

WARBLINGTON
SCHOOL

SELF EVALUATION FORM (SEF)

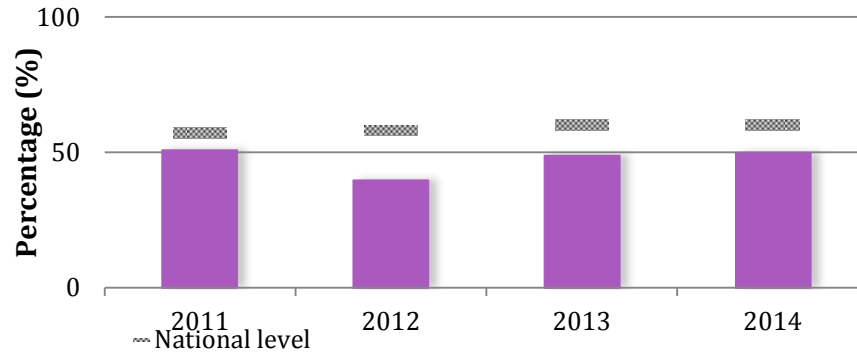
September 2014

Context	Revision date: September 14	Author: Julia Vincent
<p>Students <i>Any specific features of the student population on entry, particularly their abilities. The extent of non-standard admissions.</i></p>	<p>Literacy levels have traditionally been below average. The student profile is skewed due to our non-disadvantaged students mainly entering on L4b and above and most of our disadvantaged students entering on L3 and 4c. Large proportion of students(usually a third of each year group) from below average socio economic backgrounds Fifth of the school are Ever6 The Havant Federation operates a system of managed moves for any students at risk of exclusion in the area. Some 14-16 courses operate across the federation and students spend some time in other institutions including local FE college. Year 6/7 leakage across border to C of E school and single sex schools in Chichester also to independent schools in Portsmouth.</p>	
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>A new head came in to post in January 2012 The school has been over staffed and consequently a redundancy process was implemented for September 2012.This did not impact negatively on the school community. During 2012, 3 long term sickness absences meant high use of supply teaching. This particularly affected the maths and MFL departments and has resulted in some historic underachievement in some teaching groups. Although some of the staff were experienced in terms of numbers of years teaching, they had not been exposed to teaching initiatives and there was a considerable lack of leadership experience especially at middle leader level. This has been addressed through a sustained focus on teaching and learning and middle leader development and increasing accountabilities and high expectations. Some staff have been on either management support or capability procedures and there has been significant but positive staff turnover since January 2012. For September 2014 the school has 11 new teaching staff, spread across a range of departments.</p>	
<p>Curriculum and Timetable <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a very brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.</i></p>	<p>The school operates a 2 week timetable, consisting of 5 x 60 minutes sessions each day bar Tuesday when the school finishes at 2pm allowing for staff CPD. Previously the school operated a 3 year KS4 with some students taking final exams at the end of Year 10.This resulted in students taking some options in one year during Year 11. This system is being phased out but means that 2014 year 11 will have completed 1 year options during Year 11. A variety of extracurricular options are on offer weekly including PE, Music, Drama, Dance and D of E (full list available on the website). There are also opportunities for revision sessions across a range of core and option subjects. A further review of the curriculum will take place during 2014-15 in the light of national curriculum changes</p>	
<p>Other features <i>Any other features which affect your school but which are largely outside your control.</i></p>	<p>The school buildings lacked investment over a number of years. The school was subject to BSF planning when the offer was withdrawn. School sports hall is in a very poor state of repair. School land has recently been sold and has resulted in the full receipt of the land being made available to the school for the purposes of improving sporting provision on the site. A new STP, cricket nets and athletics area were completed in November 2013 and a new sports hall with dance studio has been designed. Building commenced in February 2014 with the dance studio and gym refurb and the sports hall by January 2015</p>	

OUTCOMES

Overall the school is showing a 3 year rising trend in 5+A*-C including E and M outcomes.

In 2013, 49% of all pupils attained five GCSEs grade A*-C including English and mathematics. This is an increase of 9 percentage points since 2012. With a further 1% increase in 2014.



4. Summary

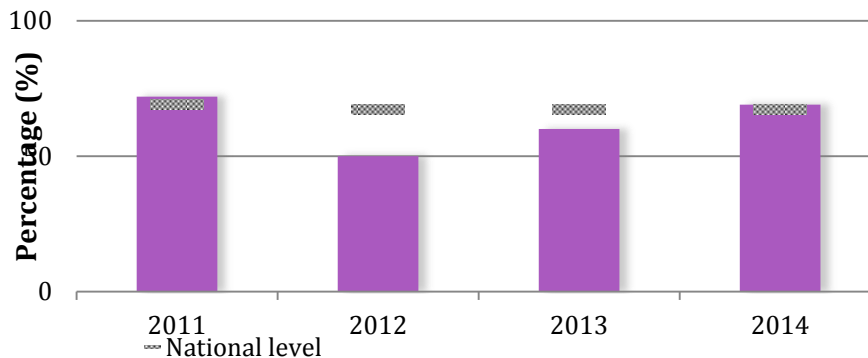
The main reasons for choosing this 1234 are.....
(if + or -, explain why)

Outcomes in English and maths are also on a 3 year rising trend.

ENGLISH

In 2013, 60% of all pupils attained grade A* to C in English (Ebacc). This is an increase of 10 percentage points since 2012. The school achieved a 9% increase in 2014.

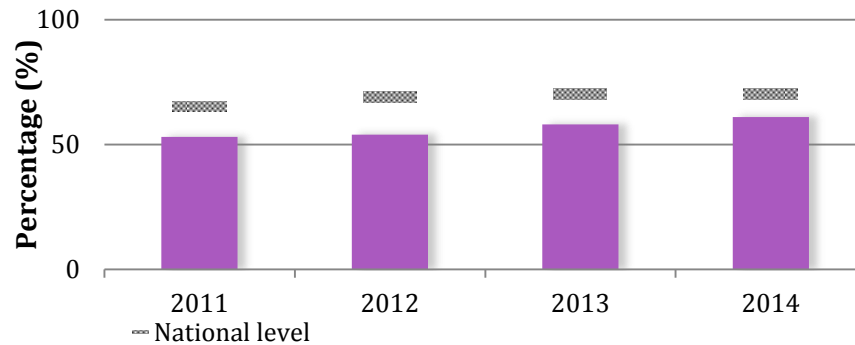
Percentage of pupils who attained grade A*-C in English (Ebacc)



MATHS

In 2013, 58% of all pupils attained grade A* to C in mathematics (Ebacc). This is an increase of 4 percentage points since 2012. The school achieved a further 2% increase in 2014.

Percentage of pupils who attained grade A-C in mathematics (Ebacc)*



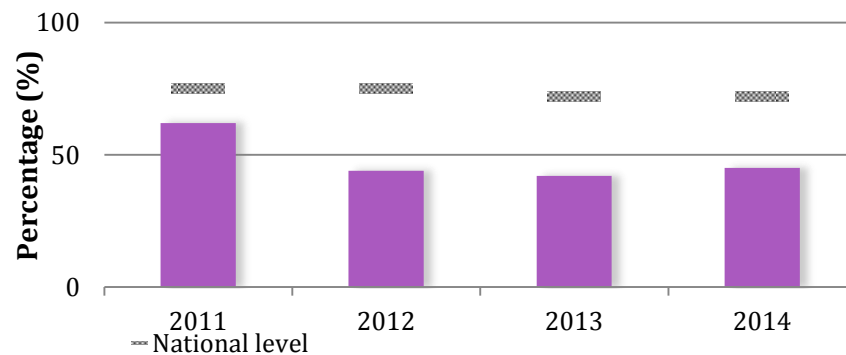
Early indications of the national picture show that both English and maths outcomes are above national averages. (source ASCL August 14)

SCIENCE

The science department has had significant staff changes and turbulence, however we have had a 3% increase in 2 x science measure. Within this measure 50% of students achieved 1 x science A*-C. This is compared to current year 11 who have already achieved 1 x science A*-C= 60% i.e. a 10% increase.

In 2013, 42% of all pupils attained grade A to C in science (Ebacc). The school achieved a 3% increase in 2014 to 45%.*

Percentage of pupils who attained grade A-C in science (Ebacc)*



Core Science outcomes in 2013 were 37%, in 2014 this was 40%. The current year 11 core Science is 49%. Similarly in Additional Science outcomes in 2013 were 32%, in 2014 this was 38%. Despite turbulence there is a rising trend.

