

# Warblington School

## Inspection report

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<b>Unique Reference Number</b>	116475
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338825
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Helen Pennington

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	812
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Chessell
<b>Headteacher</b>	Owen Davies
<b>Date of previous school inspection</b>	21 March 2007
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## Introduction

This inspection was carried out by four additional inspectors. They observed 27 lessons and teachers and held meetings with groups of staff, students and governors. They observed the school's work, and looked at students' books, improvement plans, governors' papers, progress data and a range of other documentation, including 83 questionnaires from parents and carers and others from students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment in English
- current progress for all students but particularly those in the current Year 11
- the impact of the monitoring and evaluation systems used by senior leaders on outcomes for students.

## Information about the school

Warblington School is smaller than most comprehensive schools and is part of a federation of six local schools. The vast majority of students are of White British heritage. The proportion of students with special educational needs and/or disabilities is, at 38%, higher than the national average.

The school has been a specialist science and mathematics college since 2005 and has held the Investors in Careers standard for 10 years. More recently, it gained the enhanced Healthy Schools Award in 2007 and Investors in People in 2008. The school became affiliated to the Church of England in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Warblington is a rapidly improving school. It currently provides a satisfactory education for its students, with many areas of strength.

Attainment in English has been low in the past. This has improved appreciably and the school is confidently anticipating results for the current Year 11 being close to national averages. The school's specialism has contributed to significantly improved attainment and progress in mathematics. It has had a considerable impact in other areas, for example, in improving student motivation through curriculum change and raising literacy levels using the 'accelerated reader' programme. It also enables enrichment opportunities such as the annual science fair. This involves a wide range of partner institutions in business and education and includes feeder and partner schools.

The pastoral team provides a secure, supportive environment which promotes good personal development and well-being. Students are well cared for, guided and supported throughout their time at the school. Careful transition arrangements extend this care to before they join the school and after they leave.

The innovative and personalised nature of the curriculum meets the needs of students well. There are opportunities for students to follow traditional, vocational and diploma courses, or a combination of the three. Very-well-organised collaborative arrangements with federation and consortium partners broaden opportunities for students in all partner schools.

Although teaching was satisfactory overall, inspectors saw some good and outstanding teaching. In the best lessons teachers have high expectations of students. Students are engaged by interesting activities adapted to meet the needs of individuals in the class. They have opportunities to work in pairs or groups and to find things out for themselves. Teachers' good subject knowledge is used to inspire and enthuse and students learn exceptionally well. In less effective lessons, where progress is slower, the learning aims are unclear, and students are less active and engaged because there is too much teacher talk and not enough opportunity for independent learning. Planning does not always take into account students' prior knowledge, nor does it allow for a sufficient range of activities to interest and motivate all students. The quality of assessment is also variable. Students are not always clear about the levels at which they are working and they do not always receive specific guidance on what they need to do to improve their work. School leaders are taking effective steps to secure improvements and actions resulting from incisive monitoring and evaluation are having a positive impact on outcomes for students. Attendance has improved significantly. Attainment is now average and progress is satisfactory. Both are improving steadily and securely.

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Careful planning with wide consultation means that even when there is considerable change, for example to the curriculum, this is fully understood and supported by all staff and indeed by parents and carers. Staff are proud to be a part of the school. The school's forward momentum in recent years amply demonstrates that it has a good capacity for improvement in the future.

**What does the school need to do to improve further?**

- Raise achievement, using the existing best practice in the school, by ensuring that:
  - lesson planning takes into account the targets and progress data available for each student and activities match the needs of individuals
  - teaching allows opportunities for students to be active, to work with others and to take more responsibility for their own learning
  - assessment provides students with a clear understanding of their current level of work and what they need to do to improve.

**Outcomes for individuals and groups of pupils****3**

Progress in lessons observed during the inspection was satisfactory overall and, in a similar pattern to the quality of teaching, in a number of lessons students made better progress. More progress was seen when students were clear about what they were learning, reviewed progress towards learning goals in the lesson and were actively involved and busy with their work. However, too much learning remains no more than satisfactory because teaching strategies do not always purposefully engage students. Where there is pace in the lessons, coupled with material which is relevant and engaging, students' motivation to learn is good. This was particularly evident in subjects like hospitality, religious education and science. Students with special educational needs and/or disabilities make progress in line with their peers. They are particularly well supported in improving their literacy where this is a problem and many make good progress in this area.

Students report that they feel very safe at school. Some spoke appreciatively about their positive relationships with form tutors and all those who spoke with inspectors reported that they had an adult who would help them in school should problems arise. The school effectively targets students who may be at risk of not leading healthy lifestyles and these and other students take appropriate action to protect and improve their health.

Many students take on responsibilities in school with enthusiasm, such as being prefects, peer mentors or being part of the school council. They also contribute well to the wider community through their fund raising activities to support charities and involvement in other important community events such as the Holocaust Memorial Service and the spring arts and dance project. Students are increasingly having an input into decision making in school. They have already, for example, been involved in agreeing a policy for the use of mobile telephones in school, developing the new rewards system and establishing sheltered areas outside. They are now becoming more

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involved in shaping the curriculum and its delivery through the work of □lead learners' with teachers.

Inspectors observed students behaving well in lessons and around the school. The number of fixed-term exclusions is decreasing.

