



WINGATE SCHOOL

SCHOOL IMPROVEMENT

FEBRUARY 2021

This self assessment document has been produced for the wider Wingate Community. It sets out what the school considers to be its main achievements, key strengths and the positive steps taken to ensure that all our students continue to learn, grow and develop in a safe, caring and nurturing environment. Additionally, we have identified the areas of our work which we feel need further development and improvement. These areas will be a key focus in the coming

months, unfortunately some of them are dependent on the removal of COVID enforced restrictions. The School management team are committed to developing appropriate, realistic action plans to ensure that we continue to improve and achieve our aim to become an outstanding school.

The document is structured using the BSO/NABSS Inspection framework. The self assessment of the school is measured against seven criteria.

8.1 Accommodation and Resources

Following the outbreak of COVID 19, and in line with government legislation, the school implemented a series of protocols and procedures which necessitated modifications to existing accommodation and resources. Between June 2020 and September 2020 :

- All rooms were deep cleaned and fitted with antibacterial hand gel dispensers
- Cleaning and disinfection schedules were drawn up, published and implemented in all areas of the school
- Additional hand wash sinks were installed in the junior playground to ensure the children could practice the necessary hand hygiene
- A COVID 19 isolation/quarantine room has been created. This ensures that students/staff who present symptoms of COVID are isolated immediately.
- Additional bathroom facilities have been constructed for the male senior students at the north end of the school
- The external dining area has been covered and extended to facilitate social distancing during lunchtimes
- All teaching rooms are equipped with a sanitisation kit containing antibacterial spray and hand gel which are checked daily
- Demarcation lines on the floor of external spaces have been drawn to minimise the crossover of students from different parts of school
- Additional ventilation has been provided to better control the airflow
- The school was able to refurbish a room and designate it as the Health and Wellbeing Centre. The room is accessible for all students and staff to work in or talk privately with the Schools newly appointed Health and Wellbeing Coordinator

As the School was forced to close during the national lockdown, and due to the large discounts we gave to parents, a number of planned improvements to accommodation could not be completed during this time.

Expansion plans for the near future: Our expansion plan has been put on hold temporarily due to this reduction in revenue. We are currently trying to secure external investment so that we can continue with this this year, but failing that, the expansion plan will start once the economy picks up and Wingate's finances are back on track. The plan includes; green playing field, new entrance and offices, open multi-use learning space, canteen/dining area, outdoor eating and study area, 8 new classrooms and 2 or 3 new Science laboratories. This may be done in stages, depending on the success of obtaining external investment.

Areas for improvement

See note above

Additional space is needed for dining areas, recreational play and practical sport
Creation of more shaded play areas for EYFS/KS1

Science Laboratories require updating to facilitate practical applied science in KS3&4

Additional Infant and Junior classrooms to facilitate potential growth in student numbers

8.2 Health Safety and Welfare

Safeguarding, maintaining and improving the health, safety, and welfare of all staff and students continues to be a key priority for the School. However, managing the COVID 19 pandemic in the day to day operation of the school has placed additional pressure and responsibility on all staff and students. Strict protocols and procedures had to be implemented to ensure that students were kept safe on returning to school after the COVID 19 national lockdown.

- Designated school entrances were created for Infants, Juniors and Seniors
- All staff and students have their temperature checked prior to entering the school
- Hand gel and disinfection mats are used at each point of entry to School
- Parents, guardians and external visitors are not permitted to enter school premises
- All communication is by email, telephone or online meetings
- Face masks are worn by all staff and students, the 1.5 metre social distancing rule is practiced in all parts of the school where possible
- Designated seating plans are in use in classrooms, dining areas and school buses
- The School adopted an agreed procedure ‘‘ Positive Purple’’ to deal swiftly with any potential outbreaks of COVID 19
- The school entrances are protected by CCTV with restricted access maintained

The required Health, Safety and Welfare policies and procedures are all in place, they are robust and reviewed consistently. Signage and evacuation procedures across the school are clearly presented. Fire Drills are practised three times per year.