Outcomes were suppressed in Catering, Drama, Geography, D and T Graphics and Resistant Materials, and MFL. Much of this was due to early entry based on the historic curriculum, with many exams sat in year 10. However outcomes in Geography and graphics which were sat in 2014 in 1 year only, show the impact of better teaching with increased 3LP and A*-C grades. PE, Dance, Art and Photography continued to provide good outcomes and are a real strength of the school. History also performed well, as did the single sciences, music, RE and ICT.

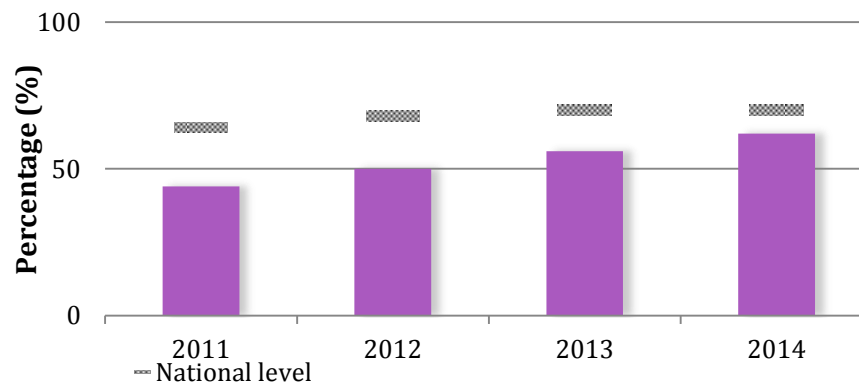
PROGRESS

MATHS LEVELS OF PROGRESS

Progress has been significantly below national averages for the preceding 3 years is now showing a significant increase in 3 levels of progress from 43%(2011) 51%(2012),57%(2013) to 62% (2014). The progress by disadvantaged students in Maths also shows a significant improvement in 2014. The gap is 13% and puts progress in line with national progress made by similar students.

In 2013, 56% of all pupils achieved expected progress in mathematics. This is an increase of 6 percentage points since 2012. The school achieved a further 6% increase in 2014 despite Grade boundary turbulence. 4LP in Maths increased to 25%, therefore there will be a focus on stretch and challenge during 2014-15 to extend both 4 and 5 LP.

Percentage of pupils who achieved expected progress in mathematics.



Year 7 catch up funding;

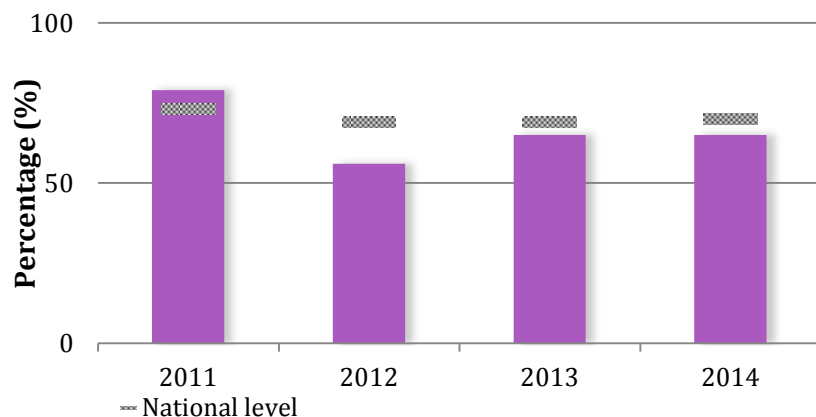
22 students were below L4 on entry.
8/22 students made expected progress or better.
4/22 made over 1 whole level of progress.

ENGLISH LEVELS OF PROGRESS

Overall 3LP has been maintained from 2013 where it was in line with national progress. However 3LP of disadvantaged students has increased, decreasing the gap to 12% which is slightly above the progress of disadvantaged students nationally.

In 2013, 65% of all pupils achieved expected progress in English. This is an increase of 9 percentage points since 2012. The school achieved a further 1% increase in 2014 despite the changes to coursework grades. 4LP in English is 18% and therefore stretch and challenge will be a focus during 2014-15 to extend 4LP.

Percentage of pupils who achieved expected progress in English.



Year 7 catch up funding;

22 students were below L4 on entry.
21/22 students made expected progress or better.
13/22 made over 1 whole level of progress.
9/22 made 4 sub levels of progress and
4/22 made 5 sub levels of progress.

Progress in other subjects shows greater variation;

Progress in Additional Science was 41%, In Core Science it was 37%. In Biology it was 87% (42% 4LP), in Chemistry it was 87% (45 % 4LP), in Physics it was 90 % (59% 4LP). Currently the student's results for Core Science show 52% 3LP.

Progress in Drama has been turbulent over the last 3 years due to staffing issues. Although we now have a new Drama teacher in post we decided not to offer it as part of the option programme. However there is a year 11 group allowing the new teacher an opportunity to make her mark.

Progress in MFL reflects underperformance from students who took a 2 year course early on year 10. Following on from this Year 11 who took a 2 year course in 1 year and also underperformed.

Progress in Geography also reflects under performance due to early entry. There was significantly more progress shown by students taking the 1

year GCSE which is a reflection of better teaching.

Other subjects such as RE have good levels of progress i.e. RE -86% 3LP. Photography- 87%3LP, Biology and Chemistry -87%3LP, Physics- 90%3LP. Media, Music and Dance BTEC- 100%3LP.

In Art, Biology, Catering, Chemistry, BTEC Dance, Engineering, Hospitality, BTEC Media and Music, BTEC PE ,Photography, Physics and RE 4LP all exceeded 40%

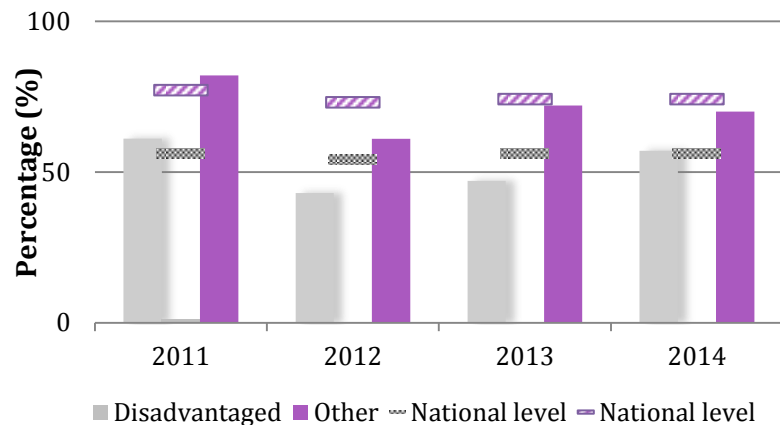
NARROWING THE GAP

Both gaps in English and maths are better than the national average. In English we have halved the gap between 2013 and 2014 from -27% to -13%LP.

Average points scores increased for all pupil groups between 2013 and 2014. In 2013 disadvantaged students were over a grade behind non -disadvantaged groups, in 2014 this was reduced to half a grade.

In 2013, 47% of disadvantaged pupils achieved expected progress, while 72% of other pupils achieved expected progress. 2014 results indicate a significant increase in the progress of disadvantaged students.

Percentage of pupils who achieved expected progress in English.

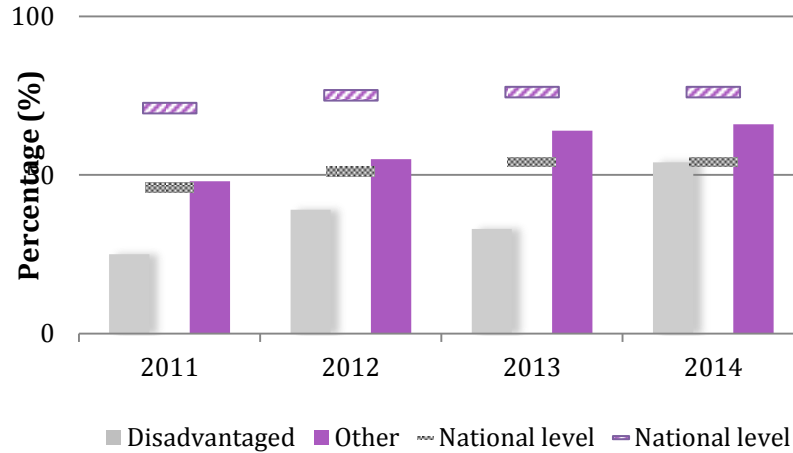


In Maths there was a 12% increase in the 3LP made by disadvantaged students and the in school gap closed from -32% to -12%LP.

