

Warblington School

Address: Southleigh Road, Havant, Hampshire, PO9 2RR

Unique reference number (URN): 116475

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ●
Needs attention	● ●
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

The well-sequenced curriculum is ambitious and designed effectively across subjects in key stages 3 and 4. Typically, teachers deliver the curriculum well. Leaders have an accurate and sophisticated understanding of the quality of teaching. They take the right action to improve teaching and to support teachers very effectively, based on research about what works best in the classroom. Staff have the subject knowledge that they need. Leaders' very well-considered approaches involve leaders at all levels and demonstrate how they have improved teaching successfully since the last inspection.

Teachers check pupils' learning effectively to understand how securely pupils have acquired knowledge. When misconceptions arise for pupils, teachers typically address these well. Gaps in pupils' basic skills, for example in reading, are identified quickly and accurately. Staff make sure that pupils get effective additional help, when necessary, to improve these basic skills. Pupils reflect on their learning well. Positive classroom routines and high expectations are in place. Pupils engage well in their learning and enjoy making contributions to lessons.

Staff know the different needs of pupils well. Many adaptations that teachers make to support pupils are effective, including for pupils with special educational needs and/or disabilities and disadvantaged pupils. However, sometimes, these adaptations are not as precise as they could be to help pupils secure or deepen their learning fully.

Inclusion

Expected standard 

Leaders have an accurate understanding of pupils' barriers to learning because of effective identification processes. The school uses a range of strategies to meet the needs of pupils with such barriers. These are particularly effective for pupils with special educational needs and/or disabilities who have an education, health and care (EHC) plan. The school works productively with external partners to provide specific help for pupils, liaising with parents and carers. Leaders track and evaluate the impact of the school's approaches to inclusion, although they have rightly identified that these could be refined further.

Leaders communicate pupils' needs to staff and ensure that staff get the right training to address them. Leaders shape the curriculum appropriately to support pupils' aspirations, for example through the range of options available for pupils in key stage 4. Pastoral support for vulnerable pupils is particularly effective, importantly for pupils who are known to social care. A small number of pupils with EHC plans attend alternative provision for part of the time and this is well rationalised and effective. 'The Gateway' provision within the school supports pupils to make an effective transition from primary to secondary school when they find this challenging. Additional funding is used appropriately to help disadvantaged pupils. This has, for example, resulted in some recent improvements in their attendance. Pupils in care are supported effectively.

Leadership and governance

Expected standard 

Leaders are role models of professionalism, making sure that pupils' best interests are at the centre of all of their work. Staff reflect leaders' commitment to supporting all pupils' learning and wellbeing. Training for staff is very well designed and leaders share what is working best to spread effective practice. Staff overwhelmingly agree that the school is well led and managed. They feel respected and very proud to work at the school. Their workload and wellbeing are taken into account by leaders in meaningful ways.

Leaders have an accurate and precise understanding of the effectiveness of the school. They use a range of robust approaches to keep an up-to-date view and to identify appropriate priorities for the future. They have taken purposeful, successful action since the last inspection to improve teaching. Central to this have been new senior leadership roles and middle leader appointments. Leaders rightly pinpoint pupils' attendance and achievement as the chief areas to improve rapidly.

Governors monitor the school well, keeping close oversight over key aspects such as safeguarding and ensuring they comply with their statutory duties. They have an ambitious vision for the school and challenge leaders effectively. However, how they evaluate the school's progress in key areas such as pupils' achievement and attendance could be sharper in order to ensure that rates of improvement are as rapid as they could be.

While the majority of parents and carers are satisfied with the school overall, some are not. In particular, communication and relationships with some parents are not as effective as they could be in order to ensure that pupils are fully supported to flourish.

Personal development and wellbeing

Expected standard 

The school's pastoral support is a highlight of the school. Adults know pupils very well and help them effectively. The pastoral team enables pupils to be in school and learning, including some disadvantaged pupils who have challenges engaging with school positively. Pupils appreciate how tutors are key contacts for them and trust their tutors to deal with any concerns or problems effectively. Leaders from different teams collaborate well to make sure the right support is in place for pupils.

