team, students are effectively provided with mentoring, counselling and medical support as and when it is needed.

The transition from Year 6 to Year 7 is particularly strong and regularly praised by parents. Whilst the Year 7 team (Year Leader and tutors) remains the same each year to ensure a thoroughly supported transition to secondary education, the remaining tutor teams stay with their students from year 8 to



year 11 to enable tutors to develop very detailed knowledge of the students, excellent relationships and to provide them with effective guidance.

"Thank you Mr Turner for everything you have done for me and I want to tell you that I appreciate it even when I don't feel the most confident in my work you are always there to tell me how good I am doing which gives me encouragement to work harder everyday" *One of over 270 emails of Thanks – Thank a Teacher Day 2024*

Personal development is supported by the school's extensive range of community partnerships and through the school's enrichment programme. Every Tuesday afternoon, the personal development curriculum is taught, focussing on relationships and sex education, safeguarding, diversity and equalities and careers.



There are a number of extra-curricular activities including sports teams covering each year group and many students take part in our sports week. Warblington is proud of its

performing arts faculty, which celebrates its success through our school productions, musical, and dance performances. The school has recently set up an eco-committee, which is actively campaigning to promote environmental awareness, e.g. improving recycling, reducing waste and litter, and recently achieve the green flag!



"Mr Hasker, we cannot Thankyou enough for all of your support and care and empathy you have shown our child during her 1st year in Warblington. You have become such an important role model to our child. You really do deserve to be recognised for your professionalism and dedication."

Thank a Teacher Day 2024

The use of tutor time has been developed to increase the opportunities to prepare students for life in modern Britain alongside the personal development aspects of our Enrichment lessons. Each week students will celebrate national memorial event and aspects of SMSC through year assemblies. In addition, each week students across the school will consider a discussion topic for the week and an opportunity to consider an aspect of cultural capital. It is anticipated that these sessions will focus on social and moral aspects of life, safeguarding and environmental concerns.

"Staff know pupils very well. Importantly, they have pupils' best interests at heart. Leaders and staff are committed to unlocking pupils' potential. They liken the skills they want to give pupils to a bunch of keys, each of them a tool that will help pupils to succeed in the future. The way the school helps pupils to develop personally is well thought through."

Ofsted report July 2023

Through our enrichment programme, our tutor sessions, our assemblies and our curriculum, the school goes to great lengths to prepare students positively for life in modern Britain and to promote "British values". We have a dedicated careers team, including a Level 6 Careers Leader who lead a career programme underpinned by the Gatsby Benchmarks.

Careers education is taught by a dedicated team of teachers

and occurs across Key Stage 3 and 4 through the careers strand in the enrichment programme.



Additional careers guidance at Key Stage 4 is given by our impartial careers adviser. Together, these provide students with information about a wide range of pathways and local providers, ensuring that our students successfully make the transition from our school to further education, apprenticeships or employment. Our destination data is in line with the national

figures and in 2022 and 2023 we saw students move on to a much larger range of post-16 establishments. We are affiliated with the Careers Development Institute (CDI) and have achieved our Careers Mark award and the Headteacher has recently completed his MA (Ed) on the impact of careers provision to further enhance the work in school.

“I’d like to say a very special Thank You to all the teachers who’ve helped not just [my two sons] when they were in the school, but myself on the numerous occasions that I have had the need to contact the school to resolve all questions and queries. This goes from Rachel on the reception (now dealing with absences) who got to the point of recognising my mobile number right through to Mr Hartnell and your deputy Dr Lansley - you’ve both always been exceptionally kind and helpful to me when my needs have demanded me to get in touch with either of you. Even though your documents still won’t print when printing them from a mobile phone :-).”

One of over 270 emails of Thanks – Thank a Teacher Day 2024

The school’s clear zero tolerance approach to derogatory language or intimidatory behaviour reflects the school’s open culture. Students are asked to reflect on language used in our reflection room and students are happy to report others who use such language. The school works well with the police to reinforce the message where required.



Warblington understands that everyone will develop during their time with us, but this may be at different rates and different times. Some may need to use our successful Gateway provision to support them in their transition to us; some may use the Student Hub at break times to make them feel more secure; but all students acknowledge that there is always a member of staff who can support them and the

safeguarding culture means staff are always on alert with the mindset “it could happen here”.

“I’ve been at Warblington nearly two years now and it’s changed my life, and brought out a side to me that I’ve never seen – I no longer feel weak and vulnerable. Warblington took me in, gave me a chance and provided me with the help and care that I needed and they are still putting up with me now! I guess school is a reason I haven’t given up on myself, so I just wanted to say

thankyou.” Taken from an email sent to the Headteacher from a student, September 2022



Priorities for Development – ‘Personal Development’

- We will continue to develop students’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Embed the role of the tutor to include supporting students’ wellbeing, resilience and to recognise how to keep themselves safe and healthy.
- Further raise the profile of careers education across the school.
This year work towards achieving ‘The Quality in Careers Standard’, the national quality award for careers education, information, advice and guidance (CEIAG) in schools.
- Through strong leadership across the ‘Careers and Personal Development’ further develop our personal development curriculum to build skills and behaviours that will support students for life.
- Develop further a student approach to preventing all forms of bullying, including online bullying and prejudice-based bullying.
- Continue to raise mental health awareness and to promote the emotional wellbeing of all students.
- To continue working with external agencies available to ensure students receive the support needed.