All staff have access to an annual health check in School.

The School has a well established Behaviour and Discipline Policy which underpins behaviour management in school. All classrooms display an adapted policy for students to access. All episodes of unacceptable behaviour in school are immediately dealt with in accordance with the policy, recorded and actioned on the departmental student tracking document.

The school has a registered First Aid practitioner, all senior staff and administration staff are trained and hold the Basic First Aid in the Workplace qualification.

Risk Assessments have been conducted in all areas of School and for out of school activity.

The School Designated Senior Person (DSP) for Safeguarding is accessible at all times during and out of School hours.

In June 2019 the School invested in a software platform for safeguarding and internet safety that supports and enhances curriculum delivery for Online Safeguarding. Gooseberry Planet has been developed with the whole school community in mind. The system can be accessed by the whole school community, both at school and at home via PC, Mobile & Tablet.

All departments within school use electronic attendance registers. This provides immediate intelligence to managers and class teachers on levels of attendance absence and punctuality.

Arrangements for promoting Health and Wellbeing of staff and students continues to develop and improve. A referral, monitoring and tracking system has been implemented which is maintained by the Health and Wellbeing Coordinator in conjunction with Heads of Key Stage and class tutors. Through positive intervention, a number of students have identified addressed and resolved their health and wellbeing issues.

The School warmly welcomes new students who join Wingate during the academic year. Each new student is paired with a ‘class buddy’ to help them settle and integrate into their new class. The class teacher or Head of Key Stage meets them regularly during their first few weeks to discuss how they are settling in and address any concerns they might have.

Areas for improvement

Further embed the Health and Wellbeing initiative agenda across the whole school

Re energise the use of Gooseberry Planet within School

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8.3 The Curriculum	EYFS/KS1 IMPROVEMENT PLAN
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COVID 19 and the enforced school lockdown impacted greatly on the teachers, children and parents. Initially, teaching staff had to undertake immediate CPD in order to facilitate online learning, and for some this was a challenge. Maintaining communication between teachers and parents did present some challenges as not all parents and guardians' first language is English. Additionally, the availability and accessibility to technology in the home, in some cases, prevented children from fully accessing learning. However the Infant department provided a varied timetable of lessons to ensure that children could continue to work.

The gaps in children's learning and decline in oral english was a key challenge for teachers when school reopened. Teachers restructured approaches to learning to establish new starting points in learning with differentiated lessons to bridge learning gaps. Restoring the children's independence took time and strategies to restore their confidence in speaking English, became a key focus in re-engaging with the children. Initially, children struggled to learn how to adapt to the COVID 19 protocols and rules regarding handwashing, hand gel, sanitisation. In addition to the EYFS/KS1 Core subjects, all students have two scheduled Spanish lessons per week, the groups being differentiated by ability. The revised framework for EYFS is due to be released in the Spring term and may necessitate a restructure of the EYFS Curriculum model.

Areas for improvement	The use of ICT needs to be integrated and embedded within the EYFS/KS1 curriculum. Further ICT CPD for staff
	Ensure existing learning resources fully enable the revised EYFS curriculum (when it becomes available) to be delivered

8.3 The Curriculum	KS2 JUNIORS IMPROVEMENT PLAN
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On returning to School following the 2020 COVID 19 enforced lockdown, the Junior School developed a 'Recovery Curriculum'. This was introduced for the Autumn Term 2020. A programme of Reset, Restore and Recover was developed and implemented to ensure the children's emotional and wellbeing needs were met. A key emphasis was placed on securing routine, structure and friendships amongst the students before we returned to the traditional academic curriculum.

To improve the home- school links, Junior Curriculum Newsletters were made available on the school website alongside the current Curriculum Overviews. These provided more in-depth information for the parents and guardians detailing the curriculum areas of KS2.

In addition to the KS2 Core subjects, all students have three timetabled Spanish lessons per week. The groups are differentiated by ability. The ICT curriculum is delivered by a subject specialist in conjunction with the class teachers. The SRE curriculum is delivered using the Christopher Winter Project - Teaching SRE with Confidence in Primary Schools. In addition a themed SRE week is planned into the Curriculum, this underpins the teaching scheme and focuses the students on current issues facing young people.

The PE curriculum has been enhanced by having Year 12 students, who are completing their Sports Leader Award (SLA), working with the children. The Junior students have benefited from having positive role models work with them during PE lessons. It has also helped their individual progress as the SLA students have been able provide 1:1 and small group coaching.

Areas for improvement	Forge stronger links and collaboration between KS1 and KS2 curriculum teams
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	More detailed assessment tracking from KS1 to provide detailed individual student starting points at KS2
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8.3 The Curriculum KS3,4,5 SENIORS

Wingate Senior School, following a student survey and feedback session on Year 10 Option choices, has introduced Edexcel Psychology at GCSE - improving the transition onto the A level course as well as broadening the subject skill set at GCSE.

In response to the forced lockdown and concerns for the mental wellbeing of our students, the Senior Personal Social Health teaching plans have been overhauled. We have updated and expanded the Mental Health and Well Being module as well as reorganising and prioritising the delivery of this module for the start of the year.

A 'curriculum recovery' plan was introduced for all subject areas with Students of Concern identified and strategies put in place to support ongoing learning and attainment levels.

In response to earlier comments, the KS3 Science department has been redesigned to utilize and maximize individual subject teacher's areas of expertise. Biology, Physics and Chemistry are now taught on a carousel; giving specific subject teachers the opportunity to assess individual student's abilities within their subject. This helps determine subject choices at the end of Year 9, allowing a smoother transition into KS4. IGCSE Biology remains compulsory for Year 10 students. We have introduced Edexcel Entry Level Science for the few students who find it too challenging to access the IGCSE Biology course material. Despite the restraints of online teaching, Year 6 students joined senior online lessons in the core subjects, Maths, English and Science allowing Senior teachers to assess capabilities and aiding the transition from Junior school into Senior School. The uptake of IGCSE First Language Spanish continues to grow; this year the ratio has increased to 50:50. The careers education and guidance online tool - UNIFROG, is now embedded within the Senior school with all students from Year 9 upwards having full access. All Year 9 Students receive specific UNIFROG and career pathway training. KS5 students have access to a mentor - in light of BREXIT, new university pathways have been sourced to include the EU, America, Canada and Australia. Year 12 students completing their Sports Leader Award have gained fantastic experience whilst working with the Junior School children during their PE lessons. This has given them practical hands on experience with younger children and enables them to reflect and evaluate their performance as a sports leader.

Areas for improvement	Streamline IGCSE and A level examination timetables to alleviate pressure on our students.
	Restructure PSHE teaching schemes to better incorporate Health and Wellbeing, RSE.

8.4 Staffing

Mrs Margaret Green, Mr Damien Green and Mr Jonathan Green are the proprietors of the School.

The Head of Wingate and the School Bursar have both recently completed the COBIS Safer Recruitment training and have fully implemented Safer Recruitment Policies and practices. Prior to Brexit, vacancies for teaching staff were advertised in the Times Educational Supplement (TES), the School website, school Facebook account and more recently School has also used Astute Education, an external teaching agency. Initial applications are processed by the School Bursar. The Head teacher conducts two interviews either in person or on Skype. The administration team completes the necessary paperwork. References are requested from a minimum of two referees (but preferably 3) prior to the offer of an appointment. The School owners review all applications and offers of employment. However, as a result of Brexit, the arrangements for recruiting staff from outside the EU will need to be updated.

All staff appointed to Wingate School receive excellent help and support on their arrival i.e. assistance in finding accommodation, completion of documentation and attendance at appointments with the Spanish authorities to complete their registration for Social Security, TIE etc.

All new staff participate in a two part induction programme, the general school induction and local department induction.

Checklists are used to ensure that new staff have received and understood all the necessary information.

All teaching and support staff have undergone Police checks as required by the Spanish Authorities.

