Warblington School

School Improvement Plan

September 2022

From Good to Excellent

Year 2 (2022-2023) of the Warblington School 3-Year Strategic Plan (2021-2024)

Year 2 of this strategic plan is very much about embedding the post-pandemic work, developing leaders and continuing to raise expectations regarding outcomes. We will continue to work with external bodies (eg Hampshire Inspection and Advisory Team, Education Endowment Foundation,

Strategic Priority 1 – Quality of Education

Intent – The school's curriculum is inspirational, ambitious for all and very much based on the notion that knowledge is powerful.

• All departments have plans in place to close the learning/knowledge gaps following COVID-19 school closure. Learning sequences are well thought through. These will continually be revised and adapted.
• All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful. (Metacognition, Retrieval and Interleaving)
• All staff aspire to be absolute experts in their area – targeted, specific and bespoke CPD enables this to take place both within school and with outside networks and bodies.

Implementation – Students have a consistently high-quality learning experience in every subject area.
• The Warblington A-G's are embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning. This is being further enhanced with the school being part of the DfE Behaviour Hub programme for 2022-23
• Further improve literacy in all subject areas using the seven recommendations from the EEF related to reading, writing, talking, vocabulary development, supporting struggling students and disciplinary literacy. Reading is a priority for progress and pleasure. Greater emphasis for 2022-23 will be placed on comprehension.
• The school will become more research infused using the Great Teaching Toolkit as the foundations, so that decisions about teaching and learning are evidence based and have a real impact on progress.
• Assessment points are structured carefully and form part of an ongoing process, identifying gaps and acting on them with razor sharp interventions. Its purpose very much rooted in finding out what students know and can do and what they need to be able to make further progress.

Impact – Assessment (both formative and summative) enables students to achieve to the best of their ability:
• Departments work collaboratively to review and adapt assessment across year groups in line with their intent.
• Ensure across all subject areas that current students make and exceed expected progress.
• Raise the average grade across 8 subjects and further increase the proportion of students securing the Basics 9–4 and 9–5 in English and Maths.
• Ensure that boys make the similar/above average progress compared to boys nationally.
• Robust assessment of lost learning for all students, with catch-up, intervention and targeted support put in place for disadvantaged students.
• Destination data to be in line/above the national average, with greater analysis of the post 18 data where available (impact of careers and guidance).

Strategic Priority 2 – Behaviour and Attitudes Eliminate low-level disruption from our classrooms:

• Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN and those adversely impacted by the pandemic.
• Use the work with the Behaviour Hub programme to impact on those harder to reach student and families.
• Continue to improve provision of outside areas to support a positive, calm and orderly experience during free time. Free time should reflect the culture of respect with self-control and courtesy being shown to all. Work with the Behaviour Hub team will reflect this target.
• Develop the student leadership programme, to include the newly developed House System, to further support our approach to preventing all forms of bullying, including online bullying and prejudice-based bullying. Ensure students have an excellent understanding of how to stay safe online and how to access support for any peer on peer abuse in school.

Strategic Priority 3 – Personal Development 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:

• Develop the role of the tutor to support students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits. Help them to understand life in modern Britain. This includes the change of tutor groups to house based and will form part of the professional growth targets for staff in 2022-23
• Further raise the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities.
• Further develop our personal development curriculum to provide high quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society.

Strategic Priority 4 – Leadership and Management All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement:

• Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance.
• Maintain high staff morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.
• Staff continue to value their continuing professional development, with a bespoke programme in place. It is having a positive impact on their teaching and the progress learners make.
• An 'Ethical Leadership' strand to be developed to develop all current and aspiring leaders. Collaboration with other local schools to enhance the delivery of this programme.
• Continue to promote equality of opportunity and diversity, resulting in a positive learning environment.
• Safeguarding continues to be highly effective.
• Continue to work closely with the governing body, ensuring that they are fully informed and can consistently hold school leaders rigorously to account so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for students.

School Improvement Priorities 2022/23

A Excellent Quality of Education

Adaptive Teaching
All teachers adapt their teaching to ensure that the needs of every student are met and that all students are both challenged and supported. Assessments are meaningful and robust.