Average points scores increased for all pupil groups between 2013 and 2014. In 2013 disadvantaged students were a grade and one third behind non disadvantaged students, in 2014 they are less than one grade behind.

In 2013, 33% of disadvantaged pupils achieved expected progress, while 64% of other pupils achieved expected progress. 2014 results indicate significant increases in levels of progress for disadvantaged students.

Percentage of pupils who achieved expected progress in mathematics.



The 5A*-C gap grew to 35%, this is in part due to the under performance of the early entry but also the gulf in the ability between disadvantaged and non-disadvantaged students on entry. Significantly more disadvantaged students entered the school below L4 in this cohort. Whereas significantly more L4 and above non disadvantaged student were in the cohort. Therefore even though many more students made accelerated progress it was not enough to close the attainment gap. Therefore we have to further increase the attainment levels of disadvantaged students.

SEN

There is a significant improvement in levels of progress for students with SEN in English;

SA= 60% A*-C
 SA+= 50% A*-C
 Statement = 100%A*-C

Students with SEN achieved a 27% increase in English progress compared with the previous year. This result puts their progress above the national average for similar students.
 Progress of SEN students in Maths was not so robust and is a focus of a new intervention programme in 2014-15. Some SEN students were affected by the raising of grade boundaries of the lower grades in the foundation Maths exam. Two stated students whose major learning need is recall were entered for Entry Level 3 and passed.

The introduction of a nurture group in 2013 for level 3 and below students and targeted intervention for students not on track has had a big impact on SEN and disadvantaged student's results as has the restructure of the Learning Support Department.

OTHER AREAS

5A*-C outcomes are suppressed due to a previous curriculum model implemented for the start of 2011. This comprised a 2 year GCSE taken in years 9 and 10 and a 1 year GCSE taken in year 11.

However outcomes going forward in 2015 are predicted to maintain the rising trend and increase;

5A*-C inc E/M = 59.6% (CWL 44.5%)
 A*-C English = 70% (CWL 64%)
 A*-C Math = 70% (CWL 55%)
 A*-C science outcome = 60%

IN YEAR PROGRESS

The school is now seeing significant improvement in all subjects for in year progress, during 2013-14 E.g.

Year 7 English 65% made 2+ sublevels of progress
 Year 7 Maths 65% made 2+ sub levels of progress

Year 9 English 89% made 2+ sublevels of progress
 Year 9 maths 68% made 2+ sublevels of progress

The school has also seen a rise in Reading Ages. This is more prevalent in girls than boys, and there are some pleasing results from disadvantaged students who are now being exposed to daily reading habits. However the rise in reading ages is not as conclusive as we would like and we need to look at the rigor involved in all aspects of ERIC and also testing.

We are aware that there is an in school variation in terms of both outcomes and levels of progress which will be a focus of this year's improvement plan and addressed through greater middle leader accountability, data tracking, intervention, re checking and RAP meetings.

3. Even Betters....

To reach the next grade or to continue to be outstanding we need to:

- Further Improve attainment of lower ability, FSM6 and disadvantaged students in most subjects. Ensure these students have high visibility.
- Further Improve attainment of SEN Action students in most subjects.
- Further Increase 3 LP in both English and maths.
- Further Increase 4 LP in English and maths.
- Ensure an appropriate course of intervention for catch up students in maths.
- Ensure stretch and challenge for our most able students.
- Increase outcomes of the more and most able to increase percentage achieving 4LP (L5+ on entry) and percentage of A*/A grades

	<ul style="list-style-type: none"> Continue to embed the matrix introduced September 2013 to target 4LP for all students. Improve the progress and attainment in MFL to ensure they are in line with national averages and can begin to move beyond them. Ensure that students opt for appropriate subjects at KS4, where they stand the most chance of success. Accelerate the progress of lower ability students in all subjects given their starting points. Ensure pupils and groups of pupils are making sustained and better than expected progress given their starting points Improve outcomes in Science and rates of progress for all students Reinvigorate the Science curriculum to ensure appropriate qualifications, opportunities and experiences for all students Continue to narrow the gap in all subjects. Focus on addressing in school variation and raising attainment in MFL and Graphics. Ensure that RAP meetings continue to inform intervention and target students who are not making required progress. (Proactive intervention) and that HOD hold staff to account for accurate predictions and interventions. Continue to develop a RWCM strategy to enable greater student access to the curriculum, to ensure greater technical accuracy, improved student talk and higher levels of writing. Ensure curriculum time encourages higher level reading skills development (ERIC).
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Sub-criterion	1. Key phrases from the Criteria	1234	2. Main strengths and areas for development
Pupils' overall learning and progress *	<p>The proportions of pupils making and exceeding expected progress in EN & MA from each starting point are close to or above national figures.</p> <p>For PP pupils, proportions are similar to or above those for other pupils, or are improving.</p>	2	<p>There has been a significant increase in the progress of all students in all groups across all years. For most groups in both subjects the school is in line or above national conversions in 2013. There is a gap in both English and maths for the more able students. Historically the school has not performed well with lower ability students and this is no longer the case as in both subjects the levels of progress far exceed the national.</p> <p>Progress is accelerating across all years in the core subjects. This is due to the unrelenting focus on coaching, Core HOD serving on SLT, the impact of the RAP meetings and the subsequent interventions. E.g. expected progress in 2011 in English for year 7 students was only 29%. In 2013-14 this rose to 89%.</p> <p>Our current years 9 are our focus area regarding progress as they are the weakest year group.</p> <p>We also have a focus on progress in MFL and, Graphics as both these subjects are performing less well than other subjects. A new Head of D and T is implementing enhanced teacher accountability through a range of systems and structures. MFL will be scrutinised in greater depth by SLT through observations, book looks and HOD discussion based on data analysis.</p> <p>We are aware that the school must focus on in school variations, encouraging non-core subjects to learn from the core and providing more opportunities to share good practice.</p>
Groups' progress Pupil Premium pupils' achievement	<p>The learning of groups of pupils, particularly D&SEN, PP and the most able 'is generally good.</p> <p>The achievement of PP pupils at least matches that of other pupils or is rising, including EN and MA.</p>	2	<p>SEN English Current year 11 who have made expected progress SA 83% Statemented 50%</p> <p>In the 2014 results all SEN groups in English achieved significantly higher than SEN groups nationally in 2013.</p>

			<p>SEN Maths Current Year 11 who have made expected progress SA 72% Statemented 50%</p> <p>In year progress in the current year 8 shows that there is virtually no gap in English, there is a gap in Maths and a small gap in Science. In year progress in the current year 9 shows that in English disadvantaged students are making better progress than non-disadvantaged students. This is mirrored in Science and there is a negligible gap in Maths (-8%). In year 10 there is a gap in English, however disadvantaged students made better progress than non-disadvantaged students nationally. In Maths there is a negligible gap (-5%). In Science there is a gap of -24% mainly due to staff turbulence. In year 11 expected progress in English from KS2 shows a small gap, however 76% of disadvantaged students have made expected progress which is above the national for non-disadvantaged students. In Maths there is no gap, both groups achieving above non-disadvantaged students nationally.</p> <p><i>“All middle leaders know that PP pupils are a priority. They are developing sound strategies to ensure that PP pupils are able to accelerate progress, such as through seating plans, answering questions first, through teachers marking PP pupils’ homework first and funding spent on interventions for basic skills and 1-1 support.” (HIAS Middle leader review July 2014)</i></p> <p><i>“The ‘gateway programme’ for Year 7 has been recently extended to Year 8 and is supporting the most vulnerable pupils with good impact on their confidence levels and basic skills.” (HIAS Middle leader review July 2014)</i></p>
<p>Subject/Key Stage progress</p>	<p>Progress across year groups in a wide range of subjects including EN & MA is consistently strong. Pupils’ work indicates that they achieve well.</p> <p>Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects.</p>	<p>2</p>	<p>More students make progress in KS4 However there is still inherent under achievement in the system, due to teaching that was not significantly challenging. This is most notable in the outgoing year 11 whose 5A-C scores are depressed. Progress is improving rapidly across KS3, as above.</p>
<p>Skills – RWCM - across the curriculum</p>	<p>Pupils develop and apply a wide range of skills in RWCM. They are well prepared for the next stage in their education.</p> <p>Pupils read widely and often.</p>	<p>2</p>	<p>Analysis of Accelerated reader and the ERIC programme shows improved levels of literacy, particularly in year 8 and particularly for girls. There are some big gains for disadvantaged students. However we need to focus on the rigor of the ERIC programme and robustness of testing methods. Any student in year 9 and 10 during 2013-14 who had not made sufficient progress was assigned a support staff reading mentor. A number of these students made in excess of 2 years reading age gain. In 2014 members of the English department have been given responsibility for the schools literacy strategy. This is being led by HOD English (please see literacy development plan). Other colleagues are</p>