The school's careers programme helps pupils to make informed choices about their futures. Pupils gain an understanding of the world of work and engage with employers and further education providers. Pupils value the effective advice and guidance that they receive. This supports them to progress to ambitious and appropriate further education courses or employment when they leave school. Leaders have rightly identified that helping pupils understand the links between curriculum subjects and different careers could be strengthened.

The personal development programme is broad and taught regularly in an age-appropriate way. Pupils learn about key aspects, such as forming and sustaining healthy relationships and how to stay safe online and outside of school. Staff take care to adjust the curriculum to respond to any contemporary or local issues that may affect pupils, so that pupils are well prepared for life beyond school. The school aligns such adjustments with the focuses for assemblies.

Pupils learn about people with different beliefs and spiritual perspectives from a range of cultures, taking time to reflect on these. They develop an understanding about justice and democracy, as well as the importance of respecting people whatever their backgrounds. Often, these aspects are woven through the school's curriculum and other specific activities, such as 'sit together and read', which happens daily. Although pupils' knowledge about these aspects is generally secure, at times it could be more comprehensive.

Needs attention

Achievement

Needs attention 

Pupils' results at the end of key stage 4 are, overall, below average. Outcomes in mathematics are more positive. Last year, the gap between disadvantaged pupils' attainment and that of other pupils widened. Although pupils' progress has improved slightly over time, there is little sign of a compelling trend of overall improvement in recent years.

Owing to improvements to teaching, however, pupils currently at the school typically achieve much better across subjects and are prepared for their next steps effectively. Pupils demonstrate their generally secure learning in their work and in their answers to questions in lessons, although the quality of pupils' written responses is more variable.

These improvements in pupils' achievement have yet to translate into better outcomes in examinations. Importantly, pupils who are absent from school have gaps in their knowledge which affect their progress through the curriculum. This includes some pupils with special educational needs and/or disabilities and some disadvantaged pupils. Although the school has recently started to address this, it is too early to see enough impact.

Attendance and behaviour

Needs attention 

Pupils' overall attendance in recent years has been below average, including for disadvantaged pupils and those with special educational needs and/or disabilities. The rate of improvement has not been fast enough. The proportion of pupils who are persistently absent has reduced, however, and is heading in the right direction. Leaders have intensified their actions to improve pupils' attendance. They use a wide range of appropriate strategies, for example making specific provision for pupils who struggle to engage with school, located in 'The Hub' within the school. These approaches, allied with higher expectations of pupils' attendance, mean that there have been clear improvements recently. Current rates of attendance for older pupils, however, are not as high as they are for pupils in Years 7 and 8.

Pupils behave very well in lessons and low-level disruption is extremely rare. Pupils are taught about behaving well as soon as they start in Year 7. Pupils socialise well at breaktimes. They have positive attitudes to their learning, listening to each other's views. Pupils are proud of their work and of being part of the school. The school is a calm and orderly place. Unkindness among pupils and poor behaviour are not tolerated. Suspensions are used appropriately. The school addresses any specific behavioural needs that pupils have effectively.

What it's like to be a pupil at this school

The school welcomes all pupils, whatever their backgrounds and needs. Pupils' relationships with each other and with adults are very positive. Staff make sure that pupils are cared for well and are safe. The school's support for pupils' wellbeing is very effective. Pupils know that any worries that they have will be dealt with quickly and appropriately. Pupils recognise that the staff put pupils' interests first.

The school instils in pupils the key values of being respectful, ready to learn, resilient and kind. Consequently, there is a real sense of community across the school. Pupils are prepared well for their future lives. They work together constructively and respectfully. Reported bullying is rare and is dealt with effectively. Many pupils are enthusiastic about coming to school. Poor attendance is a key issue for too many pupils, however, which means they do not achieve all that they should.