1

The routines of teaching
Teachers follow the GTT dimensions to develop teaching that is of the highest standard. AHT and retrieval practices are embedded into planning. Curriculum planning ensures consistency.

2

Reading and writing
All students read for progress and for pleasure. Students are exposed to higher level vocabulary across all subjects. Writing for purpose in all subjects.

3

B High expectation learning culture

Trauma Informed Practices
All staff are trained in and employ TIP in their interactions with students. Exclusions are reduced and students progress increases due to improved relationships in classrooms

1

Building for capacity
Assemblies, displays and practices lead to students have an aspirational work ethic. Engagement with challenging classwork, self-directed study and home learning is recognised and rewarded.

2

C Exemplary Ethos

Safeguarding
Safeguarding practices retain impetus. Attendance levels for all students are restored to pre-pandemic levels through robust tracking, monitoring and swift interventions.

1

House System
The house system is fully embedded across the school. House Leaders drive a positive ethos and community of practice. Opportunities for student leadership are plentiful.

2

D High Expectation Leadership

Ethical Leadership
Opportunities for leadership across the staff body are encouraged. Middle and Senior Leaders model the qualities of Integrity, Respect, Compassion and Honesty.

1

Parent Pledge
Student progress in Math and English is regularly monitored so that timely interventions prevent falling behind. Communication with parents is timely and clear.
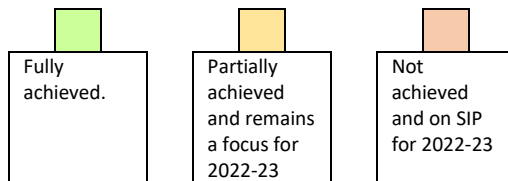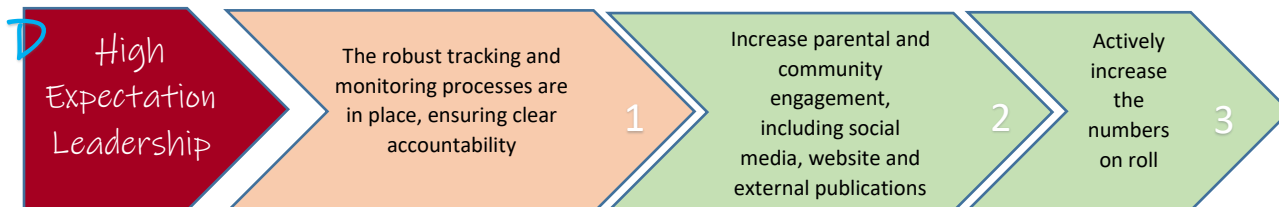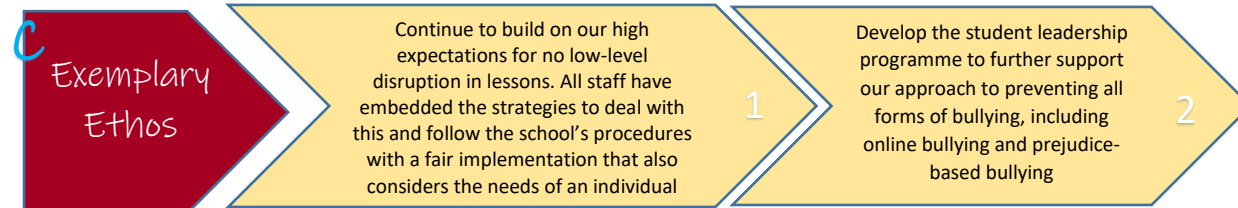
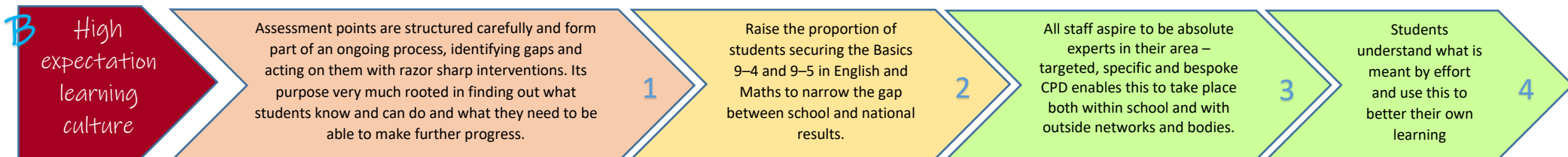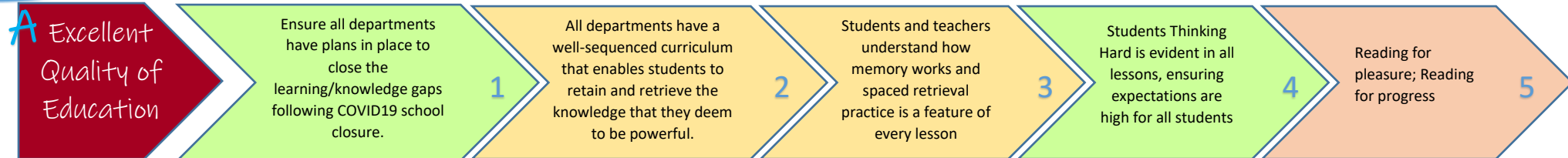**2**

