

Self – Evaluation Document

September 2025

Respectful

Kind

Resilient

Ready



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OUR VALUES, ETHOS and CULTURE



At the heart of our success is our unwavering commitment to providing a safe, inclusive, and enriching learning environment; one where every student feels valued, supported, and a true sense of belonging. This foundation is built on respectful relationships and a strong sense of community.

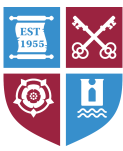
Learning at Warblington School takes place in a climate of mutual **respect**, where diversity and individuality are celebrated. Our students are encouraged to strive for excellence in all they do. We aim to equip them with a symbolic 'bunch of keys', preparing them to unlock as many opportunities as possible throughout life's journey.

We nurture **resilience** by helping students take pride in their achievements, effort and conduct. Independence is a key part of resilience; we support students in becoming confident, self-directed learners who take ownership of their personal growth and education.

We challenge our students to be **ready** to learn; to try their best, embrace challenges, and take responsibility for their development. High standards and expectations are central to our ethos; we are proud of the progress and effort our students consistently demonstrate.

We value **kindness** deeply. Every member of our school community is expected to act with compassion, empathy and consideration. We believe in the power of working together in a spirit of cooperation, collaboration, and mutual support.

Our core values - **Respectful, Resilient, Ready, and Kind** - are the foundation of everything we do. These values underpin our Warblington READY expectations and guide our actions, decisions, and relationships across the school.



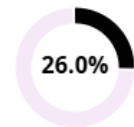
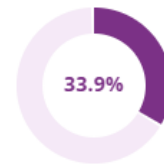
School Context

Warblington School is a Local Authority Maintained Secondary School in Hampshire, catering to Students aged 11-16. As a mixed comprehensive, the school is situated in a coastal area and has experienced substantial growth in student numbers, rising from 619 in September 2022 to 824 in September 2025. The school was last judged as Requires Improvement by Ofsted in July 2023 (RI: Quality of Ed, Behaviour, Leadership; Good: Personal Development).

The school has 824 students on roll (below national 980) however the population is rapidly increasing, 35% increase since Sept 21 and is full in years 7,8 and 9 from Sept 25.



The proportion of students on **free school meals** is **33.9%** (National: 26%), and increase of 14% since 2020



The proportion of students from **ethnic minority** backgrounds is **12%** (National: 31.3%) and increasing

8% students have **English as an additional language** (National: 14%)



The proportion of students with **EHCP** is **5.1%** (National: 4.9%)

23.7% students are on **the school SEND register** (national: 19.7%)

We are a local authority school, part of Hampshire LA. The local authority receives the sixth lowest per student funding compared to the rest of the country, meaning funding is more challenging compared to national averages. Warblington works closely with a local soft federation of schools across Havant and produces Joint Statements annually to ensure consistency across the local area.

Stability (percentage who were an in-year admission) is **14%**, which is in the top 20% of schools nationally (average 8%).

Students join us from over 15 feeder schools, with various starting points on entry. The school has a waiting list in years 7, 8 and 9.



The main building just seen a multi-million pound refurbishment to ensure that the historic building meets adequate working conditions and the SCOLA (Technology) block is currently undergoing a recladding project.

The school is celebrating its 70th anniversary in 2025, with a series of event to help mark the anniversary over the course of the year.





Aims



We aim to motivate and enable our students to be independent learners who are ambitious and committed to excellence in the pursuit of academic achievement and personal development.

We aim to develop resilient, responsible and independent learners who embrace challenge and are prepared and equipped for life after school, ensuring they have a “bunch of keys” to open doors in their future.



We aim to provide a safe, inclusive and rich learning environment where students feel they belong to their house, the school and the wider community. All members of the community feel valued. This is founded on our history and based on respectful relationships for all

We aim to be a community school with kind, courteous and considerate citizens who contribute positively to the communities we serve; in school, in Havant, in Hampshire and in the world beyond.



Values



We strive for excellence in everything that we do; taking pride in our achievements, effort and conduct. We are expected to be ready for each stage of our learning journey and are proud of our progress, achievements. We set high standards and expectations in all we do.



We value learning and expect this to take place in a climate of mutual respect. We celebrate diversity and difference. We show respect for visitors, our community and ourselves. We learn to make healthy and safe choices along the way.



We value kindness and courtesy. We belong to a unique community and work together as a team in a spirit of co-operation, collaboration and support.



We aspire to be independent, resilient and responsible learners; to embrace challenge, to learn from disappointment and failure. We acknowledge that to be your best is a challenge that never stops.