Pupils feel proud to be members of the school and that teachers help them to do their best. They are, understandably, very positive about behaviour and feel treated fairly. They value the feedback that teachers provide and get the support that they need to learn well, including if they have additional barriers to their learning. They generally enjoy lessons. Although current pupils' achievement in school has improved, this has not yet been reflected in their results at the end of key stage 4, which are below average.

Pupils benefit from a wide range of opportunities to broaden their horizons and make positive contributions, which are accessible to all pupils. For example, pupils raise money for charity and participate in all aspects of staging the school production each year. There are lots of sports teams and other clubs, which enable pupils to develop their talents and interests. Pupils learn about different cultures, including through the exchange programme with pupils from China, who were in school during this inspection. Pupils develop their leadership skills through roles such as being prefects.

Next steps

- Leaders should improve pupils' levels of attendance further, including that of disadvantaged pupils and those with special educational needs and/or disabilities, so that pupils are in school regularly and learning.
- The school should ensure that current pupils' achievement in school translates into positive outcomes at the end of key stage 4, including for disadvantaged pupils. In particular, pupils need to be supported effectively to catch up on any missed learning when they are absent from school.
- Leaders should ensure that teaching meets pupils' needs consistently well through highly effective adaptations in lessons, both to secure and deepen pupils' knowledge and to ensure that they make as much progress through the curriculum as they can.
- Governors should sharpen their approaches to evaluating the rate of improvement in the school, especially linked to the key areas of pupils' attendance and achievement.

- Leaders should improve relationships and levels of communication with parents who feel that this is an issue, in order to support pupils' learning fully.
-

About this inspection

The chair of the board of governors in this school is Colin Swettenham.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors met with the headteacher and a range of other leaders. They also reviewed the school's documentation and records, including about safeguarding and attendance. Inspectors visited lessons in a range of different subjects and year groups, talked to pupils and reviewed pupils' work. Inspectors met with groups of staff and groups of pupils. They observed pupils' behaviour at social times. The lead inspector met with governors, including the chair of the governing body, and spoke with a representative of the local authority. The inspection team considered the responses to Ofsted's surveys for staff, pupils and parents. One inspector contacted the alternative provisions that the school currently uses.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 6 alternative provisions, including 4 that are unregistered.

Since the last inspection, new senior leadership posts have been created and a number of new middle leaders have been appointed.

Mike Hartnell: Headteacher

Lead inspector:

Matthew Haynes, His Majesty's Inspector

Team inspectors:

Elizabeth Jeanes, Ofsted Inspector

Ann Fearon, Ofsted Inspector

David Stevenson, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

758

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

32.32%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

5.01%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

18.34%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	33.1%	45.2%	Below
2023/24 (final)	36.5%	45.9%	Below
2022/23 (final)	35.7%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	36.3	45.9	Below
2023/24 (final)	39.3	45.9	Below
2022/23 (final)	39.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.49	-0.03	Below
2022/23 (final)	-0.76	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	20.0%	25.6%	Close to average
2023/24 (final)	11.6%	25.8%	Below
2022/23 (final)	6.7%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	29.2	34.9	Below
2023/24 (final)	30.3	34.6	Close to average
2022/23 (final)	30.2	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.09	-0.57	Below
2022/23 (final)	-1.33	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	20.0%	52.8%	-32.8 pp
2023/24 (final)	11.6%	53.1%	-41.5 pp
2022/23 (final)	6.7%	52.4%	-45.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	29.2	50.3	-21.1
2023/24 (final)	30.3	50.0	-19.7
2022/23 (final)	30.2	50.3	-20.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.09	0.16	-1.26
2022/23 (final)	-1.33	0.17	-1.50

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	88%	91%	Average
2022 leavers (revised)	91%	93%	Average
2021 leavers (revised)	94%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.3%	8.1%	Above
2023/24 (3 term)	11.7%	8.9%	Above
2022/23 (3 term)	11.0%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	29.2%	21.9%	Above
2023/24 (3 term)	31.3%	25.6%	Above
2022/23 (3 term)	33.8%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright