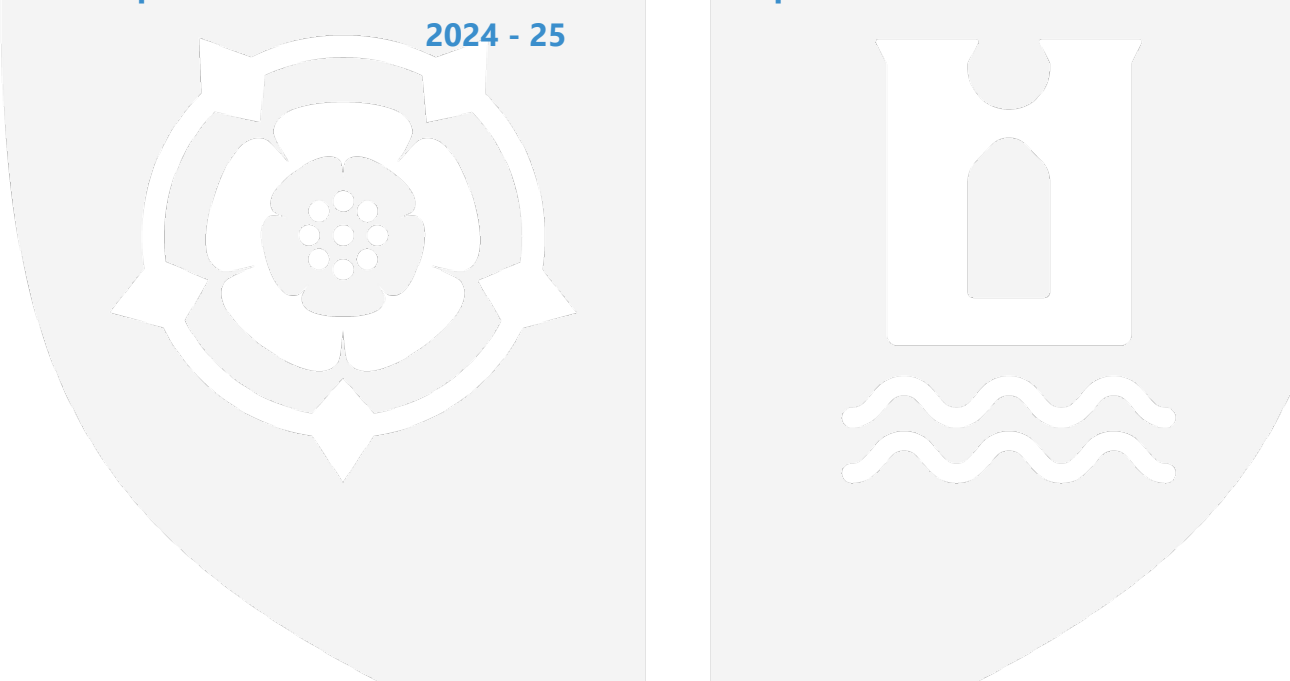




Case Studies 2024 -25

Produced in September 2025 as a review of the school improvement areas for
2024 - 25



Respectful

Kind

Resilient

Ready

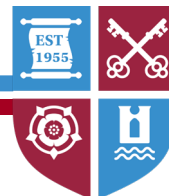


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The Year 2024-25

Welcome to the 5th edition of our Case Studies document, in which we detail the school improvement journey over this academic year. The school has made significant progress over the course of the year, and it was pleasing that this was recognised by an external quality assurance team in June 2025, where they reported:

“Since the last Ofsted inspection, Warblington School has made notable improvements in ‘teaching and learning’ and ‘behaviour and attitudes’ by investing in high quality professional development that is driven by leaders, establishing clearer rules, fostering positive relationships, and strengthening safeguarding.

In summary - this school has taken robust and impactful measures since the previous Ofsted inspection.”

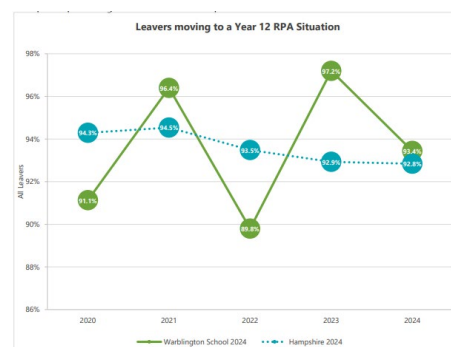
This has happened because the amazing staff and students have pulled together to create this unique environment in which we work. Over the course of the year we have seen a number of highlights and this can only begin in one place...

Inclusive Teaching Award



We were absolutely delighted to win the Inclusive Practice Award for 2025 for the work the school has done to create an inclusive teaching environment and bespoke curricula that meets the needs of all learners – even if this is at the expense of performance tables. Part of this saw our first cohort of students through the languages pathway, a number of students achieving Level 1 and 2 numeracy awards that enabled them to access their post-16 qualifications. Following the success of this programme, this has now been expanded to include a Humanities Pathway option.

Whilst we mention post-16, this was the third year out of the last four where more student students from Warblington went into post-16 Employment, Education or Training (EET) than across Hampshire – with it also being the first time we saw a higher percentage of students going onto A-levels than the Hampshire average. This is testament to the work of the careers team and our Personal Development Curriculum that gives our students the information and guidance they need for the next stage of their education.





Record Breakers

One of the things that I wanted to achieve as Headteacher of Warblington was getting the school into the Guinness Book of Records and I'm delighted to say this year we achieved that!

The school took part in Jamie Oliver's record breaking 'Largest Cookery Lesson EVER' on 1st July. Students from multiple year groups took part, following the video link and joining other schools across the country.

Weather

We had some interesting weather this year, that just feel is worth documenting. From the Red Wind Warning that saw many other local schools close (but we at Warblington battled on!) despite there being nothing more than a 'fresh breeze' on the day, to the hailstorm that meant



the school used its 'invacuation' procedure

for the first time. This was because the hail had made the pathways around school so slippery we had to cease all movement around site until it was cleared. The weather was favourable in the summer term, however, as we witnessed the Red Arrows fly over the school.



Politely Rebellious

We were the first Hampshire School to welcome Politely Rebellious into school to talk to years 8, 9 and 10. Their mission is simple yet profound: ensure every young person has access to opportunities, regardless of their background or financial circumstances. The message was hard hitting – describing their previous involvement in gangs – how they got into the life and ultimately how they turned it around, often after spending time in prison as a result of the actions they took.



It was incredibly thought-provoking, with the students totally engaged as the speakers Duke and Keisha were delivering their message.