Professional Growth
All staff are encouraged and equipped to continue to develop professionally. ECT's are provided with a comprehensive programme of support.

3

Coaching

Staff wellbeing

School Improvement Priorities 2021/22

A — Excellent Quality of Education

1. Ensure all departments have plans in place to close the learning/knowledge gaps following COVID19 school closure.
2. All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful.
3. Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson
4. Students Thinking Hard is evident in all lessons, ensuring expectations are high for all students
5. Reading for pleasure; Reading for progress

B — High expectation learning culture

1. Assessment points are structured carefully and form part of an ongoing process, identifying gaps and acting on them with razor sharp interventions. Its purpose very much rooted in finding out what students know and can do and what they need to be able to make further progress.
2. Raise the proportion of students securing the Basics 9–4 and 9–5 in English and Maths to narrow the gap between school and national results.
3. All staff aspire to be absolute experts in their area – targeted, specific and bespoke CPD enables this to take place both within school and with outside networks and bodies.
4. Students understand what is meant by effort and use this to better their own learning

C — Exemplary Ethos

1. Continue to build on our high expectations for no low-level disruption in lessons. All staff have embedded the strategies to deal with this and follow the school's procedures with a fair implementation that also considers the needs of an individual
2. Develop the student leadership programme to further support our approach to preventing all forms of bullying, including online bullying and prejudice-based bullying

D — High Expectation Leadership

1. The robust tracking and monitoring processes are in place, ensuring clear accountability
2. Increase parental and community engagement, including social media, website and external publications
3. Actively increase the numbers on roll

Key

- Fully achieved.
- Partially achieved and remains a focus for 2022-23
- Not achieved and on SIP for 2022-23

NOTES:

A1 – The majority of subjects are continuing to adapt their journeys as a result of continually assessing the impact of the pandemic.

A2 – MFL are beginning the journey of rewriting and resequencing the curriculum from basics following research externally and locally, including that of our feeder schools.

A5 – Remains a continual focus as we look to improve the levels of comprehension in 2022-23 (A5 for 22-23)

B1 – has become part of A5 for 22-23

B2 – Whilst results were the best the school have seen in an examination series, this is still an area we would look to continue to improve.

B3 – We will continue to use the Great Teaching Toolkit to develop our expertise. This will remain an ongoing focus to ensure CPD is bespoke to every member of staff.

B4 – Now integrated with rewards and bespoke effort in subjects up in classrooms. 2022-23 will be monitored for consistency of use and adaptions of the system if required.

C1 – Whilst our systems work for 95% of the population, 2022-23 will need to focus on those persistent re-offenders and how we make a difference to their behavior. Work with the DfE Behaviour Hub programme will support this. (B1 for 22-23)

C2 – Remains a high priority focus.