Self-Evaluation of 'Leadership and Management'

Leaders set about ensuring that across the school the building blocks for excellence are in place, creating a supportive culture where we all learn together.

We have a simple ambition: to be excellent in all we do. We want students who come to Warblington to experience a personalised, excellent education which is better than any other local school. Our vision is articulated through documents such as the School Improvement Plan (SIP). Whilst it establishes a series of operational targets, it also contains a broader set of goals and values that the headteacher and governing body wish the school to aspire to. All SLT are responsible for the SIP.

"The headteacher has revamped and rewritten much of the school's documentation, in conjunction with his senior team. This demonstrates a more focused approach, with clarity in all aspects of the school's work. All documents are clear, with progression and milestones for each action. Teachers spoke very highly about the senior team and their high expectations. There is a clear vision guiding all of the school's work 'Excellence is an Expectation'".

Hampshire Inspectorate and Advisory Service, March 2022

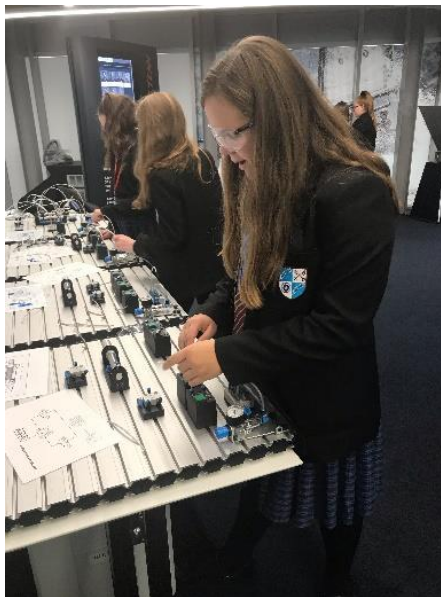
The SLT is a cohesive and highly effective strategic and operational team. The middle leadership has been completely restructured since 2023 and the SLT have all completed NPQ qualifications since taking up their posts. New positions have been created on an extended SLT as a result of a maternity leave. This has led to the appointment of a GTT Consistency Lead, a Behaviour Lead and Data and Disadvantaged Lead – all with aim of improving consistency across the school. They were integral into creating the 'Every System, Every Day' handbook that underpins what we do.

Staff wellbeing is, and remains a priority for the school. This varies from in house changes to policy, listening to surveys through to working with external groups like the University of Bristol on their 'Reimagining the Diary' project. Staff morale is high and relationships between staff and students are strong. Staff provide 'above and beyond' care, which underpins our culture and success. Warblington is fully staffed with teachers who are highly qualified in their subject area and has little staff turnover. Where needed, leadership structures are changed (for example in maths) to ensure staff development and the best outcomes for students. The curriculum has been completely reworked to ensure that all teachers teach within their specialism. We have a clear focus on staff workload and wellbeing. Staff are consulted regularly over the impact of policies and their opinions sought.

Strong governance with detailed minutes/impact statements and resulting actions demonstrating high levels of monitoring, challenge and support. Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills and are working with Hampshire Inspectorate and Advisory service to further develop the role.

Rigorous Monitoring & Evaluation is now in place. This identifies clear strengths and weaknesses understood by all SLT and action is taken to impact on outcomes. Priorities for improvement are precise, shared and regularly monitored.

All safeguarding procedures are fully in place. The safeguarding team work closely together to support our most vulnerable students, with our safeguarding lead setting up and chairing a safeguarding federation group to aid support. A DSL chairs the local federation group of DSLs and a weekly meeting of the team of DSLs provide regular, timetabled, supervision opportunities.



"Keeping pupils safe is at the forefront of everyone's minds. Staff build strong working relationships with pupils and families. They get to know them well. They are alert to the potential risks in the local area. Strong partnership working means that leaders coordinate useful support for pupils who need it. The safeguarding aspects of the curriculum are well thought through and successfully teach pupils how to stay safe, including online. This is supported by tutor time sessions and assemblies. Clear systems and processes allow staff to report concerns swiftly. These concerns are routinely followed up by knowledgeable safeguarding

leaders."

Ofsted Report, July 2023

We have a clear and persistent focus on improving teaching and learning which has gone back to basics to ensure we keep things simple, but execute them brilliantly. Research is used to make decisions about teaching and learning evidence based and have a real impact on student progress.