School Improvement Visits

We have welcomed a number of visitors over the last year, continuing to work with our School Improvement Manager at Hampshire. Over the course of the year, each area of the school has come under the microscope, but this has only served to demonstrate the work we do! You will find a number of quotes from various visitors throughout this document.

“This [checking for understanding techniques] was mentioned in the student panel where students articulated why their teachers use adaptive teaching strategies and how this helped them to learn. It was also referenced by a number of students as their favourite aspect of school life. “

County monitoring visit, November 2024

There are a number of opportunities for students to develop outside of the school day and the PSHE/RSE curriculum is delivered by specialist teams so that teachers have better knowledge of the topics that they are teaching in order to strengthen the personal development of students.

County monitoring visit, November 2024

We also made sure that one of the visits was during our Sports Week, where Key Stage 3 were enjoying a break-time of ‘Just Dance’ and various activities were taking place on the field. On top of this, we have been involved in a number of projects with other schools: The Team Around the School project, where we focused on our transition work – both Year 6 into Year 7 (which you can read about on page 16), but also for our in-year admissions.

We have continued to work alongside a group of schools to improve our attendance, starting by attending the Local Authority’s attendance hub and then forming groups to share good practice. You can read much more about this on page 22.

Finally, as you may already know, we work closely with the other schools in the Havant Federation and this year we presented the work we have done with improving the quality of teaching and learning (page 9) along with our attempts to reduce the lost learning hours, which you can read about on page 24. It’s been quite a busy year, but it means the school is in an even better place than it was 12 months ago!

House winners

This year, over 1 million house points were awarded to students for doing the right thing and working hard. Due to the heat in the summer, we decided to have a 'virtual' final assembly where we celebrated all that has been great this year. But, as those who have been with us a few years – we always like to announce the winners in a different way... and this year, we wanted to make sure we were absolutely certain we had included every house point and so sent the decision to VAR! There were some heart-stopping moments before Norris House were finally declared the 2024-25 champions!



Year 11 Outcomes

As always, we have produced a report around the outcomes of the outgoing year 11, which despite a small drop in the combined English and Maths 4+ and 5+ percentages, we were still incredibly proud of. The year group had a really challenging time, having had no Year 6 and a very different transition process due to the Covid pandemic. Despite this, the 111 of the students who started with us achieved brilliantly – being the first year group to exceed our prior attainment targets ever! Results day was fantastic, with students receiving the grades they expected and places in their post-16 choices coming to fruition.

We congratulate each and every one the cohort of 2025 and wish them all the best for the future.



The Best Bit?

When I asked students for their 'Best Bit' of 2024-25 their answers were vast and was a real eye-opener to the parts that students enjoy. It seemed much of it was where they weren't actually in school but on a trip or visit! It's good that this is on the increase again, having been reduced during Covid.



I am pleased, that Race for Life features on the list however, as it still makes me marvel how our small community can raise over £5000 each year by wearing pink and walking or running around the local area.

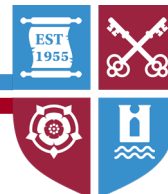
And finally...

A case study booklet wouldn't be right if it didn't contain some sort of building work that has started. This year, it is the turn of the technology block. This block is a SCOLA building, used mainly in the 1960s as a quick and affordable building method to meet exceptional demand for school places. They do, however, have poor insulation, single glazing and other compromises that mean they are uncomfortable learning environments and give rise to high energy consumption.

As the overall structure of the building is sound, designers can improve the buildings through over-cladding. This involves removing the outer skin of the building, including the glazing, and replacing it with a more modern upgrade to improve the learning environment inside as well as making a considerable improvement to the exterior appearance of the building.

The works include a new roof, insulated panels and render with reduced glazing which not only makes for a more comfortable learning environment but also reduces the building's carbon footprint.





Mr M Hartnell

70th Anniversary Rebrand

September 2025 marks the 70th anniversary of the opening of Warblington school. With that in mind and the fact the school is almost reaching capacity, the Governors and leadership team determined that this is an ideal time to look back at the past of

the school and to ensure the school has a clear vision for its future. We began looking at the core values, taking views from staff and students. Concurrently, we began raiding the history books to review the badge. The logo that defines who we are and what we do.

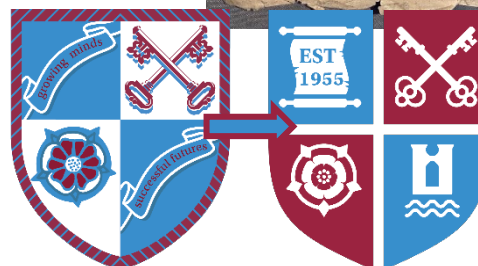
We determined that the writing featured on the old badge is outdated so we reviewed each of the symbols and what they mean. In doing so, we went back to the archives to find out what the original school logo was in 1955 to see the Hampshire Rose and Warblington Castle.



Over a number of months, we determined the final logo from 2025.

A parchment, acknowledging the history of Havant

Parchment and symbolising links to education; the keys – important to us as we believe in giving students the keys to success moving forward; Warblington Castle, an acknowledgement of the original badge and the Hampshire Rose, but this time with a poppy overlay, symbolic of our post-war history and the link to our Houses who are named after local war heroes.



So, as we head into a year celebrating, it brought home just how many students have been taught in the classrooms of the main building – how many memories were formed and careers started in the same spaces the students are learning today. And as one visitor recently emailed to say:

"Thank you for the tour of 'my old school' yesterday. You mentioned the new school badge and we were delighted to see how the history of the school is being recognised. It may be of interest to your pupils to know that Henry VIII beheaded the owner of the castle - The Salisbury Family and the Poles.

Thank you once again for letting me relive such happy memories."

Warblington embarks on a new chapter this September and as our new core values of **Respectful, Resilient, Kind** and **Ready** become part of what we do, the key element remains – we are an amazing community looking forward, whilst respecting the past.



Mrs C Durrant-Francis

Visible Consistency with the Great Teaching Toolkit

To improve the quality of teaching and learning in a consistent manner throughout our school, in line with Ofsted recommendations, we implemented a new academically based toolkit called 'The Great Teaching Toolkit' (GTT).

'Consistency is key: consistency and coherence at a whole-school level are paramount.'

Education Endowment Foundation, 2023

Achievements

Visible Consistency

A bespoke GTT blueprint has been created containing a user-friendly staff guide to academic research and how to implement excellent teaching strategies in a classroom. Checklists have been created and distributed in every classroom, modelled in regular practical CPD sessions and monitored through a new observation system to ensure both buy-in and clarity of expectation.

GTT Checklist: Visible Consistency		Tick
Start	Do Now Retrieval/Fascinator/Key Words	
	Learning Objective Powerful Knowledge/Success Criteria	
Middle	Student Engagement Discussion/Questioning/Think Pair Share	
	Small Steps Explanations/Clear Sequencing	
	Scaffolding OAIP & SEND	
	AFL Check & Respond Understanding/Whiteboards/Highlighters	
	Modelling I do, We do, You do/Think Aloud	
	AHT Challenge/Interleaving/Misconceptions/GCSE Question	
End	Embedding Time Deliberate and Independent Practise	
	Plenary/Summary Refer to LO and Success Criteria/AFL	
	Next Steps Links to Future Learning Opportunities	

GTT Checklist: Visibly Consistent Language	
Key Terms	Do Now Retrieval Model Check
	Think Pair Share Misconception
	Challenge Scaffold Monitors Off
	Hover Show Me Volume Zero Embed
	I do, We do, You do 3,2,1 Active Listening

GTT Checklist: Visible Consistency Cover		Tick
Before	Seating plan up to date Clear notes of SEND & student information	
	Clear instructions Equipment, books, how to mark, timings	
	Work uploaded on arbor Aim for at least one day in advance	
During the lesson	Do Now Retrieval/Fascinator/Key Words	
	Learning Objective Powerful Knowledge/Success Criteria	
	Video clip Detailed explanation of the work and how to complete it	
	Modelling Small steps explanations how to complete the work	
	Embedding Time Independent Practise with timings and answers	
End	AHT Challenge/Interleaving/Misconceptions/GCSE Question	
	Plenary/Summary Refer to LO and Success Criteria/AFL	
	Feedback Cover supervisor/teacher provide timely summary to staff	

GTT Checklist: Planning for Learning Support Assistants		RISE
Before	Share learning objectives & key concepts (in advance)	Resilient Independent Supported Empowered
	Clarify LSA's role (Students to support, group to lead)	
	Ensure access to preplanned relevant resources	
During	Discuss any differentiation strategies (SEND, EAL, AHT, other)	
	LSA to support students to RISE in their learning	
	Check in with LSA throughout the lesson	
After	Redirect LSA when relevant to maximise support	
	Debrief with the LSA: WWW, What could be improved	
	Discuss student progress and follow up interventions	
	Collaboratively discuss feedback and self reflections	

GTT Checklist: AFL Check & Respond Opportunities		How?
Check	Do we all understand the instructions?	Whiteboards RAG Cards Thumbs Highlighters Active Movement Two Hands
	Do we all understand how to?	
	How confident are you that ...?	
	Is this statement true/false?	
	Which of these answers is correct?	
	Summarise your understanding in one word/image	
	Retrieval of facts/diagrams/ideas	
	Answer a simple question on your whiteboard	
	Who managed to answer that question correctly?	
	Small group intervention work with students	
Respond	Remodel/reteach to the whole class or small group	
	Ask the 'experts' in the room to help others	
	Highlight and address misconceptions found	
	Teacher personalised support to those not sure	
	Create a smaller steps scaffolding process	

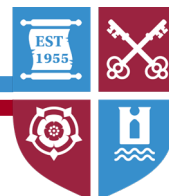
Warblington GTT Blueprint

The GTT has carefully selected 17 elements that make up great teaching. These have been split into 4 sections. We have followed the same structure and therefore this blueprint has been constructed in the same way.

- 1) Understanding the content
- 2) Creating a supportive environment
- 3) Maximising opportunities to learn
- 4) Activating hard thinking

'Great teaching must be defined by its impact: a great teacher is one whose students learn more.' GTT 2020

- Up to date and relevant blogs/academic research/podcasts
- CPD Book suggestions
- References



Visible consistency has been embedded throughout the school in the following areas;

- Check for understanding from all students through AFL Check and Respond techniques
- Addressing and preplanning of misconceptions
- Use of consistent language to reduce cognitive load for all students
- 'Think' time and student discussion time planned into lessons
- Do Now starters containing retrieval practise to activate hard thinking for all
- Cover lesson proformas with monitoring and accountability
- LSA deployment focused on to ensure inclusion of all

Triangulation of data from whole student voice, staff questionnaires and external visits has evidenced this to be the case. With 100% of students asked saying that they complete some form of AFL check every single lesson and 89% of lessons at least one misconception is addressed.

Snapshot of AFL use in lessons from 'pop in's', more detailed data on pages 33 – 34 of the handbook.

		4.3 AFL					
		Row Labels	Count of LO:				
Autumn 24	Amber	26	51%	vs Summer 25	Amber	6	27%
	Green	17	33%		Green	15	68%
	Pink	7	14%		Pink	1	5%
	Unseen	1	2%		Unseen	0	0%
	Grand Total	51			Grand Total	22	

Monitoring by leadership

Highlighted as an area to be improved in the Ofsted report (2023) a new observation schedule and style has been adopted this year to allow for personalised feedback to all staff and an increase in both the detail and the regularity of lesson monitoring.

All staff are observed across the year with each of the 17 elements from the GTT discussed during an in-person feedback session. Live monitoring through '5 minute' observations occur regularly throughout the day with each Curriculum leader and SLT member being asked to complete 6 a fortnight. Data from this is analysed regularly and discussed in a timely manner in order to action change and support where required.

An internal coaching program has been trialled this year to encourage and allow staff to support each other. A more structured system based on Jim Knight's instructional coaching is running in the 25/26 academic term to aid our ECT's, new staff and staff on support programmes as well as upskill our GTT leads.

When questioned about the new processes staff responded with a 4.9/5 stars rating to how useful the process has been to their teaching and learning.

. On a scale of 1 - 5 how useful did you find your feedback session after your pop in?



Thank you for your time and feedback. It was such a lovely experience. I really value your time with me today.

The drop ins and feedback combined left no grey area or confusion. It was made clear which areas of my teaching I could build on and exactly what I could do to build upon them.



"I found it utterly invigorating to have an academic and professional conversation about my practice. It was amazing to be able to talk about how to improve in a collaborative way with practical advice on how to do it. I do not think I have had such a useful conversation in education since my PGCE. It didn't feel judgemental nor did it feel like I was being talked to as a subordinate. I walked home with a smile on my face and ideas swirling for how I can make changes that will help the students in front of me."