Students are encouraged to value and respect each other's feelings. This was evident in a religious education lesson where students felt uncomfortable role-playing racists and expressed strong views against racism. In a science lesson students were completely engaged by work on the origins of the universe and demonstrated, through discussion, deep thinking and curiosity about the relationship between science and spirituality.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching was good or better in just over half the lessons seen by inspectors. In these lessons students were challenged by tasks and by questioning, the pace was brisk and learning good. Teaching was less effective when learning aims were unclear and assessment was not used effectively during the lesson to support learning. Use of technology for teaching and learning is improving, and cross-curricular information

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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technology provision is now excellent. However, the use of interactive whiteboards, which are in every class room, is underdeveloped.

The strong and imaginative curriculum provides a wealth of opportunities for students and has been adapted as a result of their input. Mixed-age groups mean that students from Year 9 onwards can complete courses in a time frame which suits them. Revised setting arrangements in the core subjects allow students to be placed in the most appropriate group for each subject and to move groups as necessary. Although the curriculum changes are recent and have not yet had a direct effect on results for students, the impact is being felt already in other ways, not least the significantly improved attendance rates, good behaviour and reduction in fixed-term exclusions. Students are very positive about the changes and report that they enjoy the new courses available to them.

Well-organised care for all students contributes both to learning and to their good personal development and well-being. Students are appreciative of the guidance they receive from the school and external organisations about choices for the future. The school works hard to help students overcome barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, ably supported by his deputy, has successfully communicated his vision and ambition for the school to all staff. He has embedded innovative structures of shared leadership. These include the 'professional learning communities', which are cross-curricular groups of teachers and support staff who work on the priorities identified in the school development plan to ensure that progress is made in improving these areas.

A range of relatively new strategies is being employed to focus on particular areas for improvement. For example, the recent 'immersion' week, looking at teaching and learning, provided a very accurate picture of where the school is and has resulted in actions to bring about improvement. Target setting is realistic and challenging, being based on accurate assessment. Data are used well to indicate progress and middle leaders are increasingly developing intervention strategies to support students at risk of underachieving.

The school is recognised locally as a centre of excellence for its specialism. Middle leaders contribute to national conferences as well as working with other schools locally.

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Senior leaders, too, make a significant contribution to other institutions through, for example, secondments to leadership roles in federation schools.

Governors know the strengths and areas for development of the school. They are visible around the school and support school activities. They review policies regularly but do not formally evaluate the impact of these.

The school has a clear policy, with accompanying action plans, to promote equality of opportunity. All groups of students have equal access to the opportunities on offer. Examination analysis and the school's monitoring data indicate that there are no variations in the performance of different groups of students. There are effective arrangements in place for ensuring the safety of students. Record keeping in connection with safe recruitment of staff is exemplary.

The school knows its context well and engages with groups locally and nationally to promote community cohesion. The recent affiliation with the Church of England has enabled students to participate more in the local community as well as with international charities such as the Mustard Seed Ministry which works in developing countries, often those dealing with the impact of natural disasters. The numerous business and educational partnerships, including those with primary feeder schools, demonstrate positive relationships in a local and wider context. The school itself is a cohesive community where students get along well together.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

The very large majority of parents and carers who responded are supportive of the



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school and pleased with the education their children receive. They believe the school keeps their children safe and inspectors agree. A few expressed some concerns about the way the school deals with challenging behaviour. However, the inspection team found that behaviour is managed well. A very small proportion also feel that the school does not help them sufficiently to support their child's learning. The school has responded to this by producing booklets for all parents with specific guidance for each year group.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warblington School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 642 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	45	40	48	5	6	1	1
The school keeps my child safe	39	47	41	49	2	2	1	1
The school informs me about my child's progress	32	39	44	53	4	5	2	2
My child is making enough progress at this school	35	42	40	48	4	5	1	1
The teaching is good at this school	33	40	44	53	3	4	1	1
The school helps me to support my child's learning	32	39	39	47	10	12	1	1
The school helps my child to have a healthy lifestyle	30	36	46	55	6	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	45	37	45	4	5	2	2
The school meets my child's particular needs	35	42	39	47	4	5	1	1
The school deals effectively with unacceptable behaviour	30	36	38	46	10	12	2	2
The school takes account of my suggestions and concerns	24	29	50	60	2	2	3	4
The school is led and managed effectively	33	40	42	51	3	4	2	2
Overall, I am happy with my child's experience at this school	44	53	31	37	6	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2010

Dear Students

Inspection of Warblington School, Havant PO9 2RR

Thank you for your contribution to the recent inspection of your school. We enjoyed meeting with you and seeing you at work. We judge that your school provides you with a satisfactory education overall, and has many strengths.

We agree with you that the school keeps you safe. We know that you are well cared for, guided and supported from before you join the school until after you leave. Some of you told us how much you appreciate the support you get, in particular from tutors and with making choices which affect your future.

Attainment for students at the end of Year 11 has improved considerably recently and the careful monitoring by your teachers shows that this is likely to continue. You currently make satisfactory progress; this too is improving.

You appreciate the opportunities that the innovative curriculum provides and you told us that the federation of schools as well as your school's specialist status in science and mathematics gives you an even wider choice of subjects and activities. Your enjoyment of school is reflected in your much improved attendance.

We have asked the school to help raise your levels of achievement by making sure that more of your lessons are like the very best ones, so that:

- lesson planning takes into account the targets and progress data available for each of you and activities match your individual needs
- teaching allows opportunities for you to be active, to work with others and to take more responsibility for your own learning
- assessment provides you with a clear understanding of your current level of work and what you need to do to improve.

You can help by getting actively involved in lessons and by taking every opportunity to develop independent learning skills. We wish you every success.

Yours sincerely

Helen Pennington

Lead inspector

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