		<p>leading on oracy and reading strategies across the school. Book looks show that literacy strategies are beginning to impact on common literacy themes in students writing. However a whole school review in May shows that in teacher observations there is a focus on literacy across the school and teachers reported that literacy is a school priority.</p> <p><i>“The clear focus the school has on literacy including ERIC, (reading daily), is having a very positive impact on pupils’ reading ability and in some cases accelerating pupils’ reading capability at a fast pace. The introduction of accelerated reader is also bearing fruit. Staff have developed literacy this year through a repertoire of approaches, including speaking and writing, for example, ‘speaking and writing like a scientist’ and using subject specific vocabulary to enrich pupils’ understanding of the language and precision needed to talk about and understand different subjects. “ (HIAS Middle leader Review July 14)</i></p>
<p>Attainment and closing gaps</p>	<p>If attainment, including attainment in reading in primary schools, is low overall, it is improving faster than nationally over a sustained period.</p>	<p>Attainment in both English and maths has risen over a 3 year period.</p> <p>The attainment gap in A*-C across the whole school grew to 35%.This was in part due to a legacy curriculum and residual under performance from early entry. However the attainment gap in closed to 17% in English and 35% in Maths.</p> <p>Currently year 11 attainment shows a 16% gap in 5A*-C E/M and Maths A*-C.A 13% gap in English A*-C.</p> <p>Attainment in MFL and Science has been less secure. In Science this is due to significant staffing turbulence. A new HOD will re build the Science department during 2014-15 with a remit to secure greater levels of progress and higher attainment for all student groups.</p> <p>2- In MFL the historic curriculum model has hindered progress and attainment of students. However the department has secured a small increase in outcomes in 2014. Predictions show significant increases in the current year 11 which will take it back in line with national averages. MFL will receive significant support throughout 2014-15.</p> <p>Outcomes in History have risen for the last 2 years with a new Head of Humanities in place. Outcomes in RE are in line with national averages now that the entry reflects the national entry. Outcomes in Geography have slipped in 2014 and this will be the focus of the Head of Humanities. Outcomes in DT are mixed with a good performance in textiles but lower outcomes in Graphics. This is an example of the in school variation which must be addressed. Despite a 1 year GCSE Music and IT have both performed well.(This saw out the historic curriculum model) We have continued to have successes in the arts with Photography, Dance and PE all achieving outstanding results.</p>

* See also Learning and Progress in Teaching below. These sections should be mutually consistent.

Quality of Teaching	Overall 1234 +/- : 2	5A. Last revision date: September 14	5B. Author: Julia Vincent
<p>4. Summary (Teaching Overall) The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Since January 2012 the school has developed a coaching culture. This allows the school to fully address many issues of improvement within a trusted and collaborative and secure environment. The model used is ensuring a sustainable school improvement system and has the support of all staff and governors. In 2012 the quality of teaching was 56% good or better, as of May 2014 it was 80% good or better. The school has worked towards a series of teacher self-reviews of the quality of teaching across their 2 week timetable. These self-reflections are then corroborated (or not) by senior staff /HOD through drop ins, department reviews and performance management reviews.</p> <ul style="list-style-type: none"> • Maths PM and departmental review shows mainly good and outstanding teaching (1 teacher graded RTI) • Variable teaching in MFL, which has been addressed through a new HOD, investment in Coaching for Good, Improver Teacher Programme and mentoring. • English PM and departmental review shows mainly good and outstanding teaching, • Variable teaching in Science is being addressed through a mentoring and capability programme.(1RTI graded teacher) • 75% good or better teaching was observed during a HIAS review (May 14) –this is a 19% increase since January 2012 (56%) • 20% outstanding –this is a 12% increase since January 2012 (8%) • Teacher self-evaluation and SLT drop ins show a consistent landscape when viewed across a fortnightly timetable and all teaching groups. For most of a fortnightly timetable the standard of teaching is at least 80% good or better. • Highly effective CPD programme focussed on teacher need, whereby CPD can be blanketed, optional or directed. For example Coaching for Good, mentoring, NPQML, RQT and NQT development programme, as well as external facilitators such as Julia Strong for literacy. Coaching for Outstanding Learning is led by teachers for teachers. The Havant Federation jointly delivers NQT/RQT programmes. • RQTs attend The Solent Alliance CPD programme. • We actively promote further study for teachers and provide bursaries for extra study such as MA. • Coaching used as a tool, commencing with good teaching and moving towards outstanding teaching • A coaching protocol and time available for coaching at all CPD sessions • All staff trained as coaches, with a rolling programme of training for lead coaches. • Coaching piloted for all Year 9 students and in place for all year 7 students from September 2014. Lead coaches in year 10 trained. • 1:1 coaching with staff not consistently 'good' is being introduced. • SLE in Science recently appointed and working with partner school. • Everyone reading in Class (ERIC) and Accelerated Reader are having a significant impact on reading ages, across all year groups. Students in many year groups have low levels of literacy. There are low levels of literacy across the Havant community. • 11 new staff have started at the school in September 2014.They are being closely monitored and supported to ensure smooth transitions. 		
<p>3. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Continue with middle leader training, 7 ML now completed the national middle leaders programme. Further 3 starting in September 13 and a further 2 earmarked for a Sept 2014 start and delivered through The Solent Alliance. • Continue to target 1 RTI teacher to move to good • Target good teaching to move to outstanding – coaching for outstanding learning started in January 2014 • High expectations, based on agreed non negotiables, which centre on 4LP, effective feedback and climate for learning. • Regular Leadership and Middle Leadership book 'looks' (unannounced) with results shared whole school and by department. In 2013-14 a whole school book scrutiny involved all years and all departments. • Monitor regularity of homework setting monitored during line management and shared amongst middle leaders. Online homework stats collated 		

	<ul style="list-style-type: none"> • Further develop learner autonomy – independent learners with clear understanding of and responsibility for their role in the learning partnership; • Continue to target disadvantaged students to be more visible in the classrooms • Further develop the resilience of both staff and students. • Ensure whole school focus on strategies for making rapid progress with L3 and L4C students. • Further develop more effective use of TA's; Employment of HLTAs to core subjects • Focus CPD on higher order questioning; • Develop student observers • Continue to ensure effective feedback and assessment to include peer and self-assessment and feedback on homework. • Develop whole school RWCM policy and implement it with measurable impact. • All staff to develop strategies to ensure independent learners.
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Sub-criterion	1. Key phrases from the Criteria	1234	2. Main strengths and areas for development
Pupils' learning and progress in lessons*	Most pupils and groups of pupils make good progress and achieve well over time. Pupils learn well in lessons.	2	<p>Progress in some areas was above National (Art/Design, History, Photography, PE) in 2013. Data from Raise to support expected progress, is now used well by all departments</p> <p>RAP meetings are embedded in practice and having a significant impact on rates of progress and interventions.</p> <p>There remains some inherent under achievement in the current Year 11. However a greater focus is required on progress of slower moving groups, L3 and L4C and SA students.</p> <p>A focus on stretch and challenge for more and most able students.</p> <p>KS3 outcomes indicate a significant increase in the rate of progress in KS3</p> <p>In year progress is encouraging and again highlights increased rates of progress for most students.</p>
Engagement in Learning† <i>(previously Climate for Learning)</i>	Teachers create a positive climate for learning; pupils are interested and engaged.	2	<p>Peer mentors, prefects, student council, student representatives within the community.</p> <p>Student engagement is improving as is student conduct. Sanctions and rewards are clear and ably lead by HOY</p> <p>Fewer instances of poor behaviour. There is a downward trend in all poor behaviour statistics.</p> <p>Development of a rights respecting approach to the curriculum will encourage students to be more independent learners and more self-reflective and able to undertake peer assessment and feedback in a positive light.</p> <p>Students need to take greater responsibility for their learning and develop greater aspiration. Student coaching is designed to address this and there will be regular opportunities to embed this in extended tutor time and through enrichment days.</p>
Teachers' expectations	Expectations are high.	2	<p>Teacher aspiration is improving rapidly in all areas</p> <p>Non-negotiables have been agreed by all staff (September 13) and revisited during September 14.</p> <p>Ensuring that children's rights are embedded in lessons and delivery approaches.</p> <p>Teachers and non-teachers are inducted in a coherent and through programme to embed consistent expectations.</p>
Teachers' planning and strategies	Teachers plan and teach lessons that deepen pupils' K&U. Pupils develop a range of skills across the curriculum.	2	<p>In all subjects planning has improved and use of pen portraits is used to enhance personalisation.</p> <p>Some teachers need to ensure a greater focus on target students and ensure they give opportunities for oracy, answering of questions and give effective and informative feedback in books to such students in particular. Departments, led by English are encouraged to build in DIRT time</p>