(Quote from one of our staff about the new GTT process)

High expectations and buy in

To encourage staff to buy into their process and experience a change towards a more positive pedagogical based culture staff have been consulted on all evidence-based changes and asked to contribute before their implementation. Other more novel ideas are as follows;

- Pedagogy and pastry mornings where staff have been invited to actively take part in academic conversations over coffee
- Practitioner of the week winners (with badges)
- Positive pop in week of open-door opportunities

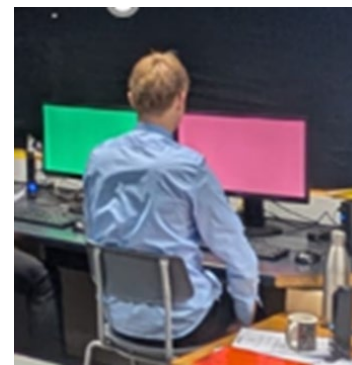
Students have been encouraged to actively partake throughout lessons with clear tutor sessions, logo creation competitions and whole school assemblies detailing 'Why does my teacher use checks all the time?'

We were invited to present and praised by our local federation schools about our new teaching and learning process, keen interest from multiple schools (including the King's School in Winchester) has followed about our processes and implementation strategies.

LLP and Governor visits have reported that these changes are evident throughout the school with some students referencing the new inclusive AFL checks as being 'their favourite part' of the school day (LLP monitoring visit, March 2025).

'A thorough update on the progress of teaching and learning and quality assurance was provided. During the learning walk there was clear evidence of several strategies that are now embedded in the practice of teachers such as use of whiteboards, assessment for learning (AfL) to check understanding (pink and green), "Do Now" and clear objectives.' (LLP Monitoring visit, March 2025)

We are very pleased with the outcomes from this year and are exciting about driving our 'visible consistency' message even further during the upcoming academic year.





Mr T Chate

Ensuring a personalised curriculum

The Options process at Warblington had remained largely unchanged in recent years. However, with the introduction of a broader range of subjects, a renewed focus on aligning Ebacc entry rates with similar schools, and a commitment to ensuring students gain the keys they need to succeed beyond Warblington, a new approach was introduced this year.



What did we do?

Reviewing the options process from 2023-2024 highlighted that students wanted a wider range of subjects to study. An initial options poll was conducted in Autumn 2024 to understand the needs and wants of the year group. From this poll, it was clear that students wanted a wider set of keys than what was traditionally prescribed by our historic curriculum. When considering FFT20 data, Warblington has historically entered a wider range of students into 'traditional' Ebacc subjects than when compared to both local and similar demographic schools, yet progress in these subjects is lower when compared to national. Not only is this data driven by national progress outcomes, but also from student voice on options. Considering the first option poll, 50% would qualify for Ebacc, which is much closer to the national picture than the historic 89%.

Post initial survey, 4 option blocks were created by using a Python script which followed the following criteria:

- Ensure that all students can take at least 3 'first-choice' subjects
- Consider Zarraga's timetabling rule to ensure a fair and balanced curriculum in the lower school (that KS4 staffing doesn't impact KS3)
- That class sizes for 'theory' lessons don't exceed 30 and 'practical' 25.

During the process some students were identified by both the SEN team and Curriculum Leads as potentially needing more support throughout the process – these students were given an alternative option form with a less restrictive option conditions.

Additionally, throughout the process Year 9 tutors met and were informed of what stage of the option process the year group were at, year group assemblies were held, and a hand over KS4 Lead Ms Uguen to mark the end of the option process and the start of their KS4 journey.

A **Student Options Happiness Factor** was developed, to ensure on the whole each student would feel positive at the end of the process. Where considering the potential combinations of subjects a student could, and couldn't pick (e.g Photography and Textiles is not allowed), students who were predicted to have a low SOH factor were picked up by the career and options team for interventions.

$$\text{SOH Factor} = \left(\frac{f - r}{4} \right) \cdot \left(\frac{v}{3584} \right)$$

(f = number of first choice subjects, r = reserve subjects, v = valid combinations this may differ for certain internal demographics)

What was the impact?



This year students are studying a total of 109 unique combinations of subjects, and in the first week after option choices letters were released there had been 18 requests to change subjects- this is 13% decrease from last year. This shows that students are, mainly, in the subjects they want to be in, and the subjects they want to succeed in. Additionally, when considering the previously generated SOH factor those students who requested changes were sporadic and often admitted to a change of heart during the process.

When considering the feedback from staff, all Year 9 tutors felt supported during the process. Additionally, staff felt that the options process was fair and transparent, but more importantly suitable for the current cohort.

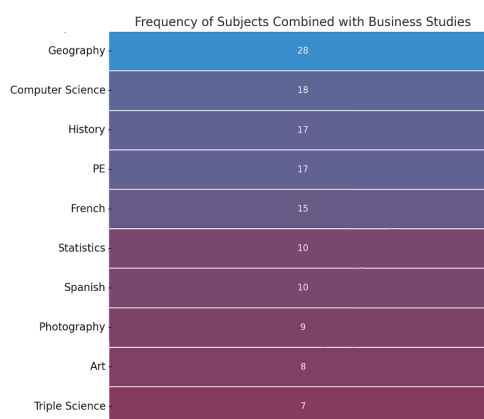
Though there is no academic progress data yet, we will have to report that when class of 2027 sit their GCSEs. It is clear this cohort are ready to unlock as many doors as possible, with the keys they have chosen.

What are the next steps?

The reflective and data driven process has shown that each year we need to do what is right by the learners in front of us, to ensure they get the keys to succeed in their life. We can analyse the historic choices made by students at our setting, for example it is common that Business Studies and Geography are often picked together, meaning that these will need to continue to be placed in alternative blocks.

Curriculum leaders have asked for more of an overview in the process in how subject are 'blocked', this is so that they can aid conversations with students, parents and their department.