D2 and D3 – our number of in-year entries has seen a significant increase along with an increase of 87 as part of the normal round of admissions. Parent surveys remain positive and our open door policy is having impact. We will continue to listen to all stakeholders.
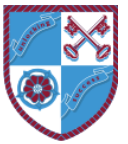
Key Performance Indicators

Quality of Education An outstanding curriculum which is flexible and accessible but always ambitious and rigorous, meeting the diverse needs of all learners. The highest quality teaching underpinned by high quality and targeted professional development and training thereby creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress. A first class, robust assessment system which supports learning and enables real progression from KS2 through to KS4 with gaps in progress immediately identified with adapted provision and intervention put in place.

INTENT – The school's curriculum is inspirational, ambitious for all and very much based on the notion that knowledge is powerful.

All students study a broad and academic curriculum. Regardless of SEND, background, prior attainment, gender or any other 'group,' aspirations are high for all and educational paths are never narrow.

The curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need and represented in pupil outcomes and experiences. All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful. The curriculum is never 'finished' and departments' main focus is on developing this collaboratively. **(A1)**

All teachers aspire to be absolute experts in their subject – the school supports targeted and specific CPD to enable this to take place both within school and with outside networks and bodies. **(C3)**

Reading for pleasure becomes the norm. Students enjoy reading with those for whom reading is challenging, targeted and well planned interventions are in place that do not remove students from other areas of learning. **(A3)**

IMPLEMENTATION – Students have a consistently high-quality learning experience in every subject area.

High quality Teaching and Learning Strategies are embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning. Departments are given agency to implement the curriculum as they see fit – they are the experts. **(A1, A2)**

Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson. Students are taught how to independently improve their learning so that they become life-long learners. **(A1)**

Further improve literacy in all subject areas using the seven recommendations from the EEF related to reading, writing, talking, vocabulary development, supporting struggling students and disciplinary literacy. **(A3)**

The school will become more research infused so that decisions about teaching and learning are evidence based and have a real impact on progress. **(C3)**

Assessment is an ongoing process with its purpose very much rooted in finding out what students know and can do and what they need to be able to make further progress. Teachers use both summative and formative assessment to provide aspirational challenge for all students. **(A1)**

IMPACT – FFT50 to FFT20 TARGETS (B2)

KS4	Outcomes 2021/22[1]	Expected Outcome 2022/23	Expected Outcome 2023/24	
Attainment 8	4.2	4.7 to 5.1	4.5 to 4.9	Disadvantaged, boys and SEND K students secure progress that is rapidly increasing to be in line with that of other students nationally and those who have similar starting points. Destinations data 94%+ of students are in sustained education, employment or training after key stage 4. In line or above the NA.
Basics 5+	34%	42% to 52%	40% to 49%	
Basics 4+	53%	66% to 75%	63% to 72%	
English Grade APS	4.1	5.0 to 5.4	4.9 to 5.3	
Maths Grade APS	4.3	4.6 to 5.0	4.5 to 4.8	
Ebacc APS	4.3	4.6 to 5.1	4.5 to 4.9	
Open APS	4.4	4.9 to 5.2	4.8 to 5.1	
5 or more GCSEs at 7+	8%	13% to 19%	12% to 18%	

[1] *Comparison with 2021-22 national figures are currently unavailable. All figures show a significant improvement from 2019 examination data and all figures are current records for Warblington School.*

Quality of Education

An outstanding curriculum which is flexible and accessible but always ambitious and rigorous, meeting the diverse needs of all learners. The highest quality teaching underpinned by high quality and targeted professional development and training thereby creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress. A first class, robust assessment system which supports learning and enables real progression from KS2 through to KS4 with gaps in progress immediately identified with adapted provision and intervention put in place.