	Effective teaching strategies are used. They are well matched to most pupils' individual needs, including the most and least able.		
Interventions and support	'Appropriately targeted'.	2	In all subjects planning has improved and use of pen portraits has improved personalisation. Some teachers need to ensure a greater focus on target students and ensure they give opportunities for oracy, answering of questions and give effective and informative feedback in books to such students in particular. RTI teachers lack confidence to try new strategies and to know when to intervene with students Greater student independence needs to be developed in all areas of the curriculum More pair and group work is required in all subjects however peer assessment is becoming more evident as is group work.
Teaching of RWCM	Taught effectively.	2	Some interventions such as Accelerated reader are highly effective. There is evidence to show that since the introduction of ERIC reading levels in all year groups have improved. Head of English is leading staff in developing their own technical accuracy and give support to a whole school focus on this area for students. CPD has been focused on this area in Autumn 13 and followed up in Spring 14 and will be revisited during 14-15 programmes. Members of the English team are leading on whole school oracy from January 14. Need to focus on oracy in class with more student discussion to prepare students for writing tasks. Embedding of whole school marking and feedback policy to ensure consistent literacy marking introduced in Sept 13. Other colleagues in English are leading on oracy and reading strategies across the school. Book scrutiny Oct 13 showed evidence of marking and feedback policy across most subject areas. Second book scrutiny showed increasing compliance with the policy and effective feedback to students. Third book look was a part of May HIAS review and again showed increasingly sophisticated feedback techniques for feedback and assessment.
Assessment	Pupils' progress is assessed regularly and accurately at all Key Stages. Teachers listen to, carefully observe and skilfully question pupils during lessons... to reshape tasks & explanations to improve learning.	2	Data collection regular and calendared. Shared with students and parents electronically. Teachers in some instances are working harder than the students. Inconsistent use of engaging and inspirational AfL opportunities. New policy implemented September 2013. Oct book scrutiny shows evidence of impact across most departments. Homework is becoming consistent and book look shows evidence of this as well as effective feedback. Will be monitored through line management meetings, work scrutiny and department reviews. Homework needs to be better evidenced in books and made explicit as to what is homework and what is classwork.
Marking, feedback and homework	Appropriate homework is set. Pupils know how well	2	Homework has been reviewed during the Summer Term 2013. 'Show My Homework' implemented in Sept 13. Parent voice work has led to this change. Homework policy launched in September 13 and evidence of impact seen in Oct 13 book scrutiny.

	they have done and how to improve.		There is increasing evidence of homework being set and marked as well as appropriate feedback to students. This has been evidenced through 3 book looks, two of which have been unannounced.
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* See also Learning and Progress in Achievement above. These sections should normally be mutually consistent. Cross-refer: there is no need to duplicate.

† see also Engagement in Learning in Behaviour and Safety below - these two sections should be mutually consistent

Behaviour & Safety	Overall 1234 +/- :	2+	5A. Last revision date: September 14	5B. Author: Julia Vincent
<p>4. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>We believe Behaviour and safety should be graded as good because; Inclusion system has been reviewed and team now in place. Working effectively since Jan 13 Systems are becoming consistent and the process is improving in terms of rigor and accountability. Punctuality has improved Attendance for 2012-13, 93.1% was just below national targets. PA for 2012-13 is above national average at 8.6%. Attendance for 2013-14 is 94.8% .PA for 2013-14 is 4.9% Legal proceedings are being taken against parents below 85% threshold. Regular review of attendance is in place. Seclusion hours have changed to out of school times to give a real alternative to FTE FTE are reducing. Nil PEX during 2012-13 or 2013-14 The great majority behave well and do not disrupt learning. In lessons behaviour is typically good and teachers use systems consistently to deal with any issues. Introduction of a new reward system based on PRIDE in April 13 following review New HOY posts having a significant impact in terms of systems, structures, effective parental communication and speed of response. Role of in school home link worker to focus on attendance Role of cluster PSC to have a cluster wide remit for attendance. Cluster attendance leaflet produced September 14 Mentoring programme for targeted Year 11 WSP(Warblington Support Programme) mentoring for target students BEAT surgeries held by police monthly at the school Participation in the Havant Troubled Families scheme Participation in Havant Inclusion panel for managed moves and hard to place students. These links with external agencies are allowing the school to address a wider range of issues on a regular basis Working as a part of the Havant federation allows local secondary schools to support each other in terms of reducing exclusions and sharing good practice. All schools are currently working to support the local AP(Woodlands)</p>			
<p>3. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Ensure all pupils are punctual to school and to lessons. New sanctions have been adopted to improve punctuality to school. Ensure attendance is above average for all sizeable groups, or is showing sustained ('and convincing') improvement. • 'Ensure parents and pupils understand that attendance and punctuality are important'. Cluster wide leaflet for parents, increasingly targeted parental contact, use of the website. • Bullying survey to be completed with all students across the school. School to promote anti bullying week Nov 14. • Focus on restorative justice led by members of the inclusion team, and embed in to the school as an aspect of RRR. • Increase consistency of communication amongst staff regarding incidents and follow up; tutor logs and tutor briefings by HOY weekly. • Embed strategic programme for Enrichment Days to delivery programme for Personal Development Learning • Empower staff to lead behaviour for learning strategies in their own learning environments effectively, confidently and consistently. • Develop systematic tracking for students educated off site, bullying and racist incidents and monitor their use. (IT protocols) 			
Sub-criterion	1. Key phrases from the Criteria	1234	2. Main strengths and areas for development	
<p>Engagement in Learning† (previously Climate for Learning)</p>	<p>Pupils' attitudes to all aspects of learning are consistently positive and have a good impact on their progress.</p>	<p>2</p>	<p>Neat, tidy, well ordered buildings. Learning environments well ordered. Little graffiti. Engagement in lessons generally good and improving. Students are usually compliant, but at times too passive The school should increase opportunities for independent learning. At worst, students display low level disruption because of the lack of confidence to complete the task. Behaviour and attitudes for learning still require a focus to increase student aspiration and</p>	

	<p>Pupils respond very quickly to staff - lessons flow smoothly and without interruption. Attitudes to learning are positive across subjects, years, classes and with different staff. Low level disruption is 'uncommon'.</p>		<p>independence. Developing this to be a focus of Student Council from Spring Term '14 onwards.</p>
<p>Parents', staff and pupils' views of behaviour and safety</p>	<p>Few well-founded concerns expressed.</p> <p>Pupils understand the importance of good attitudes and behaviour in school, adult life and work.</p>	<p>2</p>	<p>Department reviews provide increasingly robust information A small number of complaints are received. Students (65%) and parents (67%) feel safe at school (Kirkland Rowell 2013) 89% of parents who undertook the OFSTED parent view survey feel their children are safe at school. (up to July 2013) Programme of road safety behaviour in assemblies and during enrichment days.</p>
<p>Pupils' behaviour</p>	<p>There is a positive ethos in and around the school. Pupils behave well throughout the day</p>	<p>2</p>	<p>Litter and break time behaviour need to be improved. Introduction of a warning bell has improved purposeful punctual start to learning. In some KS4 classes there is low level disruption. Behaviour logs show reductions in behaviour incidents Target students involved in mentoring in year 11 RRR Enrichment day-Oct 13 to address manners and focus on a Rights Respecting Code of Conduct Student ambassadors, School Council, Prefects and RRC Steering Group act as role models. Student Conference on Behaviour for Learning held in February 2014 encouraged students focus on their role within low-level disruption and how student voice can work together to address any concerns.</p>
<p>Safety and mutual support</p>	<p>Pupils are safe and feel safe at school and alternative placements. Ps understand how to stay safe.</p>	<p>2</p>	<p>Department reviews show that 65% are happy with school security 60% are satisfied that the school controls bullying. The school is currently focussing on anti bullying to develop a definition of bullying and an agreed way forward through the student voice. However the school must do more to address this issue and student perception. Reported bullying cases are low. Inclusion staff and others to use Restorative training to initiate an RJ response to incidents across the school. New School Council and Prefects to be trained in RJ to enable student voice to be involved in supporting the work in enabling students to feel safe. New Senior Prefect team to have focused leadership training to support their work in chairing School Council and strengthening the student voice across the school.</p>
<p>School systems for behaviour management</p>	<p>Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals/groups with behaviour needs.</p>	<p>2</p>	<p>A review of Behaviour management commenced in September 2012. During the year there have been notable improvements. The system is now embedded and behaviour is noticeably improving. Re organisation of praise points has resulted in a greater emphasis on reward. Clear and significant changes to school systems are ensuring greater consistency in dealing with issues raised. Records are more detailed. Level 1 and 2 behaviour results in an automatic text to parents. This has proved highly effective. Improved system required for student working at Woodlands. This is an area of significant head</p>