All staff are actively encouraged to access Continuing Personal Development (CPD) through the Schools registration with Optimus Education which all staff have access to.

School supports the transition of new teachers through their NQT year. Currently, we have one teacher completing their NQT, and one Teaching and Learning Assistant (TLA) enrolled onto the PGCEi (Primary) programme.

The appraisal scheme is now in its second year, however, the School closure through lockdown did impact on the achievement of some staff targets.

Key subject staff are actively supported in attending training updates for new qualification frameworks provided by both Cambridge and Pearson awarding bodies

All staff have completed the Health and Safety in the Workplace (online) provided by Previn the recommended provider in Spain

The Centralised Staff Record is updated regularly by the School Bursar to ensure the school is fully compliant with both English and Spanish regulations

All staff attended CPD on Health and Wellbeing at the start of term. The School engaged the expertise of an external specialist to work with staff, suggesting strategies to support students returning to school following lockdown.

Areas for improvement

Establish protocols for post Brexit recruitment of teaching staff from within the EU

Recruitment documentation needs to be reviewed to check for bias and potential discriminatory language

8.5 THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT EYFS/KS1 INFANTS

A new centralised system for assessment and tracking of the children's progress and attainment in EYFS has been partially implemented. Additionally, evidence of children's work and ability is captured in the Yellow Book. The EYFS team is keen to adopt a structured software package to engage with parents and capture the development of the children at home as well as school.

In KS1, the tracking system for Maths mirrors the system used in KS2. However, the tracking system to be used for English needs further development and structure. All classes within the Infant school receive curriculum walkthroughs by the Head of Infants to ensure the quality of teaching learning and assessment is maintained and continuously improved.

Appraisal targets are set in conjunction with staff and reflect the emerging needs of the children and the EYFS/KS1 curriculum model.

Areas for improvement

A more structured approach to assessment and tracking in both EYFS and KS1

EYFS/KS1 Teaching assistants do not have a full overview of TLA in each class

8.5 THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT KS2 JUNIORS

The Junior School continues to drive for excellence in teaching, learning and assessment. The use of Google classroom is embedded across all year in KS2 - with a greater focus in Year 5 & 6 as they have their own Chromebooks. Following the Spring/Summer Lockdown, all KS2 staff are fully competent in delivering online teaching. Google Classrooms and Google Meet were both employed by all teachers to deliver engaging online lessons.

The English and Maths parent mornings in KS2 are productive and well attended. These provide opportunities for parents and carers to observe and work alongside their child, forge greater working partnerships between School, teachers and parents and enable parents and carers to have an improved knowledge of the KS2 curriculum.

Continued lesson observations and curriculum walks have continued to help monitor and identify actions to improve.

Effective assessment of learning has been maintained - employing Cold and Hot tasks in the core subjects to identify any gaps in student learning -with all year group tracking collected and workbook scrutiny in place. Writing Assessment procedure has been updated and internal moderation is taking place to ensure all assessments are standardized.

In order to create a culture within the KS2 department where staff come first, teacher learning has been prioritised and there has been a focus on managing staff workload, all of which will have a direct positive impact on the children's learning. Staff are to be expected to have a professional obligation to improve as teachers. Following these lines, the CPD for this year is linked to assessment and teacher workload. A new procedure for daily assessment has been introduced and will be trialed across the Key Stage for this full academic year. To ease teacher workload, student work is no longer marked following the traditional method and has been replaced with *effective verbal feedback* working alongside live marking. Students are being taught and encouraged to self reflect and peer marking has been introduced across all years in the Key Stage. Through CPD, Pupil Conferences have been introduced in all year groups to allow for effective conversations between teacher and pupil. Dedicated CPD time has been allocated to staff to allow for professional reading and researching. Obligatory Peer Observations between KS2 staff have been introduced and permit sharing of best practice - teacher learning.

Areas for improvement	Assessment Policy to be consistent between KS1 and KS2.
	Implementation of a new feedback policy.