Expected Outcome 2021/22	Expected Outcome 2022/23	Expected Outcome 2023/24
All subjects will have identified and actioned plans to close knowledge gaps caused by the pandemic, ensuring that the cornerstones for future progress are sound. Evidence: Action plan	All subjects have a well sequenced curriculum, building upon prior learning, which enables students to retain and retrieve knowledge. Teachers are able to articulate their curriculum journey. Evidence: External advisor reports	A continuous cycle of curriculum review and development is embedded, ensuring that it is forward-thinking and responsive to local and national trends Evidence: Curriculum review documentation
Using data dashboards and FFT information, all subjects will be aware of and taking action towards identified 'gaps' in outcomes (for example, between school and national results, between boys and girls, between disadvantaged and non-disadvantaged) Evidence: Data Dashboards, LM meetings	Processes, including P4P meetings, are embedded across all subjects so that understanding of student data and progress is secure. Evidence: P4P meeting minutes	Data is used confidently and effectively across all subjects. Outcomes are improving across all subjects and gaps between identified groups of students are diminishing Evidence: Y11 outcomes
STAR is introduced across all year groups to ensure that all students are reading for 20 minutes every day Evidence: Lesson drop-ins	Reading age increases across all year groups, enhancing access to the curriculum and assessments Evidence: NGRT results	Reading ages continue to increase, students read for learning and for pleasure Evidence: NGRT results, Y11 outcomes, destination data
In all subjects, assessment processes and procedures are reviewed to ensure that they are timely and effective in identifying student knowledge and understanding of the curriculum content. Evidence: Assessment plans, P4P meetings	Assessment processes and procedures are carefully considered, in terms of timing and content, to enable accurate and meaningful analysis of results, leading to structured and impactful interventions. Evidence: Assessment plans, student progress data	Assessment processes and procedures are fully embedded across all subjects, alongside effective interventions for students identified as making below expected progress. Evidence: Student progress data, data dashboards
Teacher expectations for all students are high, with challenge evident in lessons across the school. Students are 'thinking hard' across all subjects Evidence: Lesson drop-in/observation feedback	Students are appropriately supported and challenged in all subjects, with pedagogical practices that aid memory and knowledge retention embedded across all subjects. Evidence: Lesson observations, QAR outcomes	Students are both supported and challenged in every lesson, with the result of consistent high expectations over time resulting in sustained progress Evidence: QAR outcomes, lesson observations
The CPD curriculum and coaching programme is developed to include reference to the Great Teaching Toolkit, with teachers identifying areas for personal development. Coaching groups are established. Evidence: CPD Sessions, monthly calendar	Coaching groups are well established and proactive in improving teaching practice across all subject areas. Teachers are more independent in their wider professional development. EC teachers are well-supported. Evidence: Feedback from coaching teams, lesson obs	The CPD curriculum is research informed with teachers afforded independence and autonomy over their own professional development. Exemplary practice is shared within and beyond the school. Evidence: Evaluation of CPD programme
All subjects will have identified and actioned plans to close knowledge gaps caused by the pandemic, ensuring that the cornerstones for future progress are sound. Evidence: Action plan	All subjects have a well sequenced curriculum, building upon prior learning, which enables students to retain and retrieve knowledge. Teachers are able to articulate their curriculum journey. Evidence: External advisor reports	A continuous cycle of curriculum review and development is embedded, ensuring that it is forward-thinking and responsive to local and national trends Evidence: Curriculum review documentation

Behaviour and Attitudes

The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our '3 Simple Rules.' An embedded and proactive approach to preventing bullying and all potential breaches of equality with outstanding safeguarding procedures resulting in all students feeling safe, happy and therefore academically challenged at all times.

Expected Outcome 2021/22	Expected Outcome 2022/23	Expected Outcome 2023/24
Attendance: >94% in line/above NA attendance/PA	Attendance: >94% in line/above NA attendance/PA	Attendance: >94% in line/above NA attendance/PA
Disadvantaged attendance: In line/above NA SEND(K) attendance: in line/above NA	Disadvantaged attendance: In line/above NA SEND(K) attendance: in line/above NA	Disadvantaged attendance: In line/above NA SEND(K) attendance: in line/above NA
Persistent Absence: 12% (NA 12.4%)	Persistent Absence: In line NA	
Fixed Term Exclusions: Decrease in the number of repeat offenders	Fixed Term Exclusions: In line NA	Fixed Term Exclusions: In line NA
Large Majority (65–79%) display consistently excellent attitudes learning. Evidence: HT Report after each data drop; P4P meeting minutes (C1)	Very Large Majority (80– 96%) of students display consistently excellent attitudes and behaviour for learning.	Almost all (97%–100%) students display consistently excellent attitudes and behaviour for learning.
A 'Culture of Safeguarding' resulting in all students feeling safe. Evidence: Student / parent surveys	Outstanding Safeguarding procedures resulting in all students feeling safe and happy.	Outstanding Safeguarding procedures resulting in all students feeling safe and happy.
Audit students' understanding of all forms of peer on peer abuse. Students demonstrate a positive relationships towards others in school. Instances of bullying are rare and are dealt with. Evidence: Student voice interviews (C2)	Students continue demonstrate a positive relationships towards others in school. Instances of peer on peer abuse continue to be rare. Students understand what is unsafe and how to stay safe. A structured peer support programme is implemented.	Students highly adept at managing their own behaviour and supporting others. Instances of peer on peer abuse exceptionally rare. Students understand very clearly what is unsafe and apply it regularly within their lives..

Personal Development

Full student understanding and appreciation of the wide range of cultural influences which have shaped them as individuals and as part of the wider collective local and national community leading to their confident preparation for life in Modern Britain.

Expected Outcome 2021/22	Expected Outcome 2022/23	Expected Outcome 2023/24
By Establishing a new programme introduced in September 2021 focusing on Uniform, Culture, etc, we will see a large majority of students engaging in their personal development. Evidence: student voice feedback / tutor drop ins. **(C1)**	A very large majority (80% - 96%) of students are engaging in their own development… are supporting students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.	Almost all (97% - 100%) tutors are supporting students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.
We have raised the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities. We build and improve the work following the recognition of 'The Quality in Careers Standard', the national quality award for careers education, information, advice and guidance (CEIAG) in schools. **(B2)**	Careers work is embeded in all curriculum areas and through all areas of school life.	
Review and audit our Enrichment curriculum so we can build on the high-quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society. Work books introduced that display students' progress. Evidence: student attainment data / lesson drop ins **(C1)**	Embed our personal development curriculum so we build knowledge, skills and behaviours that will support students to flourish in society	Our personal development curriculum is fully embedded and constantly refined so we build knowledge, skills and behaviours that will support students to flourish in society.
Further develop our Personal Development programme to ensure students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop experiences, talents and leadership. These opportunities should have a strong take up especially with our disadvantaged students. Evidence: take up evidence	Further develop our Personal Development programme to ensure students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop experiences, talents and leadership.	Further develop our Personal Development programme to ensure students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop experiences, talents and leadership.

Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achieving the work set out in this document. Governors will ensure the leadership team are held to account throughout this journey in making Warblington School the school of choice in the local area.

Expected Outcome 2021/22	Expected Outcome 2022/23	Expected Outcome 2023/24
Achieved all of the targets in this document, without impacting negatively on staff workload Evidence: staff view survey, staff working groups	Achieved all of the targets in this document, without impacting negatively on staff workload Evidence: staff view survey	Achieved all of the targets in this document, without impacting negatively on staff workload **Evidence:** staff view survey
Embedded, coherent and rigorous 11–16 curriculum. **(A1) (A2)**	All possible flexibilities fully embedded in highest quality 11–16 curriculum which meets all needs in a diverse cohort ranging from the most able to the most vulnerable.	All major external changes interpreted meaningfully into long term strategic planning leading to secure and significantly above average progress for all students underpinned by the highest quality pastoral structure to enable individual success and fully realised ambition.
Parent engagement increases, student numbers rise so we are the school of choice within the local community, **(D2) (D3)** Evidence: Percentage Attendance at school events, parent view surveys, student numbers increase.	Parent engagement increases, student numbers rise so we are the school of choice within the local community, Evidence: Percentage Attendance at school events, parent view surveys, student numbers increase.	Parent engagement increases, student numbers rise so we are the school of choice within the local community, Evidence: Percentage Attendance at school events, parent view surveys, student numbers increase.
Developing leadership at all levels to ensure that robust tracking and monitoring processes are in place, with clear accountability. Several members of Teaching/SLT/ Middle leaders in Teaching/Leadership development programmes and key in the work of the Federation Evidence: LM meeting minutes, T&L Data, staff voice, evaluation of CPD, CPD calendar, PM outcomes.		