Having one person with an oversight of the timetabling and options has provided a lot more stability in terms of having the 'bigger picture'





Mr A Strezlec

Enriching the Curriculum

Do you remember the hundreds of lessons sat in school? Or the precious memories made on school visits, taking part in a show or being a member of a club? School visits, clubs and performing, take learning beyond the classroom and turn it into a real-life experience. Whether it's exploring a museum, visiting a historical site, or engaging in a hands-on activity, these moments create excitement, spark curiosity, and build lasting

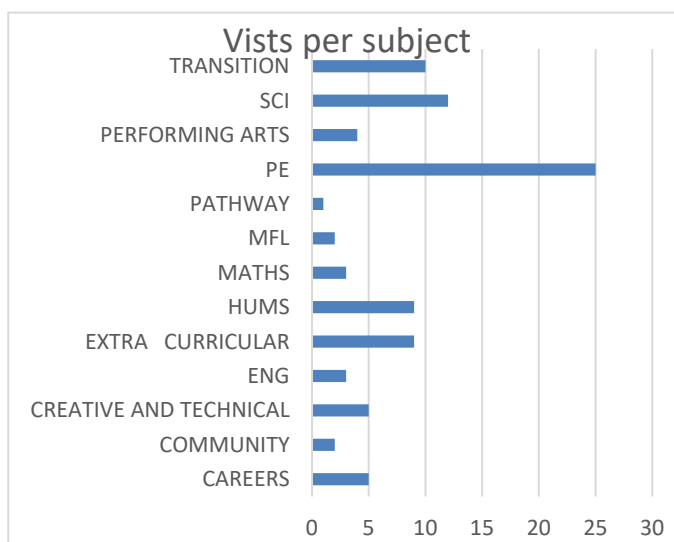
memories with friends and teachers. It's not just what we learn—it's how we feel and who we're with that makes school trips unforgettable. This helps us strengthen our student's Cultural capital (the essential knowledge, skills, behaviours, and experiences that help students navigate society). These experiences help to build confidence, aspirations, and a sense of identity, especially for students who may not otherwise have access to such opportunities outside of school.



What did we do?

2024-25 saw 90 educational visits taking place including 2 overseas adventures, which provided over 2831 opportunities to learn outside the classroom DOUBLE of 2023-2024. We've been to Paris, kayaked the Ardeche, created robots at Lego Land, raced F1 simulators at Williams, visited the National Portrait Gallery and Science Museum, watched Mamma Mia, Jesus Christ Superstar, Witness for the Prosecution, A Christmas Carol and An Inspector Calls. Ran our first CHAOS (Community, Health, Appreciation, Opportunity and Support) for the entire of Year 7.

What was the impact?



We've built resilience across year groups, reducing FOMO (Fear of Missing Out), supporting attendance and driving academic pride. We equipped some of our most vulnerable students with life skills including crossing roads, purchasing items in shops, working out change and using bus timetables to safely travel on public transport.

Every subject area has at least one visit brining learning to life from code breaking at Bletchley to traffic counts in Portsmouth. Being one of 77,390 at Wembley to taking

part in lectures at Portsmouth and Southampton universities.

What are the next steps?

It's not only about visits, our existing extra-curricular activities that encourage involvement in clubs, competitions, arts, sports, and student leadership roles are being reviewed to further build confidence, resilience, and a sense of belonging amongst our students. We are developing opportunities through the National Education Nature Park and with our Sustainability lead subjects to ensure that all students engage with a broad worldview. We continue to invite speakers from various industries, cultures, and life experiences to inspire ambition and reflect the diversity of our student body. As we enter into our 70th Anniversary Year we are looking local again and want to strengthen the partnerships with families and local organizations to enrich learning and celebrate cultural diversity.

Education Visits 2022 - 25



Up Coming highlights:

- Yr 7 Residential
- International Residential in China
- Ski Trip in Italy



Mrs E Burns & Mrs R Griffin

The importance of transition – welcoming Year 6

Warblington Transition Case Study 2025

This year has seen the launch of our new Warblington transition programme led by our new Transition Lead (Mrs Griffin) and supported by our Inclusive Practice Lead (Mrs Burns). Mrs Griffin is passionate about giving children the best start to their secondary life, giving unique opportunities to feel included as part of our community, before their first day here. Mrs Burns previously worked as a leader in a local primary school and so has used her primary school knowledge and experience to help develop links with our local feeder schools to make our transition programme even better. We recognise that the feelings around transitioning to secondary can be overwhelming for some whilst also very exciting for others. We pride ourselves on doing all we can to meet the individual needs of any child who is joining our community.

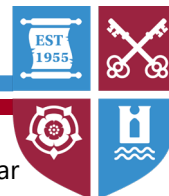
Warblington transition starts early:

At Warblington, we are proud that our transition programme starts in Year 5. This is because we understand that choosing your child's next school is a big decision for both the children and families. The first introduction to Warblington is when Mrs Griffin visits the local primary schools and gives an insight into Warblington and what we have to offer. Mrs Griffin is accompanied by a number of Year 7 children so they can share their experiences and ease any worries that the children might have. We start our opening evenings in Year 5 and also run our 'Warblington Masterclasses' to all of our local feeder schools. These masterclass sessions initially involve lessons delivered by Warblington teachers in their primary school. Our next masterclass sessions then provide an opportunity for the children to visit Warblington and experience a lesson of learning here.

How the transition programme has provided new opportunities this year:

We have had many new and exciting activities that our Year 7 children have been able to access and get involved in. We recognise that the transition from primary to secondary is a big one and it is important to help the children take time to pause and celebrate their successes. This year, in the Autumn term, all of the Year 7 children were invited to go to the cinema as a celebration for completing their first term with us. 170 children travelled by train to Gunwharf Quays to watch Paddington 3 which won the student voice vote! This trip was carried out in their house groups as the children start the next stage of their transition into Warblington life. In the Spring term, they work closely with their Heads of House after graduating from the transition programme.

The Year 7 children have also had the opportunity to attend C.H.A.O.S which is a day trip to Fort Purbrook. As part of this trip, the children experienced a range of team building activities such as



archery, rock climbing and laser tag. This was another way to celebrate the end of a successful year with their tutors and Heads of Houses.

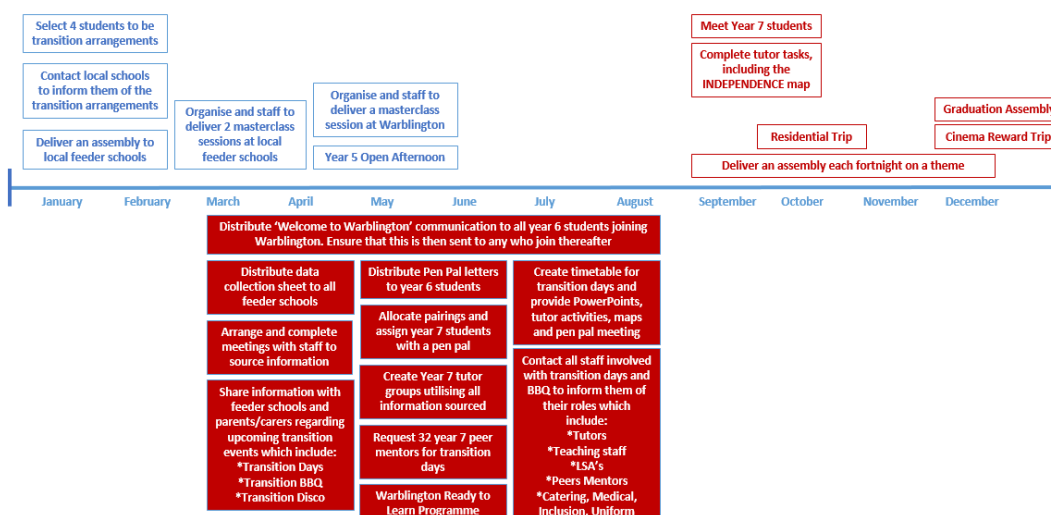
This summer, we have had more feeder schools than we have ever had - totalling twenty-one primary schools! As part of our vision of ensuring we make our transition programme the most smooth and effective transition possible, for our new children, we visited all twenty-one schools! This enabled our transition team to have personalised and bespoke conversations with all of the teachers of our new Year 7s. For children joining Warblington on their own, this also gave them the chance to meet key adults in the school so that their first transition visit was not quite so daunting.

Ahead of the first transition day, Year 6 children were given postcards to complete about their interests. We matched this with our current Year 7 children's interests to create a pen pal system. The Year 7s all responded to the children with a letter so they had a positive peer role model to look forward to meeting when they visited in July. In order to help continue providing opportunities for the Year 6 and 7 children to meet, a disco was held after the transition days to celebrate the successful few days the children had all had. This was the first time we have trialled both of these activities. They were a great success and we are looking forward to continuing them next year!

Looking ahead to next year's Year 7:

We are continually looking at ways to evolve our transition programme to support our children with the start of their secondary journey. Next year's Year 7 will be the first cohort of children being given the opportunity to attend a residential in the Autumn term. The Year 7s will be invited to attend a 3-day trip to Fairthorne Manor. This exciting residential helps to provide a break from the classroom, building key relationships with peers and staff at Warblington. The children will get involved in a range of activities that develop their independence, resilience and team building skills which we hope will support them when they are back in the classroom.

Warblington School Transition Timeline





Dr F Lansley

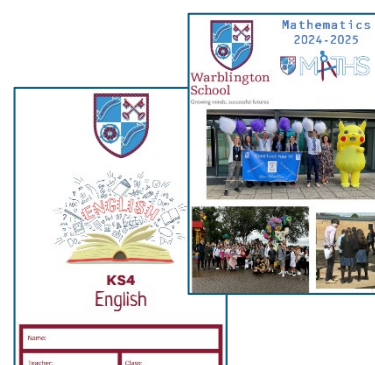
Curriculum Leadership

Background

The past few years have seen a number of changes to the structure of faculties/departments/subjects, resulting in a lack of consistency in the leadership and practice of these areas, some working as distinct subjects, others as larger faculties. In September 2023, all areas were settled into what we now refer to as Faculties, 8 of them across the school, each with a designated Faculty Leader. In turn, all of the Faculty Leaders are overseen by the same member of the Senior Leadership Team, giving rise to the opportunity to create a 'style' of curriculum leadership that sees all areas pulling in the same direction.

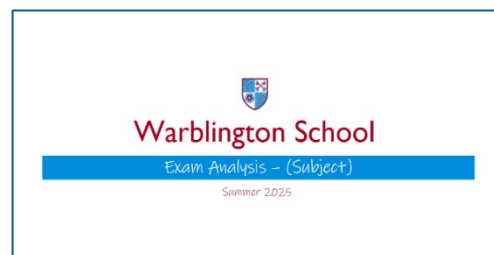
Actions

- Consistent Line Management Structure
- Standardised Templates for Key Documentation
- Curriculum Conversations (Peer, Governors, LLP)
- Curriculum Leaders 'Team'
- Timetabled Faculty Meeting Time
- External Coaching for Curriculum Leaders
- GTT



Impact

The impact of the process has seen the growth and development of a team of committed and confident Faculty Leaders, driving their curricula forward with innovation and high-quality teaching. Each member of the team has presented to both our School Improvement Partner and to the Full Governing Body, outlining their actions and development plans for their faculty. Leaders are getting more confident in the use of data to measure impact within their faculty, in relation to student outcomes, quality of teaching and student feedback/marking. Every faculty is developing a recognisable identity and 'brand' that is tangible to all stakeholders.



“Leaders have worked to clearly identify and logically sequence curriculum content in all subjects, with suitable adaptations for pupils with special educational needs and/or disabilities (SEND). ”

Report from a QA visit, June 2025

“The [Science] department is in a much stronger place than twelve months ago and the addition of a new teacher from September will help to continue this development.”

County Science visit report, June 2024

Next steps

- Pastoral leadership aligned to that of the curriculum leaders, including access to external coaching
- KS3 Assessment processes reviewed across the school
- Exercise Book Templates
- Faculty learning walks to enable all teaching staff to see colleagues 'in action'
- Student outcomes - embedding use of the Wildly Important Goal (WIG)



Mr M Godfrey

End of year Assessments at Key Stage 3

Context and Rationale

At Warblington School, we are committed to ensuring that every student not only acquires knowledge but retains and applies it effectively. To support this goal, we have introduced a structured **Assessment Fortnight** at the end of the academic year. This initiative is grounded in robust educational research and is designed to maximise student learning, support teacher planning, and ensure equity across all learners.

Why Testing Matters: The Educational Benefits

Our approach is informed by a wealth of evidence demonstrating the positive impact of testing on learning. Key benefits include:

1. **The Testing Effect:** Research shows that the act of retrieving information through testing significantly improves long-term retention.
2. **Identifying Gaps:** Assessments help pinpoint areas where students may need further support, allowing for targeted intervention.
3. **Enhanced Future Learning:** Testing primes students to absorb and retain more in subsequent lessons.
4. **Better Knowledge Organisation:** Regular testing helps students build and refine mental frameworks (schemas) for understanding complex topics.
5. **Transferable Knowledge:** Students become better at applying what they've learned to new and unfamiliar contexts.
6. **Improved Metacognition:** Students become more aware of their own learning processes and can better judge their understanding.
7. **Teacher Insight:** Assessments provide valuable feedback to staff, informing future teaching strategies and curriculum planning.
8. **Motivation and Focus:** Knowing that assessments are upcoming encourages consistent study habits and engagement.
9. **Closing the Gap:** Regular, standardised assessments help identify and address disparities between different student groups.

Implementation: Assessment Fortnight

To harness these benefits, we have introduced a dedicated **End of Year - Assessment Fortnight**. Here's how it works:

- **Preparation Time:** Students are given a Subject Knowledge Organiser booklet containing all of the information and more that will be in their exam.
- **Year 9 were able to complete their English and Science exams in the Sports hall in exam conditions with exam desks.** This allowed us as a school to identify future concessions and also allowed for students to get accustomed to the environment allowing for their next



experience (Year 10 PPE's) to be smoother and cause less anxiety with the students thereby supporting their mental health and in turn their attainment.

Impact and Outcomes

This approach has already begun to show promising results:

- Students report feeling more confident in their ability to recall and apply knowledge.
- Teachers have clearer insights into student progress and can plan more effectively.
- Gaps in understanding are being identified earlier, allowing for timely intervention.
- The school community is developing a stronger culture of academic resilience and reflection.

Conclusion

Assessment Fortnight is more than just a testing period—it is a carefully designed learning strategy that supports memory, motivation, and mastery. By embedding retrieval practice into our curriculum, we are equipping students with the tools they need to succeed not just in exams, but in lifelong learning.

Next steps:

We have produced next year's assessment calendar. This means that all stakeholders are aware of the End of Year assessment Fortnight which enables students to revise more appropriately and teachers can remind students from the beginning of the year.

All KS3 students will have the opportunity to sit their English, Maths and Science exams in the Sports hall, in exam conditions and with exam desks thereby bringing the benefits of this set up much earlier on. E.g. Exam concessions, routines and exam behaviours.



Mrs H Brown

Reading

Over the course of the year, we have seen many changes to the reading diet that students face. We approach reading in a more consistent and thoughtful manner with interventions for the lowest 20% being more productive with well-trained staff delivering various programmes throughout the school day. We moved from Literacy Assessment to NGRT for our Reading Age testing so that we have more robust data and have shared this, for the first time, clearly with all stakeholders before the start of the academic year. Students now experienced higher delivery of quality first teaching approaches when using texts in class, more age-appropriate resources for individuals through using reading age AI and online programmes and staff training.

What did we do?

- NGRT was completed in June/ July so that this robust system for testing was able to identify areas to develop and strengths of every student taking the test. The data was checked and grouped accordingly, information was shared with all stakeholders before the start of the year. When Year 7 joined they were tested against NGRT and CODE through Autumn 1 to identify students with phonics needs.
- 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 from the previous year and more opportunities were given to find the right level of support for each student. 15, Year 7 joined the CODE reading programme, just short of 20 joined the Breakfast Lexia Club and all students in the lowest 20% were given logins to use Lexia at home; with parents supporting this venture. All the students left the programme feeling more confident with their phonics reading in class when questioned at the end of the Summer Term
- In terms of Whole School Reading Initiatives we celebrated Roald Dahl Day in September where all teachers Shared a Story (from Tales of the Unexpected) and then dressed up and took part in World Book Day in March. We also had a termly Virtual Author Visit Programme booked in through the School Library Service to help promote a culture of reading in the school
- The AM Phonics sessions, led by JDE, was replaced with both STAR Lexia and Code sessions and Breakfast Club sessions instead so that students didn't miss the nurturing environment of their tutor base
- Through CPD teachers continued to be trained in the strategies of Reciprocal Reading (summarise, predict, clarify, question). In addition to this, staff were given RR Prompt Cards to use when reading in class
- All tutors, in STAR, read a novel together each day instead of silent, independent reading. The novel were distributed to tutors after a vote happened in the first week of term. This ensured the books that have been chosen are relevant and enjoyable for those in the group. Students were also given a Recommended Reads sheet Half Termly to encourage them to read different books.
- A morning tutor session called 'First News' was created with a focus on 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 also trialled Word of the Week with various levels of success
- The library was fully open and working well with students able to borrow 2 books at one time.

What was the impact?

In terms of Reading Age, students have 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-	11-12 years	13-15 years	16+ years
Year 11	2023	30	13	27	30
	2024	21	10	28	38
	2025	19	19	42	44
Year 10	2023	25	17	38	23
	2024	17	16	33	34
	2025	15	30	38	55
Year 9	2023	42	18	15	25
	2024	37	17	23	33
	2025	33	34	48	53
Year 8	2023	32	31	22	15
	2024	30	21	25	23
	2025	27	37	55	28

In all year groups there has been movement out from the red group up to yellow, green and blue, which means more students are able to access reading material in class. Where, in year admissions happen, we try to test as soon as possible, but these are not always included in this set of data.

Student Voice showed positive feedback to Shared Reading in tutor and more thoughtful planning of reading activities in lesson

What are the next steps?

Throughout 2025-2026 we are focusing our attentions on:

- Selecting the most beneficial intervention programmes for students in the lowest 20% across the school (exploration of Lexia, CODE, FFT Reading Quest)
- Develop links with SEN team so that we can work more cohesively with more trained members of staff
- Creating a manageable method of introducing, and maintaining Accelerated Reader, so that all levels of readers, are able to make progress
- Continue to build reading resilience through our library lesson (each Y7/8 has one lesson a fortnight which is taught in the library) by an experienced member of staff.



Mrs J Fletcher

Attendance

Every day at school counts. The evidence is clear that even a few days of missed school can have a significant impact on a child's education and future prospects.

Since the pandemic, both locally and nationally, we have seen school absence rates rise. Before COVID-19, the overall absence rate was 4.7%. This jumped to 7.6% in 2021/22 before falling to 7.1% in 2023/24. Previously 95% attendance (1 day off per month) now 90% (1 day absent per fortnight) was sometimes challenging.

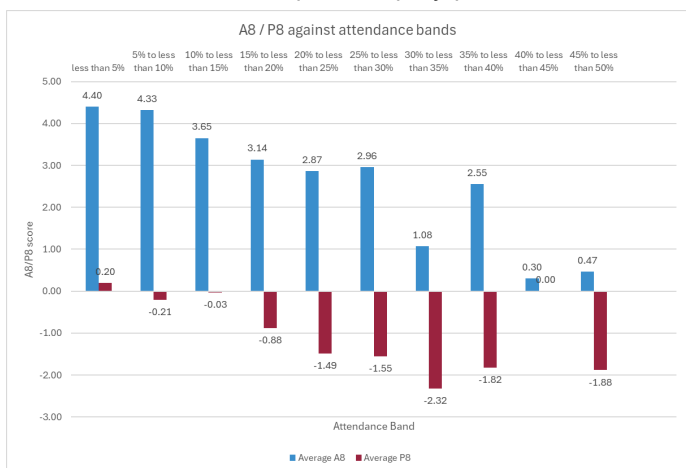
This 90% attendance, which is often considered 'good' by the students is even more concerning, as missing 10% of school means a child is defined as being persistently absent. The number of children who are persistently absent nationally has nearly doubled since the pandemic, although it is falling, from 21.2% in 2022/23 to 20% in 2023/24.

This has been picked up by politicians, news channels but also by school leaders, who know that the

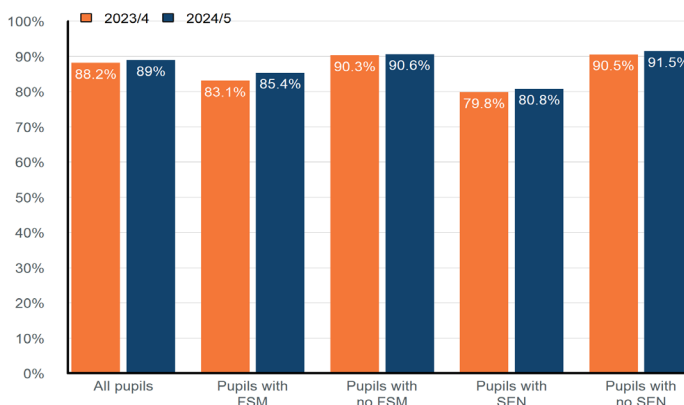
link between attendance and attainment is clear.

And for the students who left Warblington in 2025, the graph is stark: those who attended school over 90% of the time, achieved much higher than those who didn't.

So, the aim is clear: We need every child back in school, enjoying their learning! This year (2024-25), we saw attendance rates higher than the previous year for all key groups, and (with the exception of Year 11), all year groups were also in school more than the previous year.



Whilst we fell slightly short of 90% in 2024-25, we saw the attendance of those students with a SEN need and those in receipt of Free School Meals improve. Our change in management system to Arbor meant we had to re-develop practices that had been set up on old systems and this meant our interventions weren't as sharp in the first two weeks of September (a key time in the school year for defining students who may become persistently absent) as they could have been.





We worked closely with Hampshire and indeed the DfE to use their attendance data and defined attendance banding to ensure we were targeting the right students. The slide you see below has the full detail of our strategy on it and has been used by other schools to help improve their strategy.

Warblington School
Context (Staffing): 1FTE Attendance officer; Attendance champion (Asst HT); 2.8FTE Pastoral support team; 4 teaching Heads of House; Tutor teams

We have used the absence bandings to divide the groups into responsibility for the attendance. This was primarily to ensure numbers matched the responsibility level. We previously (23-24) had a spreadsheet with similar bandings, but switched to using the VYED bands in Sept 24.

Key Impact of the work this year
Attendance in line / slightly above national for years 7 & 8
Improvement in all key attendance measures compared to 23/24
All systems moved from SIMS / Classcharts to Arbor / VYED
Key roles and responsibilities identified and linked to Perf Management – been very clear in all visits by Helen Dear (SIP) this year

Absence bandings

Band	Percentage of pupils	Percentage of absences
Band 1	10%	1%
Band 2	10%	2%
Band 3	10%	3%
Band 4	10%	4%
Band 5	10%	5%
Band 6	10%	6%
Band 7	10%	7%
Band 8	10%	8%
Band 9	10%	9%
Band 10	10%	10%
Band 11	10%	11%

ATTENDANCE OVERVIEW

Key Group 1: Year 11
Year 11 affected whole school class (90% of all PA students). 3 EHCIP children had less than 10% attendance. PA also affected by 2 further EHCIP children (KS4 'in-year entrants' with attendance issues in previous schools) and 3 further PA SEN students.
All (except 1 PE EHCIP student) attended their mock exams in January '25 and increased attendance for tuition and lessons during Spring and Summer terms and sat all of their exams.
Four Year 11 students with EBSA who attended for tuition and all exams following PPE1 success and continued emotional intervention
Key Impact: ALL Year 11 students sat GCSE exams of at least Eng & Maths in Summer 25 on site

Key Group 2: SEND/ EHC students
Repurpose an online intervention hub for ELSA students. Increased contact time with school and has improved safeguarding (reducing staff time of home visits). Reports generated weekly by team on engagement with the sessions.
Regular contact with relevant SEN to ensure that 0% EHCIP students supported to come to school or are awaiting placement at specialist provisions have a provision in place.
Employed 0.2FTE Maths and English teacher to deliver online lessons. Ensuring a connection with school.
Key Impact: SEND Attendance increased from 23/24 but still significantly impacted by those students identified above: Case Studies written

Key Group 3: In year admissions
School stability 87% - below national. Average attendance of student identified as joining out of main round: 73%.
Team around the school project with Hampshire focusing on this piece of work, with inclusion programmes, mapping of personal development curriculum, to fully ensure belonging. Outcome due Oct / Nov 2025

Warblington School

Focus groups identified by the bandings 1 to 4:
Girls Year 8 and 10 – linked to SEMH need and work with SEND team
Boys in Years 9 – focused work in PDL lessons around wellbeing as these groups are also identified as having lowest self esteem, lowest satisfaction around achievement and poor parental relationships from the #BeeWell survey and known safeguarding – mentoring programme set up – not yet reviewed in terms of impact.

Other successful strategies we deployed:

- 100% Streaks
- VIP Christmas Dinner experience
- Easter "hop" into school attendance Drive
- End of Year raffle

We know that for some students, coming into school is very challenging and therefore we trialed bringing students in to trial working on a 1:1 with a mentor supporting their learning. This resulted in amazing PPE results (Pre-Public Exams) and saw outstanding summer grades.

Case Study X:

- Struggled to attend post Covid
- Engaged in online tutoring with Warblington staff

Achieved a level 6 in English Literature and Language. A level 4 in Maths. A level 7 in RE.

College place secured

Case Study Y:

- Continued to engage with school
- Came for some sessions at our Intervention Hub and towards the end of year 11, some small group sessions to improve exam techniques
- Engaged in online tutoring sessions run by school staff.

Achieved a level 7 in English Language and a level 5 in English Literature. A level 5 in Maths and Combined Science. A level 6 in RE.
College place secured.

During the year we decided to build on this success and to use the old nursery building on the school site to offer EBSA (Emotionally Based School Absence) support. This saw some great results in building relationships and resilience with many students and will be developed further during 2025-2026.