8.5 THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT KS3,4,5 SENIORS

Following the enforced lockdown and the need for evidenced predicted grades Wingate Senior School created and implemented a centralised Assessment Tracker consolidating subject specific levels.
 All Senior staff received training covering how and why we needed to centralise assessment.
 Senior subject teachers implemented timed controlled online assessment using Google Classroom to assess attainment levels and learning outcomes.
 Wingate Senior school implemented emergency COVID measures swiftly with structured, timetabled lessons covering the whole curriculum thus ensuring the least amount of disruption for students learning.
 Curriculum Mapping extended to all subjects with a specific focus on gaps in learning due to the enforced lockdown. Staff were all trained on how and why continuous subject Mapping is important. Subject teachers liaised with Heads of Key Stages to prioritise topics in the first term - amending their lesson plans and SoW accordingly.
 Through school surveys and student consultation 84.6% were shown to be 'happy' or 'more than happy' with the standard of online teaching throughout the lockdown.
 To remove anxiety and stress from Year 12 students it was agreed that AS Business, Biology, Physics and Chemistry would defer exams until November 2020 - All students either achieved or exceeded their predicted grades. Maths, English and Spanish AS levels were based on assessment and predicted grades.
 An internal verification team was set up to ensure the scrutiny and integrity of predicted grades awarded by Wingate School.
 Following a staff survey and face to face consultation about individual lock down experiences and online teaching, Wingate school created individual workshops where confident teachers shared their skill sets.

Areas for improvement	Assessment grading criteria and attainment levels to be agreed across all subject areas in KS3
	There is a small disparity of assessed evidence across the subject areas
	Improve staff confidence in delivering outstanding online lessons

8.6 THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS EYFS/KS1 INFANT

The Infant School continues to ensure that the spiritual, moral, social and cultural needs of the children are met. The department provides a wide range of activities to engage the children. Despite the lockdown restrictions Infant staff were committed to ensuring that children were kept motivated while learning from home. A range of fun Friday themed events were introduced which encouraged participation of parents with their children: Sports Day, Family Day, Kitchen Friday. Many families responded enthusiastically and sent in pictures and videos of the home activities. Once again, Infants families gave generously to the Harvest Festival. At Christmas all the classes in Infants presented a class based nativity whilst fully adhering to the restrictions and Covid protocols. The video performances were shared with parents and guardians. In celebrating Remembrance the children sang songs which were then shared with parents. Weekly achievement assemblies are held for KS1. Communication and liaison with parents continues to be a key strength of the Infant school. This year parents have received additional information and guidance in helping them support their child with spellings at home.

Areas for improvement

Re start paired reading initiative with KS2 Yr 5 children

Utilise Sports Leader Award students to work alongside Infant children during PE to improve social interaction

8.6 THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS KS2 JUNIORS

Due to Covid restrictions, educational visits and trips have not taken place this year and extra curricular clubs have been suspended. However, as a school we have continued to celebrate cultural events virtually. Community values were strengthened through the 'No-one Without Food in Tenerife' initiative. Students collection various items by year group and distributed to local food banks and charities. Remembrance Day is recognised and celebrated within the Junior School. To complement our Recovery Curriculum, World Kindness Day November 2020 was celebrated with various activities and acts of kindness being the focus for the weekly Celebration assemblies. In order to continue to maintain relationships within the wider community, weekly Celebration Assemblies and monthly House Assemblies have continued to be held virtually, with parents and carers being invited to join the Google Meet and being able to share the recognition of the children's achievements. Celebration of World Book Week is a key feature in the Junior School Calendar. A variety of hands-on activities & competitions relating to reading and promoting the enjoyment of books. Children are encouraged to dress up as a book character. Due to Covid restrictions, peer reading activities with KS3 students take place via Google Meet.

The Juniors continue to embrace and enhance the PSHE/RSE curriculum with practical application through role play & drama. Thematic discussions with hands-on activities, including Circle time enable topical areas to be taught in a creative, stimulating way.

To improve the communication between KS2 staff, a social wellbeing tracking programme has been introduced which will allow staff to record and keep evidence of any incidents. A behaviour tracking system has also been implemented with a focus on the classroom and social behaviour of each child in KS2.

Areas for improvement	Celebration of a wider celebration of International cultural events in school
	Improve arrangements for staff welfare

8.6 THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS KS3,4,5 SENIORS

Despite the forced lockdown and the safety COVID measures, Wingate school continued to celebrate Remembrance Day. With a continued focus on community values, the Senior school collected non perishable foods for Harvest Festival. Instead of our normal, Christmas toy sale, Year 12 coordinated the Seniors to collect vital food, toiletry and baby items for a local charity - No Hunger at Christmas.

Our KS3 students continue to study the culture of all main religious beliefs, often joining in for special religious festivals. This year we focused on celebrating Diwali.

To encourage and reward our students, Wingate Senior School has now implemented a Merit system where student's hard work is recognised and shared with parents. Furthermore, we continue to hold virtual award assemblies via Google Meet.

Because of the constraints of COVID, we have expanded the Wingate Online Library, giving access to many more up to date books and audio books thus enriching the Wingate Readers project in KS3.

Building on our British values of nurturing the whole student we took part in World Kindness Day where all Senior students came 'off timetable' to focus on the importance of 'kindness' to others.

The KS4 Prefect Team became proactive in spreading the importance of complying with the COVID measures that were put in place. The 'COVID Ambassadors' returned to school early to be trained on the new school measures before supporting the students when they returned in September. Recognising that there may be some anxious students returning after the summer, our COVID Ambassadors conducted a well being student survey; feeding back data to individual Tutors.

We have expanded our recycling efforts; supporting a local project that recycles pens, tippex and other stationery items.

Areas for improvement	Re engage with external community groups to work with students - (when permitted POST Covid)

8.7 LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The School has a strong, proactive leadership team, supported by a staffing structure with clearly defined roles and responsibilities. The School Leadership team were swift to respond to the challenges of the COVID 19 pandemic. Following the formation of the School COVID 19 Committee, the required protocols and practices were agreed and embedded in the COVID Policy and School Opening Plan. The School Day was restructured to facilitate staggered timings for students arrival, departure, break and lunch periods. The Senior Management Team continues to enforce the government regulations that ALL staff and students wear appropriate face masks both in and outside of the classroom at all times. The only exceptions are whilst eating and drinking and during PE lessons.

The Owner and Head of Wingate School joined a network forum with other Heads of British Schools in Spain. This initiative enabled collaborative working, sharing of experiences and good practice and provided mutual support to schools.

Infants and Juniors newsletters are produced weekly and disseminated to parents. Termly newsletters are produced for parents in KS3/4 to showcase the achievements of the students and

strengthen the links between home and school.

The Senior Management team meet regularly, and provide clear direction to the staff in their respective departments

The School has rigorous recruitment procedures which work effectively given the constraints imposed by the Schools geographical location. Staff performance is monitored through the bi annual appraisal process. Staff training needs are identified, prioritised and actioned via the appraisal target setting process

Heads of Department produce an Improvement Plan for their respective department; these subsequently inform and form an integral part of the School Improvement Plan.

The School website has been redeveloped to better meet the needs of the end users i.e. parents, prospective parents. The website also provides a key marketing and promotional tool to the external environment. The School has increased its presence on Social media platforms.

A bespoke central data management and administration system has been developed and implemented to ensure that the School Office can respond more swiftly to requests for information. The system permits enhanced data security and is able to generate management information rapidly.

Areas for improvement

Develop School/departmental leaders management skills. Succession planning should be built into the strategic plans for the School

Career progression opportunities/ routes for teachers within school is limited

	Extend the appraisal process to include all school support staff including ancillary staff
	Improve the collaborative working between the Senior School, Juniors and Infants (e.g. shared facilities and resources for PE, Music). Although this is subject to the planned expansion of existing accommodation and facilities
	Re- energise the building projects to ensure the strategic plan is realised and achieved