	Incidents of bullying are dealt with effectively.		teacher focus through the Havant Federation. More effective communication required between Federation schools re managed moves. Inclusion panel have reviewed protocols which are now in place across the federation. Student coaching is providing an opportunity to share student views in a mutually supportive environment.
Bullying	Few instances. Pupils have good awareness of different forms of bullying.	2	Pupil attitude survey for yr 7 & 9 reveal low incidents of bullying below 5% the most common being verbal bullying towards boys. Peer mentors work hard to ensure pupils are happy and able to talk to someone other than a member of staff. (anti bullying award in the past) Communication with parents has significantly improved and staff, students and parents are more acutely aware of concerns and consequences. Since November 2013 the school has set up student voice groups focused on bullying. Bullying will feature as a part of our Prejudice and Discrimination Day in OCT 14 AND WE WILL AGAIN PARTICIPATE IN Anti Bullying week in November.
Attendance	Pupils attend well and are punctual to lessons	2	Attendance overall is in line with National expectations. PA is currently below national averages. Attendance was 93.1% in 2012-13 .As of July 2014 it is 94.8% A relatively small percentage of parents have received penalty notices, and a robust system is in place to ensure warning letters are issued on time. Family holidays are having an impact on attendance despite the schools refusal to authorise. This has been clearly communicated to all parents. Percentage attendance if family holidays are removed is over 95% Percentage attendance if long term medical conditions are removed as well is over 96% Staff attendance has also improved due to the introduction of a new policy and continued high morale and focus on staff well-being.

† see also Engagement in Learning in Teaching above - these two sections should be mutually consistent

Leadership	Overall 1234 +/- : 2+	5A. Last revision date: September14	5B. Author: Julia Vincent
<p>4. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Middle leadership is now consistent; 10 middle leaders completed MLDP, a further 2 starting in next cohort. (sept 14). All associated action research is linked to school priorities and shared with all staff on completion. 1 teacher is RTI.(in receipt of support to improve).All other teaching is good or better. Middle leaders continue to write accurate and reflective SEFs and development plans resulting in improved outcomes and in year progress as well as improving percentage of good or better teaching. SLT has repeatedly demonstrated capacity to drive improvement. A number of initiatives have been implemented since new head came in to post with measurable impact and outcomes. Governing body had been poorly informed and different working practices have now been initiated. SEF/SIP training being given during 2012-13 alongside PP and SEN training. Governor action plans are now in place following off site governor away day. Second off site away day took place in January 2014 focussing on accountabilities and communication strategies. Governance is now informed and robust with the ability to challenge the school leadership. Greater number of governor visits and regular termly governor /SLT meetings are now evident. Governors and staff workshop allowed further development of the school vision and enhanced levels of understanding.(June 14) Standardised line management agendas published for year in advance giving greater focus, consistency and measurable impact. LLP visiting school termly LLP interviewed all HOD/HOY in July 14 and reported good progress since OFSTED sept 12. They are now a strong team, ably using data and aware of whole school issues which they are using to plan for department improvements. School is working with a teaching school to good effect, assuring extra support for MFL, English, SLT members which has contributed to the drive for improved results Large deficit now removed. Performance management is now a robust process, resulting in a greater awareness of the requirement to set and meet targets which are focussed on school priorities. Departments have a full OFSTED style review on an annual basis. Health and safety audit greatly improved OFSTED has given a clear timescale for improvement School vision is embedded in staff, student and governor working practices. School SIP 2014-17 is now complete. Summer School for year 6 into 7 transition students (EVER 6 specific) July 2013 and July 2014 (harder to reach families engaged). The school is a part of the Havant Federation collaborating and sharing good practice with 9 other local secondary schools. The heads meet 3 weekly as do deputies. Subject leaders meet half termly and it is an active platform for school improvement. The school has signed a MOU with Bidbury Infants (outstanding), HTC (Good) and Bidbury Juniors (RTI), this group shares good practice and has initiated numeracy, literacy and self-evaluation activities and initiatives. Cashless catering introduced in July 14 to support FSM students. The Head teacher is a governor at Woodlands education Centre (PRU) and collaborates closely with them.</p> <p><i>Since 2012, following the Section 5 inspection, the headteacher and her senior leadership team have focused on securing effective leadership and management at middle leader level. There have been a number of significant changes which have been made in order to ensure full accountability at this tier of leadership. The quality of teaching has improved as a result of actions taken. From further evidence provided by middle leaders on these visits it is clear that leadership at this level is secure and is driving achievement forward.” (HIAS Middle Leader Review July 14)</i></p>		

<p>3. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Further develop the role of middle leaders through enhanced middle leader training and monitoring of accountability / impact. • Further improve the effectiveness of the Governing body (started Jan 13) to improve challenge • Review and adapt the curriculum in light of the changing government priorities and value for money / effectiveness. –commenced curriculum review Sept 14 • Restructure support team to provide appropriate support for a 21st century school. • Involve the student voice in the school improvement agenda • Further develop evolving parent forum opportunities. • Ensure SMSC / RRR is reflected within Warblington's systems, curriculum and procedures. • Continue with MOU and seek opportunities to confirm this status and evaluate the idea of a Trust
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Sub-criterion	1. Key phrases from the Criteria	1234	2. Main strengths and areas for development																								
<p>Impact on outcomes</p>	<p>Achievement has improved or previous good performance has been consolidated.</p> <p>The achievement of PP pupils is rising, including in EN and MA.</p>	<p>2</p>	<p>Emerging and embedded in some departments. A number of structural systems are becoming embedded in the school. The school is going through a period of considerable change and ML are rising to the challenge. OFSTED style department reviews, which commenced in Sept 12, have provided increased accountability and greater detail as to the strengths and weaknesses of departments, for which ML are held accountable.</p> <table border="1" data-bbox="952 614 2190 901"> <thead> <tr> <th>Department</th> <th>2012/13</th> <th>2013/14</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>3</td> <td>3+</td> </tr> <tr> <td>Maths</td> <td>3</td> <td>2</td> </tr> <tr> <td>Science</td> <td>3</td> <td>3 Autumn 2013 and Summer 14</td> </tr> <tr> <td>MFL</td> <td>4</td> <td>3</td> </tr> <tr> <td>Humanities</td> <td>3</td> <td>2</td> </tr> <tr> <td>PE,Drama,Music,Art</td> <td>3</td> <td>2</td> </tr> <tr> <td>DT</td> <td>3</td> <td>TBC Oct 14</td> </tr> </tbody> </table> <p>Centralised Line management agendas are impacting on levels of consistency across the school as are regular book scrutiny and drop in observations. Newly introduced RAP (Sept 2012) meetings are increasing ML accountability for intervention, tracking of progress and monitoring of progress, achievement and attainment. LLP report in July 14 showed progress of Middle leaders to be a strong and dynamic force within the school. Now acting as agents of change. Two reviews of the Science department were held to reflect the amount of changes across the year. Both were RTI but green shoots were recognised in the summer 14 review. During 2014-15 MFL will be subject to greater levels of scrutiny, accountability and support in order to ensure improved levels of progress and outcomes. Mentoring will be an aspect of ensuring good teacher delivery. Newly appointed Head of Science and D and T will provide a range of systems and structures to ensure high level monitoring of standards in D and T across the year. In Geography the Head of humanities recognises the in school variation within the Humanities department and will be working to support Geography to achieve the same standards as History and RE. This will be achieved through a consistent focus on standards of delivery in the classroom and tracking of student progress and feedback given to students.</p>	Department	2012/13	2013/14	English	3	3+	Maths	3	2	Science	3	3 Autumn 2013 and Summer 14	MFL	4	3	Humanities	3	2	PE,Drama,Music,Art	3	2	DT	3	TBC Oct 14
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<p>Impact on teaching and learning</p>	<p>Teaching is good and improving, or is improving 'strongly'.</p>	<p>2</p>	<p>Regular CPD and coaching has been implemented since Jan 12 and resulted in a 19% rise in good or better teaching and a 12% rise in outstanding practice. 80% good or better teacher. 20% of which is outstanding. (May 2014) Staff self-reflection can show between 90% good or better teaching dependent on the period of the week. Middle leaders are taking increasing ownership of the quality of teaching within their department areas along with their line manager and the Leadership Team Newly introduced RAP meetings are increasing ML accountability for intervention, tracking of progress and monitoring of progress, achievement and attainment. Under achievement identified at RAP meetings results in intervention by class teacher or HOY.</p>
<p>Performance management & professional development</p>	<p>Searching PM 'encourages, challenges and supports improvements in teaching. Focused PD is provided for all staff, esp newly qualified and those at an early career stage.</p>	<p>1</p>	<p>PM policy has been re written and adopted. EPS and Havant Federation are all involved. Pay Review Committee involved in the process and provided QA and equalities monitoring. All targets set are framed within the school improvement priorities. System implemented since Sept 12 with teaching staff, reviews and PM observations all completed. The system has provided clarity amongst staff that PM expects them to reach the required grade in a timely fashion. Appropriate amount of staff turnover due to a robust system. Support staff implemented in Jan 13, more issues encountered regarding lack of confidence and knowledge, but the system is engendering a more responsive and professional attitude amongst the support staff. New performance related pay consultation completed Sept 13. New pay policy operational from Sept 13 Professional Development Programme established for all staff alongside additional support for NQT and RQT staff. All staff and ITT students are involved in coaching model for CPD. <i>"The support provided by senior leaders through line management, coaching, mentoring and the provision of professional development opportunities both in house and externally is appreciated by all middle leaders and is high quality". (HIAS MIDDLE LEADER REVIEW July 2014)</i></p>
<p>Curriculum</p>	<p>It encourages a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence." Contributes well to pupils' achievement, physical wellbeing and SMSC dev. Promotes positive behaviour and a good understanding of safety</p>	<p>2</p>	<p>Curriculum review completed and curriculum models being built using the evidence gained. 2013-ongoing curriculum review focusing on right choices and right qualifications. HOY and CIAG heavily involved in options process to ensure right choices. ML reviewing qualifications on offer at KS4 to ensure appropriateness in light of national change. ML reviewing KS2 curriculum changes and identifying potential impact on KS3 curriculum and beyond Science curriculum under review – concerns about appropriateness of qualifications 'fit for purpose' (Oct 2013) Pathway 3 being evolved to ensure engagement for all (alternative but appropriate qualifications). Warblington leading federation approach to post 16 providers to increase joint appropriate opportunities. Ambition to review an AS offer in the future for appropriate subjects and pathways. Greater and regular communication with off-site providers. Development of a nurture group to support students attaining level 3 or below on entry is showing early signs of success as some students attaining L4 in 1 term. Federation working to ensure collaboration and increased curriculum breadth and balance. Federation sharing best practice regarding developing curriculum in English.</p>