"During the learning walk all pupils were engaged in their lessons. It was evident that teachers had a stronger presence and command within the classroom environment, with subtle cues to engage pupils who may be off task or unsettled following a transition. These

‘behaviour of learning’ techniques were evident across the school, with teachers skilfully using eye contact, hand gestures and body language, without interrupting the flow of the lesson. This ensured any low-level disruption was addressed swiftly and meant behaviours did not manifest into something more.”

Hampshire Inspectorate and Advisory Service, March 2022

Systems to support teachers at all stages of their career, including the new ECT programme, are available. Excellent practice programmes are developed and through the use of structured coaching and mentoring programmes, ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders. NPQ qualifications are available for all middle leaders to undertake.

“There have been significant improvements in teaching and learning, as seen through the learning walk and through the staff surveys. Staff surveys extol the positive aspects on the continuing professional development (CPD) and coaching they are receiving... The CPD programme is very comprehensive and directly linked back to the self evaluation form (SEF) and SIP”

Hampshire Inspectorate and Advisory Service, March 2022

We continue to work with all stakeholders to develop a culture of high expectations. The culture established is a relentless focus on high standards in all aspects of school life: learning, behaviour, attitude, uniform, attendance and punctuality. We, alongside the students, have changed the uniform and behaviour policy. This has already seen significant impact.

PPG spending is fully accounted for and impact evaluated rigorously. Attainment and progress of all

groups of students is a key priority for the school. One AHT has responsibility for overseeing vulnerable groups.

Leaders at all levels are supported to improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time.

The school’s budget is effectively managed and directed fully towards student progress, particularly in supporting students with learning needs/ from disadvantaged backgrounds, to continue closing gaps in achievement. We continue to work within our means, despite being in the 6th worst funded county in the country.



The school involves itself in a variety of community projects and supports local charities. It prides itself on being an integral part of the local community. In the summer of 2024, the school raised over £6000 and saw the entire staff



and student body don pink shirts and run or walk in the local community in support of the Race for Life. It is quickly becoming the school of choice in the local area due to the delivery of a successful transition campaign targeting years 5 and 6. Numbers on roll have increased from 575 in September 2021 to 782 in September 2024.

Priorities for Development for ‘Leadership and Management’

- Self-evaluation continues to be rigorous and captures a realistic picture of the school’s performance. Involve all stakeholders in the formulating of the 2023–2025 Strategic Plan.
- Ensure the relentless focus on high quality teaching and learning ensures in-school variation is minimised and we continue to drive improvement in SEN/disadvantaged students’ outcomes and curriculum provision.
- Continue to ensure Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for students.
- Maintain high morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- Ensure safeguarding continues to be highly effective never losing the “it could happen here culture”.
- To continue to adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners.
- Ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need and that this is represented in pupil outcomes and experiences.

School Improvement Priorities 24-25

Leaders set about ensuring that across the school the building blocks for excellence are in place, creating a supportive culture where we all learn together.

A: Great Teaching

Every dimension, every lesson



23/24 we saw:

- Significant improvements seen in working to the Great Teaching Toolkit, with observations using highlighting the GTT; improvements seen throughout the school; use of Performance Management and career stage expectations to share best practice; outcomes in 2024 improved; joint observations carried out to ensure consistency and monitoring programme

24/25 we will see:

- Great Teaching Lead appointed; Warblington Blueprint for Teaching and Learning produced and owned by the staff; diagnostic approach to pedagogy; feedback built into professional growth cycle with directed time allocated to professional pedagogical conversations; outcomes continue to improve.

B: Ordinarily Available Inclusive Practice

Every student, every lesson



23/24 we saw:

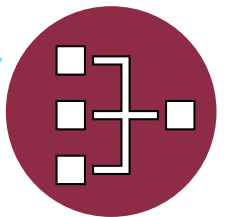
- Significantly increased number of successful EHCPs; needs more clearly identified; outcomes improved for students with SEND; staff confidence has increased; re-organisation of team complete with roles clearly identified; reading interventions used with good impact for small groups.

24/25 we will see:

- Clarity of information being used in classrooms with consistent practice seen in all lessons; focussing on the 'Ordinarily available' practice and ensuring that needs are met of those who fall outside of this; Reading prioritised with clear interventions having an even greater impact; curriculum adaptations where required having impact on progress; suspensions lower for key groups; attainment and progress levels increase.

C: Consistent Applications

Every system, every day



23/24 we saw:

- A comprehensive review of all systems; use of teacher time (inc Tuesday CPD time) is more effective and personalised; consistency booklet produced clarifying expectations; roles and responsibilities clearly defined post restructuring;

24/25 we will see:

- Regular reviews of Consistency Handbook to ensure appropriateness and accuracy; professional challenge welcomed; behaviour blueprint produced; higher levels of accountability but without threat; consistent line management across all areas; approach to year 11 centralised; new management system implemented and used effectively.