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14 December 2012

Mrs J Vincent  
Warblington School  
Southleigh Road  
Havant  
Hampshire  
PO9 2RR

Dear Mrs Vincent

### **Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Warblington School**

Following my visit to your school on 11 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with the Headteacher and other senior leaders, teachers, the chair of the Governing Body and a representative of the local authority. The school action plan to raise achievement and the school improvement were evaluated. The inspector looked at documents used by leaders to monitor and evaluate the school's work.

#### **Context**

Since the inspection, four members of staff have left the school which has enabled some restructuring of staff within departments. An additional teacher has been appointed to cover teachers release time from their classrooms to complete training activities. A new head of department for mathematics and a teacher of mathematics have been appointed and will start in January 2013. Performance management procedures have been revised and strengthened with clearer links to student outcomes, teacher standards and salary progression.

## **Main findings**

The headteacher and other senior leaders have taken decisive action since the inspection. The school have produced a raising achievement plan (RAP) which is focused tightly on the areas for improvement identified at the last inspection. Actions and improvements are being driven at pace by the headteacher and other leaders and teachers are committed to the changes. Amongst staff, a sense of excitement has been generated that their contributions are both expected and valued.

Actions started prior to the inspection to improve the quality of teaching are starting to impact positively with staff. Training has been increased effectively through the professional development 'Tuesday afternoon' and opportunities for teachers to observe teaching in other local schools. The programme of coaching has been strengthened further with good practice being identified and shared effectively through coaching trios. Staff were very positive about the opportunities to engage in open professional dialogue to improve their own teaching. The use of assessment information has been strengthened to monitor students' achievement leading to earlier identification and intervention with any student not achieving their targets. Assessment information is also starting to be used to plan activities that better match the different abilities in one class. The revised behaviour procedures and reward systems are leading to more positive attitudes to learning in lessons and around the school.

The procedures for performance management have been strengthened with a much clearer focus on student outcomes. Senior leaders, governors and staff know what is expected of them and there is a collaborative approach to raising students' standards quickly. This is resulting in teachers being held more rigorously to account for the progress students make in each subject and classroom. Middle managers also have higher levels of accountability for the development and improvement in their areas of responsibility.

Since the inspection greater focus has been given to the development and use of student's literacy skills across the curriculum. Literacy champions have been identified in each department who are starting to lead improvements. The accelerated reader programme, already in place for students in Years 7 and 8, is being extended with time allocated each day for all students to read in the afternoons.

Governors have a better understanding of their roles and responsibilities and are starting to hold school leaders more robustly to account for student outcomes. They have a clear vision for their future direction and committee structures have already been changed. Governors have completed a broad range of training sessions with the Headteacher and local authority officers. A further training day is planned for early January with the aim of producing a separate action plan for governors to monitor their own improvements.

Senior leaders and governors have are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- include more quantifiable targets in the milestones of the raising achievement plan (RAP)
- ensure more clarity in who is going to monitor and evaluate each action of the RAP
- ensure that the planned action plan for the governing body is produced and evaluated

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has provided effective support which is assisting school improvement well. Officers have worked with the headteacher to revise the RAP plan, to evaluate aspects of the schools work and have provided support for core subjects, particularly mathematics. Senior leaders have been pro-active in identifying and using an external consultant to improve the quality of teaching through the coaching programme, which has a high profile across the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

**Judith Rundle**  
**Her Majesty's Inspector**