<p>Literacy</p>	<p>Policies are well thought out. Pupils make at least good progress.</p>	<p>2</p>	<p>A whole school strategy being developed including embedding ERIC across the school (Jan 2013 start) CPD focussing on Literacy for all staff. 3 strands to whole school literacy focus – 1) raising reading ages 2) develop use of oracy with prelude to writing 3) to develop staff technical accuracy and ability / confidence in teaching of Literacy within their subject. Curriculum leader in English to commence school literacy a whole school literacy role to ensure a cohesive strategy.(Jan 14) English staff to lead on whole school oracy and reading commenced Jan 14</p>
<p>Self-evaluation</p>	<p>S-E is thorough and accurate. The school's actions are carefully planned, concerted and effective.</p>	<p>2/1</p>	<p>SEF is accurate as detailed in OFSTED feedback (Oct 12) Department and year SEFs are increasingly accurate and robust and supporting reflective practices. Governors review the SEF on a regular basis and meet regularly with SLT members to review progress.</p>
<p>Expectations Ambition Professional Standards</p>	<p>Key leaders, inc. governors, communicate high expectations and ambition.</p>	<p>2/1</p>	<p>An increasing awareness of the ever changing national agenda and the need to secure good. SLT/ML relationships and meetings are positive and help move the school forward Gov Body is accepting new and informed ways of working. Rapid improvement being seen. Action plan in place, regular governor training. ML is improving rapidly and impact is evident through department reviews and RAP meetings.</p>
<p>Engagement with parents and carers</p>	<p>School works well with parents inc those who might find working with the school difficult, achieving positive benefits for pupils.</p>	<p>2</p>	<p>A developing inclusion team. An increasingly high profile in the locality Positive transition arrangements Home school link manager in (new) post in September 13. New SENCO in post in September 2013 PSA in post November 2013 (cluster shared new post) Troubled families collaborative work across cluster improving parental liaison/contact with 'hard to reach' July 2013 Summer School established initial communication with parents who may become hard to reach Inaugural tutor / parent and carer meeting 6 weeks in to start of new academic year to monitor progress and integration. Offering Numeracy and literacy courses to any parent without L2 qualification 400 parents attended an able and most able information evening(Oct 13) 92% attendance at Year 9 options and parents evening Feb 14 Aspiration to ensure greater visibility of CIAG and ensure regular CIAG messages to parents and provide parental drop ins.</p>
<p>Governance</p>	<p>Governors systematically challenge senior leaders. They ensure the efficient management of resources. Staff and resource deployment is effective.</p>	<p>2</p>	<p>Chair of Governors was new to post, September 12 FGB has had SEF/SIP training-Sept 12. FGB written its own action plan to ensure it supports and challenges the school robustly. Developed vision in collaboration with SLT, staff and students. Vision statement in use from September 13 onwards. C of G reviewing lines of accountability of current FGB and its structure. FGB has developed its own action plan for attaining Good Governor / Link SLT now strategically organised with termly meetings and feedback to LT and FGB Training completed on "Criteria for Good", SEN, CIAG and Safeguarding-Spring 14. Governors are more informed and able to challenge effectively. Minutes of governor meetings reflect this as does the level of conversation at Governor/SLT meetings.</p>

Safeguarding	Arrangements meet statutory requirements	2	All safeguarding issues dealt with effectively through inclusion team systems. Safeguarding training held annually. All new staff inducted in to Warblington procedures. E-safety now a school priority ,parents forum to focus on this, Nov 13
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SMSC†	Overall 1234 +/- :	2	5A. Last revision date: September 14	5B. Author: Julia Vincent
<p>4. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>SMSC is central to the development of many whole school issues and curriculum areas, and the school is developing a coherent strategy to develop it further. Art, Drama, Music, RE and Science regularly provide opportunities for SMSC development and 'awe and wonder', but these need to have a greater impact on whole issues. The range of opportunities provided for students outside of the classroom has been reduced due to the loss of School Sports Partnership; however an enriched curriculum is working to secure more cross-curriculum links. The school has started to become an RRR school with effect from September 2013. Mid-year health check by UNICEF identified the progress made so far and confirmed next steps to be made. School is beginning to embed the rights respecting philosophy across all areas of the school. Year 10 and year 7 students have completed a programme of coaching to support resilience and self-reflection regarding their learning and behaviour for learning. Year 7 were introduced to coaching as a part of the school induction process. Following their training a selection of the year 10 student coaches led training and delivery of the Student Conference on Behaviour for Learning. Staff, students and governors have agreed a joint vision statement for the school</p>			
<p>3. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Implement the whole school strategy to develop SMSC through the work on the rights respecting curriculum. • Provide opportunities for reflection from students and regular feedback • Develop a programme of school and community multicultural activities including establishing links with school in the UK with diverse populations • Evaluate PSHE provision and Assemblies in line with the rights respecting curriculum • Ensure that RRR is embedded within all relevant policies and practises. • Audit provision of SMSC across the school • Ensure improving student progress especially at KS3 • Implement RWCM strategy • Extend student coaching to the rest of KS3 			
Sub-criterion	1. Key phrases from the Criteria	1234	2. Brief summary of main strengths and areas for development	
<p><i>Personal insight and spiritual development</i></p>	<p><i>Are curious about the world around them. Embrace new experiences which broaden their understanding</i></p>	<p>2</p>	<p>Students are aware on a one to one basis the value of SMSC, but are not regularly challenged to apply it to their everyday life. The impact of Enrichment Days and our work on the rights respecting curriculum will soon provide evidence of the benefits of improved understanding of personal, insight and spiritual development. Through initial delivery of RE through a P4C concept has made a massive impact within the classroom, but needs to be embedded further. This will continue the work with the Havant RE Network lends itself to supporting the promotion of SMSC very well (Feb 2012).</p>	
<p><i>Moral understanding and relationships</i></p>	<p><i>Make reasoned and responsible responses to moral dilemmas.</i></p>	<p>2</p>	<p>Initial work in establishing a rights respecting curriculum, including our enrichment day in 2013, focussed on helping students to understand rights and responsibilities but we know from student voice/activities that they are aware of the difference between right and wrong and understand the consequences of actions. Student Conference on Behaviour took place in March 2014 and resulted in a range of student led statements which support the behaviour policy and vision.</p>	
<p><i>Social development and skills</i></p>	<p><i>Respect others' needs and interests.</i></p>	<p>2</p>	<p>Interviews with students on the coaching programme show that students are concerned about the feelings of others and values outside of the taught curriculum. Evidence will be gathered through student council meetings, the RRR work, and learning and through student voice.</p>	

<p>Understanding and respect for different cultures</p>	<p>Engage well with those from different backgrounds, including those not represented in the local community. Strong sense of the values common to different groups.</p>	<p>2</p>	<p>Some curriculum areas (Art, Drama, Music, MFL, RE) address this area comprehensively. However there are not enough opportunities for students to engage with cultures that are significantly different to their own communities' cultures. Development of the PSHE curriculum and enrichment days will provide more focused opportunities to deliver this whole school. MFL "International "status has provided some opportunities but these must be embedded</p>
<p>The school's promotion of SMSC and community cohesion</p>	<p>School has a coherent strategy to develop SMSC, demonstrated through a wide range of opportunities. Impact is evident in teaching and in most students attitudes.</p>	<p>2</p>	<p>School needs to develop a coherent strategy to develop SMSC, demonstrated through a wide range of opportunities. Impact is evident in teaching and in most pupils' attitudes. SMSC will be further developed through our RRR journey, our curriculum as well as an improving student voice culture and ethos.</p>

† SMSC is included within Overall Effectiveness in the 2013 Ofsted Framework. I have retained elements from the preceding framework here to encourage schools to evaluate this important aspect of their work thoroughly. But you could just do this within Overall Effectiveness below. You don't have to do it like this!

Overall Effectiveness	Overall 1234 +/- : 2	5A. Last revision date: July 14	5B. Author: Julia Vincent
<p>4. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Joint HIAS/SLT review in May 2014 showed that the school is rapidly moving towards a “Good” rating.” <i>the head teacher and senior leadership provide clear direction and management. Senior leaders are skilled at holding staff to account and providing good support.”(HIAS Review may 14)</i></p> <p>The school can now show a 3 year rising trend in overall outcomes as well as Maths and English. In year progress in years 7-10 is strong and despite a period of national turbulence in education the school is displaying improved outcomes and progress.</p> <p>The historical lack of progress within Maths, Science and MfL has caused concern. The underperformance is being addressed swiftly, through targeted mentoring and coaching. HIAS support is being used in Maths, English, literacy Science, MFL and Geography.</p> <p>There is capacity to improve and middle leaders are progressing in both ability and leadership qualities. “<i>Since the last inspection middle leaders have developed a good knowledge of the school’s priorities and have worked intensively to develop professional practice in their departments</i>”(HIAS Review may 14)</p> <p>Coaching and CPD is providing capacity to improve as is the development of the Inclusion team. “<i>The majority of teaching seen showed the impact of CPD and coaching over the period since the appointment of the head teacher. This approach has been systematic and well planned to ensure that staff are able to develop skills and put them into practice.</i>”(HIAS Review may 14)</p> <p>Student voice/RRR is providing an added dimension to school improvements and initiatives such as student strategy group and prefects are proving supportive for the drive for improvement.</p> <p>Literacy across the school is benefitting from greater support from strategic leadership and a focus in CPD.</p> <p>Accurate monitoring and self-review identifies that 80% of teaching is good. Self-reflection has identified potential ‘hot spots’ and strategies are in place to support staff in ensuring that at least 90% of teaching is good or better. “<i>The quality of teaching seen during the review was overall good or better. No inadequate teaching was observed. Good or better teaching was observed across subject areas, year groups, settled groups and mixed ability.</i>”(HIAS Review may 14)</p> <p>Attendance and punctuality have improved “<i>Attendance in the spring term 2013 was 91.2% compared with 95% at the same point in the spring term in 2014. Persistent Absence (FSM) has declined from 12.4% in spring 2013 to 4.4% in the spring 2014</i>”(HIAS Review may 14)</p> <p>Rates of progress in many subjects have increased bringing them in line with national average “<i>Since the appointment of the head teacher in 2012 results for this indicator show an upward trajectory with predictions for 2014 at 56% for 5+A*-CEM.</i>”(HIAS Review may 14)</p> <ul style="list-style-type: none"> • Improving outcomes in Maths, and English • Improving T&L • Improving good or better middle leadership (accountabilities, understanding, consistency) 		

	<ul style="list-style-type: none"> • Coaching is embedded as a preferred tool to improve teaching, learning and progress. • Continue to embed effective ways of working with the Governing body • Embedded systematic approach to inclusion (systems, procedures, protocols, paperwork.) • Whole school strategic plan for RRR (Sept 2013 start) • Review support staff structures to maximise impact on outcomes.(Nov 2013) • Increased systematic use of data to inform targeted intervention with measurable impact and outcomes • Greater accountability through second round of department reviews incorporating year 1 review targets • Line management meetings ensure greater consistency of expectation / accountability amongst middle leaders. • Greater accountability through an effective performance management system clearly communicated with staff during open consultation process in light of new pay policy
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Sub-criterion	1. Judgement from above	1234	2. Brief summary of main strengths and areas for development
Achievement	<p>At least good.</p> <p>Growth in students' knowledge.</p> <p>Very positive attitudes to learning.</p>	2	<p>Continuing focus on the core subjects and interventions</p> <p>The attainment gap is narrowing</p> <p>Increasing focus on targeted groups of students</p> <p>Science, MFL, Maths and English remain a priority</p>
Quality of Teaching	<p>At least good, with some that is outstanding.</p>	2	<p>Quality of teaching is improving 75% good or better Nov13. 20% outstanding Nov13</p> <p>It regressed during OFSTED (58% good or better) due to fragility of the progress</p> <p>Pace, challenge, literacy, differentiation and feedback are key focus areas</p>
Literacy	<p>Progress 'is not held back' by an inability to read accurately and fluently. Ps who have fallen behind are helped to make rapid progress in their reading.</p>	2	<p>Students enter the school with low levels of literacy and do not make enough progress</p> <p>New literacy team developed and plan to be formulated starting Nov 12 through literacy champions.</p> <p>Lead taken by HOD English Oct 13.</p> <p>Literacy CPD is a focus Autumn 13</p> <p>Continuing HIAS involvement</p>
Behaviour and safety	<p>Likely to be at least good.</p>	2	<p>Behaviour and safety are improving. Indicators are positive.</p> <p>Newly formed inclusion team is beginning to impact.</p> <p>Greater communication with parents.</p> <p>Greater partnership working with local community</p> <p>Attendance and punctuality have improved in line with national expectations.</p>
Leadership	<p>Likely to be at least good.</p> <p>There is a positive climate for learning.</p> <p>The school takes effective action to enable most pupils, inc D&SEN, to reach their potential.</p>	2/1	<p>Leadership is becoming more consistent and ML views themselves as part of the leadership team of the school as do Governors.</p> <p>Leadership team is a strong robust driver for improvement.</p> <p>New performance management policy implemented from Sept 12 has proved to be very robust.</p> <p>Comfortable transition to the new pay policy</p>

<p style="text-align: center;">SMSC and Physical Wellbeing</p>	<p>Deliberate and effective action is taken to create a cohesive learning community by promoting SMSC and physical wellbeing.</p> <p>Pupils, and groups, have highly positive educational experiences at school and are well prepared for the next stage of their education, training or employment.</p>	<p>2</p>	<p>A whole school strategic plan to develop SMSC and map it across the school as a whole will ensure that awareness is raised, impact is measured and future plans carefully evolved.</p> <p>CIAG in place and planning for effective transition for all students.</p> <p>Sept 13 school started level 1 RRR planning for assessment</p>
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If you have done the preceding sections well, especially the summaries, all you need to do is put the overall judgements here, cross-referenced to the earlier sections.