Safeguarding

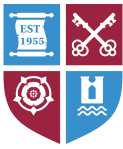
At Warblington School, keeping our community safe and well is our top priority. We are fully committed to making sure that strong and consistent safeguarding measures are in place to support every student, their families, and our staff.

Respectful

Kind

Resilient

Ready



School Improvement Plan 2023 – 26

2023 - 24: Research and Initiate - what is working well, what do we need to tweak, what do we need to change

2024 – 25: Upskilling and Embedding consistency.

A: Great Teaching

Every dimension, every lesson



23/24 we saw:

- Significant improvements seen in working to the Great Teaching Toolkit, with observations highlighting the GTT; improvements seen throughout the school; use of Performance Management and career stage expectations to share best practice; outcomes in 2024 improved; joint observations carried out to ensure consistency and monitoring programme

24/25 we saw:

- Great Teaching Lead appointed; Warblington Blueprint for Teaching and Learning produced and owned by the staff; diagnostic approach to pedagogy; feedback built into professional growth cycle with directed time allocated to professional pedagogical conversations; outcomes continue to improve.

B: Being Ready to Learn

Every student, every lesson



23/24 we saw:

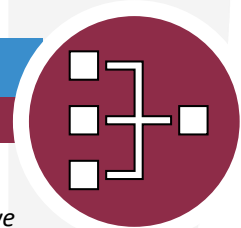
- Significantly increased number of successful EHCPs; needs more clearly identified; outcomes improved for students with SEND; staff confidence has increased; re-organisation of team complete with roles clearly identified; reading interventions used with good impact for small groups.

24/25 saw:

- Clarity of information being used in classrooms with consistent practice seen in all lessons; focussing on the 'Ordinarily available' practice and ensuring that needs are met of those who fall outside of this; Reading prioritised with clear interventions having an even greater impact; curriculum adaptations where required having impact on progress; suspensions lower for key groups; attainment and progress levels increase.

C: Consistent Applications

Every system, every day

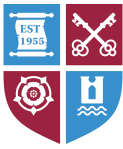


23/24 we saw:

- A comprehensive review of all systems; use of teacher time (inc Tuesday CPD time) to make it more effective and personalised; consistency booklet produced clarifying expectations; roles and responsibilities clearly defined post restructuring of workforce; staff and student voice to identify where inconsistencies occur

24/25 we saw:

- Regular reviews of Consistency Handbook to ensure appropriateness and accuracy; professional challenge welcomed; behaviour blueprint produced; higher levels of accountability but without threat; consistent line management across all areas; approach to year 11 centralised; new management system implemented and used effectively.



Improvement Priorities 2025-26

2025 – 26: Ensuring precision and impact

School Improvement Overview 2025-26

A: Great Teaching

Every dimension, every lesson

To improve the quality of pedagogical knowledge and implementation in order to inspire excellence in both staff and students.

Strand A1

Maintain the visible consistency across all classrooms and continue to develop pedagogical knowledge and skill

Strand A2

Maximise the precision of the curriculum leadership

Strand A3

Utilisation of adults in the classroom to maximise outcomes for all students

Strand A4

Maximising the learning opportunities for all students

B: Being Ready to Learn

Every student, every lesson

To enhance care and connection; building a strong sense of belonging leading to improved student engagement and achievement.

Strand B1

To ensure attendance improves again from 24/25 and is at or above national average

Strand B2

Embed the *Tutor Blueprint* to ensure high quality student support

Strand B3

Ensure that the pastoral team continue to provide high quality, targeted interventions in a timely manner

Strand B4

Ensuring all staff are effectively deploying the Ready to Learn system

C: Consistent Applications

Every system, every day

To ensure whole school systems are clear, concise and effective.

Strand C1

Redefining the Performance Management impact cycle

Strand C2

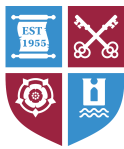
Development of our new key values

Strand C3

Increasing community engagement

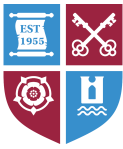
Strand C4

Ensuring smooth transitions (Yr 6, Yr groups, SEND, In year)



Key Areas for improvement in the last inspection

Ofsted Point	Key actions taken so far
<p>The way the curriculum, including the teaching of reading, is implemented is inconsistent. The teaching approaches used in some subjects are more effective than they are in others. As a result, pupils have gaps in their knowledge and understanding in some subjects. Leaders should continue to develop teachers' pedagogy to ensure that pupils receive a consistent experience across the curriculum.</p>	<ul style="list-style-type: none"> The curriculum leaders (who took up post in Sept 23) have worked on ensuring a consistent approach. An external coach brought in for all middle Leaders demonstrating an investment in professional development Consistent MER approaches across the Faculty Leaders reporting to one senior leader. Consistent exam analysis process, including access to scripts and submission of review of marking requests. Use of PIXL Feed Forward resources to incorporate examiner feedback into improvement plans. Use of PPE1 to build a basis for intervention with online tutoring and holiday/weekend support sessions for Y11 students. Student Progress Meetings held Reading groups have been focussed on groups of students to ensure students are reading and comprehending at the age-appropriate level. 78% of students are now reading at their age-appropriate level. Of the remaining 22%, 19% have made over 18 months progress over since September. Lexia purchased and used for the lowest 20% of attainers 'Key Word' usage embedded across all faculties. Defining explicit teaching of key vocabulary (SENDCo / Reading Lead); Visible consistency strategies for T&L evident in lessons and students aware of why. Whole staff learning walks using consistent learning walk proforma, across all SLT, based on 'The Great Teaching Toolkit' dimensions – with follow-up from SLT lead (JFR behaviour/CDF pedagogy) where areas identified as 'pink' – Power BI dashboard created to enable whole school, dept and individual monitoring Review of assessment at KS3 (both internal and external reporting to parents) Re-design of data dashboards and subsequent action planning. Linked to FFTAspire to check against targets and monitor whole school
<p>Some teachers do not consistently check pupils' understanding of what they have learned across the curriculum. This means that learning sometimes moves on before pupils fully grasp the required knowledge. Consequently, learning does not fully meet all pupils' needs. Leaders should ensure that all teachers routinely check pupils' understanding and adapt plans for future learning accordingly.</p>	<ul style="list-style-type: none"> Checking for Understanding (CFU) strategies developed through CPD and monitored through pop-ins. No consistently used throughout the school. Teachers trained around identifying and addressing gaps in lessons / curriculum and over longer periods of time Post-Ofsted action plan discussions, faculty and individual Learning walks completed online, using GTT and Power BI dashboards set up for accountability – SLT and CL's Parents evenings, all years. Examples of work shown to all parents, detailed conversation and resources issued. Learning walks – focusing on CFU KS3 Assessment reworked to link to progress measures, ensuring students falling behind are quickly identified Assessment for Learning Workshops for staff and students ensure consistent use of language around learning Student Passports updated and show student needs. These are used in lesson observations alongside the defined ordinarily available inclusive practice, underpinned using the Great Teaching Toolkit GTT Blueprint, bespoke to Warblington, produced and used across all areas.
<p>Some staff do not have high enough expectations of pupils' behaviour in classrooms and around school. This leads to low-level disruption which slows pupils' learning and means that pupils have mixed experiences as they move from one classroom to another. Leaders should ensure that all staff understand and uphold the school's expectations for pupils' behaviour, responding more consistently when pupils do not conduct themselves well enough in lessons and at social times.</p>	<p>Reboot 1: A-G's shared with students and a Ready to Learn booklet sent to parents to explain systems. CPD with staff over Autumn Term to ensure clarity of systems. Monitoring of behaviour in lessons introduced.</p> <p>Reboot 2: Bronze, Silver, Gold awards introduced to enhance the positives; Consequences tweaked for not adhering to A-G (eg Mobiles). Observations of all staff with coaching on ensuring a high quality behaviour for learning culture in classrooms. Staff voice and training on behaviour; Restorative conversations introduced to ensure staff meet with students in detention prior to next lesson to ensure a fresh start.</p> <p>Reboot 3: Introduction of H,I,J on our expectations. Uniform focus: Leggings and jewellery; Point values for uniform removed to avoid Wave for accumulation, with Tutor and Heads of House making contact with home to ensure issues are tackled. Member of staff on door each morning welcoming students at the start of the day.</p> <p>Reboot 4: Newly appointed Behaviour Consistency Lead to review and enhance the expectations across the school. Wash-up meeting introduced at the end of each day and behaviour support plans put in place to help learners get back into lessons. Switch to Arbor to enhance the data collation. Consistency Handbook introduced for staff to give clarity of approach</p>
<p>Leaders do not consistently check how well their actions to improve specific aspects of the school are working. As a result, many strategies they are working on are not having a rapid enough impact, specifically on pupils' achievement and the attendance of disadvantaged pupils. Leaders need to ensure that leaders at all levels monitor the impact of their work more rigorously, so that they can maximise the impact of their efforts.</p>	<ul style="list-style-type: none"> Re-distribution of roles and responsibilities of Senior Team (SLT) and new middle leaders following restructure. Consistent line management agenda and minutes across faculty areas. Interventions for KS4 students identified and in place much earlier in the academic year for Y11. 'These three things' impact document across all subject areas Whole school teaching and learning evaluated. Introduction of MER calendar with CL's – production of faculty wide actions for MER by each CL. Line management Meeting minutes stored centrally in CL team and discussed at SLT meetings. Second round on observations to ensure progress made Change in data management systems to aid quick access to data Use of Sharepoint and Planner to improve communication and accountability <p>County inspectorate visit (March 24)</p> <p><i>"The newly appointed heads of faculty now meet regularly as a group and the senior leader shared the structure of the meetings and how this is being used to gain more consistency across the school and to enable greater collaborative work."</i></p> <p><i>"Leaders are consistently assessing the impact of this implementation and have started to complete actions at department and whole school level based on their analysis facilitated by weekly Continuing Professional Development (CPD) afternoons to target specific priorities."</i></p> <p><i>"Leaders gave a detailed account of the safeguarding processes"</i></p> <p><i>"Leaders provided impact data compared to this time last year regarding internal behaviour points where there has been a reduction in Year 10 and 11."</i></p> <p><i>"Since September leaders have reviewed their approaches to attendance and are working on whole school strategies for example attendance streaks"</i></p>



Summary School Evaluation

Key Strengths:

- Progress 8 scores have improved significantly over the past three years, from -0.97 in 2022 to -0.45 in 2025.
- Strong recruitment and retention of subject specialist teachers, preventing curriculum narrowing.
- Positive relationships between Students and staff, with Students actively engaged in learning, using checking for understanding strategies in all lessons.
- Inclusive pastoral system effectively supports all Students, particularly those eligible for PP funding, resulting in improved attendance and attainment for this group (and indeed all groups) since the previous inspection.

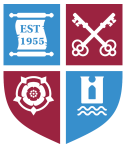
Areas for Development:

- Improve overall Student attendance to meet or exceed the national average for all groups of students.
- Further improve outcomes for any student experiencing vulnerability, to eliminate the gap.

“Since the last Ofsted inspection, Warblington School has made notable improvements in teaching and learning, and behaviour and attitudes by investing in high quality professional development that is driven by leaders, establishing clearer rules, fostering positive relationships, and strengthening safeguarding.

In summary - this school has taken robust and impactful measures since the previous Ofsted inspection.”

Report from a QA visit, June 2025



SAFEGUARDING

“Keeping pupils safe is at the forefront of everyone’s minds. Staff build strong working relationships with pupils and families. They get to know them well. They are alert to the potential risks in the local area. Strong partnership working means that leaders coordinate useful support for pupils who need it. The safeguarding aspects of the curriculum are well thought through and successfully teach pupils how to stay safe, including online. This is supported by tutor time sessions and assemblies. Clear systems and processes allow staff to report concerns swiftly. These concerns are routinely followed up by knowledgeable safeguarding leaders.”

Ofsted Report, July 2023

Strengths:

- Staff build strong working relationships with Students and families.
- Staff are alert to potential risks in the local area.
- Strong partnership working means that leaders coordinate useful support for Students who need it.
- Safeguarding aspects of the curriculum are well thought through and successfully teach Students how to stay safe, including online.
- Clear systems and processes allow staff to report concerns swiftly. These concerns are routinely followed up by knowledgeable safeguarding leaders.
- A DSL chairs the local federation group of DSLs and a weekly meeting of the team of DSLs provide regular, timetabled, supervision opportunities.

Areas for Development:

- N/A - No areas for development regarding safeguarding were identified. It is considered and bettering practice is something that is always an area for development within the school.

Evaluation: Met

Justification: The school has clear safeguarding procedures, strong relationships with Students and families, and effective systems for reporting and following up on concerns. The school also actively works with external agencies to support vulnerable Students.

Narrative

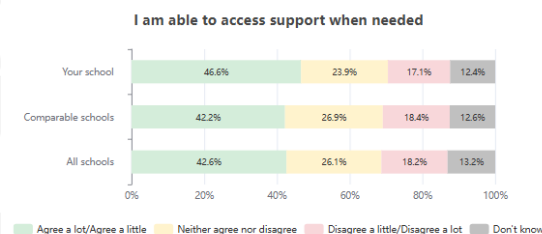
All safeguarding procedures are fully in place. The safeguarding team work closely together to support our most vulnerable students, with our safeguarding lead setting up and chairing a safeguarding federation group to aid support. A DSL chairs the local federation group of DSLs and a weekly meeting of the team of DSLs provide regular, timetabled, supervision opportunities.

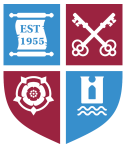
The school has a large safeguarding team to ensure that all areas are covered effectively. Two Assistant Headteachers are responsible for the safeguarding – one for systems and structures, one for curriculum. An experienced pastoral manager oversees the safeguarding reports and actions taken to ensure that appropriate and timely actions are taken. We have a significant number of staff as trained DSLs and this ensures that an appropriate member of staff is always available to deal with any issues that arise. In the recent #BeeWell survey. Warblington

students indicated a higher-than-average score when it came to knowing how to get help in school (86.9% v 84.8%) and had a better than average score when it came to accessing that support.

“Leaders were able to articulate the processes and procedures used within the school for safeguarding and this was triangulated when speaking to various staff during the visit. Evidence was shared of the tracking of vulnerable students and the range of interventions in place to support them. Leaders articulated the process they have for checking alternative provision (AP) regularly Governors are regularly kept up to date about safeguarding and it is an item on every governing body meeting.”

County monitoring visit, November 2024





INCLUSION

Strengths:

- Needs of Students are clearly identified.
- A member of the Senior Team now chairs the management committee of the local PRU, The Key.
- Students feel staff listen to them and I feel like I belong, much higher than many of their Hampshire peers.
- Inclusive pastoral system that very effectively supports all Students, with a particular focus on those students eligible for PP funding.
- Maintained its inclusive pastoral system that very effectively supports all Students, with a particular focus on those students eligible for PP funding.

Areas for Development:

- Further develop the rigour of monitoring and evaluation of inclusion strategies by establishing termly impact reviews that use both quantitative data (progress, attendance, engagement) and qualitative feedback (from students, parents, and staff) to refine support approaches and demonstrate sustained impact.
- Expand targeted professional development for all teaching staff focused on consistently implementing inclusive pedagogy, particularly in subjects previously identified as having inconsistent delivery, ensuring all students experience high-quality teaching that closes gaps in knowledge and skills.

Evaluation: Expected Standard

Justification: The school has effective systems for identifying Student needs and provides strong pastoral support. However, there is a need to improve outcomes for disadvantaged Students to ensure inclusion is consistently strong across all groups.

Narrative

Inclusion is at the heart of all we do at Warblington.

Overall, our inclusive practice is characterised by:

- A clear leadership and staffing structure with appropriate expertise and capacity.
- High expectations and tailored support that reduce barriers to learning and well-being.
- Effective use of data and partnerships to inform and enhance provision.
- Recognition from external bodies validating the quality of inclusive teaching.
- Strong student voice and well-being evidenced through surveys and feedback.
- Increasing opportunities for disadvantaged students to engage in enriching experiences.

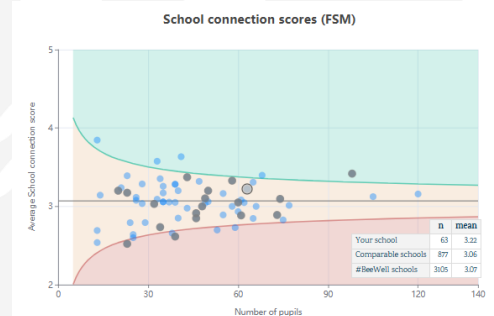
“Then we looked at the SEN provision. What we really loved about Warblington was that the learning support rooms were empty, which may sound daft, but for us it meant that they were supported in class.”

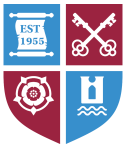
Parent of a Year 6 student, 2024

We understand that growing up is challenging and we understand that those students who experience

vulnerability during their time with us may require additional support – some for all 5 years, some for that difficult period. What’s important is that every student gets the support they need, when they need it. This is why we are proud when surveys like the #BeeWell survey indicates that relationships between students and staff are extremely positive and the overwhelming majority of students engage actively in their learning, displaying an enthusiasm to make progress in lessons and other learning opportunities.

Being part of the #BeeWell project has enabled us to evidence how well Warblington students feel connected with school, with pleasing results of how students in receipt of free school meals have a better school connection than county and national averages.





We have used a similar model to safeguarding when reshaping the structure of the SEND team – An Assistant Headteacher who is a qualified SENDCO and has oversight of the area; a SENDCO who is new to the post, but keen to learn and develop; an experienced Assistant SENDCO who oversees the interventions and contributes to the very successful EBSA hub; a second Assistant SENDCO who has oversight of exam concessions; a SEND Consultant who contributes to the work of the team – helping supporting and ensuring compliance and a team of experienced LSAs who help and support students in lessons. We have needed to ensure the team builds as our numbers increased rapidly and are now above national averages.

"Special educational needs (SEN) leaders have made good progress in tackling the SEN agenda set. In particular, the SENCo has set up a robust on-line model for teacher feedback to inform annual reviews and the annual review timetable is now secure.

County SEND Visit Report, October 2024

Inclusive Teaching Award

We are honoured to have won the 'Best Inclusive Practice' award in 2025 for our work around ensuring the curriculum and teaching meets the needs of all learners.



"Just a really brief note to say I did manage to join [the student] for the first two lessons of the day which was fantastic - Dance (a theory lesson) and Humanities. Both were an absolute case study in good inclusive practice.

[The student observed] was full of beans - really attentive, working really hard, fully focussed and impressive recall and retrieval. I can totally see why she doesn't want to leave...!"

Advisor for Downs Syndrome, September 2025

Whilst we know the local area has its challenges, we are committed to working together with our Havant Federation of Schools to ensure the best outcomes for students. The involvement in the joint project involving the EEF MITA team have seen us further develop the use of additional adults in the classroom.

Our approach to inclusive teaching has been recognized by Hampshire, with our work on BSL highlighted in the County 'SEN Matters' brochure and

in visits from other Hampshire schools to observe the high quality teaching all students have access to. The appointment of a Lead Practitioner in this area has ensured consistency and upskilling of staff in helping all students make the most progress in lessons.

Extra-curricular activities play a big part

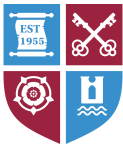
Over the last three years we have significantly increased the part extra-curricular activities play in improving the provision for the students. The number of opportunities has increased from 762 to 2831 from September 2023 to August 2025. Thanks to the Turing Scheme, we are excited about offering a trip to China in 2026 for some disadvantaged



students, strengthening our world links.

September 2023- August 2024	September 2024- August 2025
<ul style="list-style-type: none"> 26 Visits 0 Overseas 762 Opportunities <ul style="list-style-type: none"> 21 SEN 2 SEN E 33 PP 13 Evaluated 0 Statutory Monitoring No Evolve+ (All paper based) 	<ul style="list-style-type: none"> 90 Visits 2 Overseas 1 Inflatible session 2 Sporting Events 2831 Opportunities <ul style="list-style-type: none"> 388 SEN 738 PP 674 FSM 90 Evaluated 6 Statutory monitored A move to Arbor to manage visit communication and consent. Arbor (GDPR + Fully Safeguarding Compliant up to 21Years) Arbor has reduced physical cost of trip admin. Registers via Arbor Visit iPad fully integrated
Breakdown <ul style="list-style-type: none"> 4 Careers 4 English/Drama 4 Art 4 Geography 3 Science 2 PE 1 Music 1 D&T 1 IT 1 Mathematics 1 History 	Breakdown <ul style="list-style-type: none"> 25 PE 12 Science 10 Transition 9 Humanities 8 Unlocking Success 5 Creative and Technical 4 Performing Arts 4 Careers 3 Mathematics 3 English 2 MFL 1 Childcare 1 Pathways

In the achievements section of this document, you will notice that outcomes for disadvantaged learners have increased significantly over the last three years, with the school now above the county average for disadvantaged learners and our work on attendance is impacting those students entitled to free school meals the most, having a 2.3% increase compared to the previous year. This demonstrates the impact of our well thought out Pupil Premium Strategy.



CURRICULUM AND TEACHING

“...pupils benefit from regularly revisiting previous learning. They enthusiastically discuss their learning. Staff check pupils’ understanding through skilful questioning. They adapt teaching to ensure pupils have fully grasped the content. Pupils talk confidently about what they have learned and demonstrate a good understanding of the subject. As a result, they achieve well in these subjects”

Ofsted Report, July 2023

Strengths:

- Strong and clear Curriculum Coherence and Ambition
- Effective Curriculum Leadership and Adaptation
- High-Quality Teaching, underpinned by the Great Teaching Toolkit and Professional Development
- Focus on Checking Understanding and Responsive Teaching
- Support for Disadvantaged students and those with SEND
- Improvement on Ofsted 2023 Areas for Development
- Curriculum Enrichment and Personal Development

Areas for Development:

1. **Enhance Targeted Questioning to Secure Deeper Understanding:**
Build on existing strengths in checking understanding by developing staff expertise in targeted questioning techniques during lessons. This should be monitored through lesson observations and coaching feedback, with a measurable increase in the proportion of lessons demonstrating high-impact questioning by the end of the next academic year.
2. **Strengthen Curriculum Impact Analysis Across All Subjects:**
Develop and implement a systematic approach to evaluating the impact of curriculum adaptations and teaching improvements on student outcomes, including disadvantaged students and those with SEND. This should include termly reviews of progress data linked to curriculum changes, ensuring that leaders can make even more astute decisions to evolve the curriculum dynamically.
3. **Expand Cross-Departmental Sharing of Best Practice:**
Facilitate structured opportunities for subject leaders and teachers from high-performing departments (e.g., mathematics, computing, Health and Fitness) to share effective curriculum planning and teaching strategies with other departments. This will support further consistency and raise the quality of curriculum delivery school-wide, with success measured through peer review outcomes and student voice feedback.

Evaluation: Expected Standard

Justification: The school offers a broad and balanced curriculum taught by subject specialists. While teaching quality is generally high, there are areas for improvement in planning, feedback, and the use of assessment data to ensure consistently high levels of challenge for all Students.

Narrative

Curriculum Coherence and Ambition:

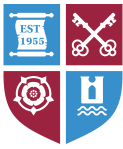
We have ensured that our curriculum is broad, balanced, and compliant with the national curriculum, with a clear five-year continuum spanning Key Stages 3 and 4. The curriculum is thoughtfully sequenced, as evidenced by curriculum road maps displayed around the school, ensuring students build deep subject knowledge progressively. Our Key Stage 3 to 4 transition model allows students to make informed option



choices, maintaining breadth for as long as possible and promoting academic ambition, including a strong emphasis on languages (including British Sign Language). This approach aligns well with the framework’s expectation that leaders ensure a suitable, well-planned curriculum with clear end points.

“Leaders have worked to clearly identify and logically sequence curriculum content in all subjects, with suitable adaptations for pupils with special educational needs and/or disabilities (SEND).”





Report from a QA visit, June 2025

Effective Curriculum Leadership and Adaptation:

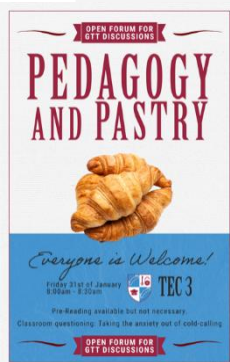
Since the 2023 inspection, leadership roles for Teaching and Learning and Curriculum Leads have been established and are effectively line-managed by an Assistant Headteacher. These leaders drive improvements, monitor standards, and ensure consistency across subjects. The use of external support (e.g., HIAS for Science) and internal coaching has strengthened weaker areas, with science showing clear signs of improvement. This demonstrates astute leadership decisions based on evidence and insight, meeting the strong standard criterion regarding curriculum evolution and adaptation.

“The [Science] department is in a much stronger place than twelve months ago and the addition of a new teacher from September will help to continue this development.”

County Science visit report, June 2024

High-Quality Teaching and Professional Development:

The Great Teaching Toolkit underpins our bespoke coaching model, ensuring every teacher is observed and coached at least three times a year. This has led to a shared professional vocabulary and increased collegiality among staff, positively impacting student engagement and learning. Formal observations, drop-ins, learning walks, and student voice triangulate to inform CPD priorities and teaching improvements. This consistent approach to developing teacher expertise meets the framework’s requirement for embedded highly effective teaching.



Focus on Checking Understanding

and Responsive Teaching:

We have implemented clear systems for checking student understanding, such as ‘Do Now’ activities and the use of whiteboards to elicit and address misconceptions. Teachers consistently reference prior learning to extend thinking and challenge students, supported by strong modelling and demonstrations. These practises show teaching that is responsive and tailored to students’ needs, reflecting the framework’s emphasis on effective use of assessment to adapt teaching and secure learning.



“This was mentioned in the student panel where students articulated why their teachers use adaptive

teaching strategies and how this helped them to learn. It was also referenced by a number of students as their favourite aspect of school life. “

County monitoring visit, November 2024

Support for Disadvantaged Students and Those with SEND:

Our curriculum includes suitable adaptations for students with SEND, supported by specialist Learning Support Assistants who have developed expertise through participation in a local EEF SEND project. This ensures reasonable adjustments are made to meet individual needs, fulfilling the framework’s expectation that the curriculum and teaching for disadvantaged students and those with SEND are implemented consistently well to remove barriers to achievement.

Improvement on Ofsted 2023 Areas for Development:

- *Inconsistency in curriculum delivery and teaching approaches:* Our coaching model and curriculum leadership have driven greater consistency, especially in weaker subjects like science.
- *Checking students’ understanding:* Systems such as ‘Do Now’ tasks and whiteboard use are now embedded to routinely check and address understanding.
- *Teacher expectations and behaviour management:* While behaviour is not the focus here, the emphasis on consistent routines and responsive teaching indirectly supports better learning environments.
- *Leadership monitoring impact:* The establishment of Curriculum Leads and the Assistant Headteacher overseeing teaching quality reflects improved leadership oversight and targeted action based on evidence.

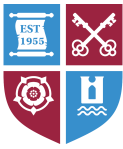
Curriculum Enrichment and Personal Development:

Beyond academic content, the curriculum incorporates careers education and personal development, preparing students for future pathways. The inclusion of British Sign Language and participation in Sign Language Week demonstrate a commitment to inclusivity and broad cultural awareness.



The curriculum at Warblington

underpins our goal of ensuring that students experience a broad and balanced education, delivered by high quality teaching. Our curriculum is coherently planned, personally tailored and designed to ensure all students receive a curriculum they are entitled to, to ensure they achieve their



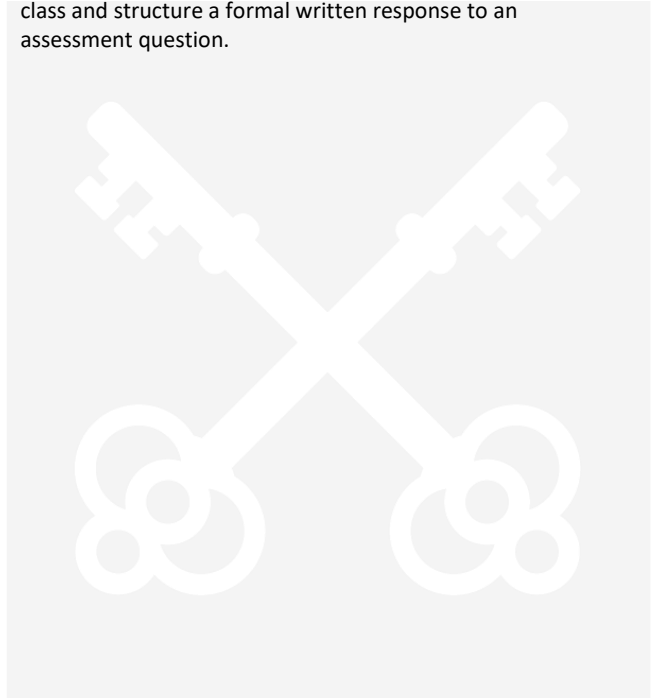
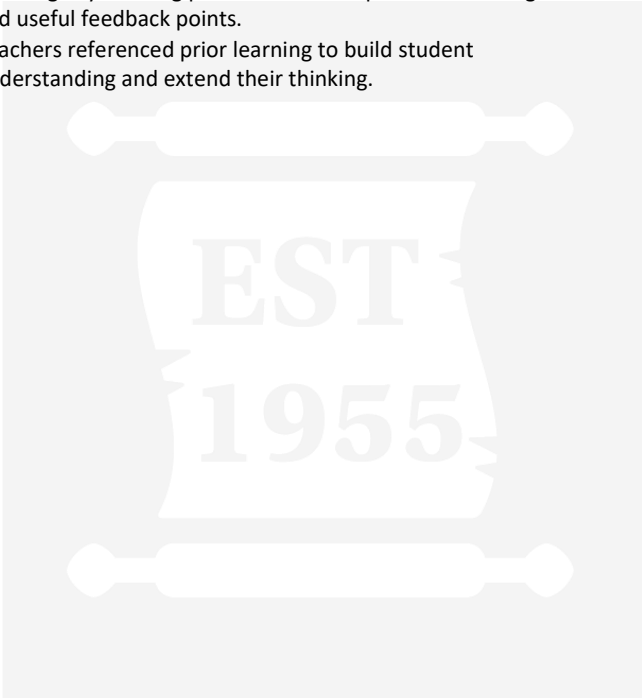
best. We even have a formula for calculating the Happiness of options!

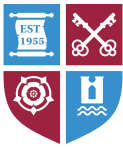
The Great Teaching Toolkit underpins all that we do.

Key strengths seen in lessons:

- Clear systems and processes are in place for checking understanding through the review of the 'Do Now' activity.
- Students are familiar and responsive to lesson routines.
- Teachers used appropriate subject specific vocabulary to support depth of learning and challenge.
- Books seen indicated the delivery of an organised curriculum detailing key learning points that are sequenced with targeted and useful feedback points.
- Teachers referenced prior learning to build student understanding and extend their thinking.

- Teachers challenged misconceptions through checking the 'Do Now' task, then checked whole class understanding
- Strong teacher demonstrations / modelling supported student understanding. The next steps would be to target questions to secure student understanding.
- Some disciplined and organised learning environments supported the teacher 'stepping back' to assess progress and understanding - therefore encouraging bespoke responses to task briefs.
- Follow on activities were displayed for students during the lesson to ensure that time was used effectively.
- Teachers effectively checked understanding through the use of whiteboards - selecting key responses to share with the class and structure a formal written response to an assessment question.





ACHIEVEMENT

Using robust tracking and monitoring we have seen increases in all subject outcomes.

Strengths:

- Progress 8 scores have improved significantly over the past three years (2022: -0.95; 2023: -0.8; 2024: -0.4).
- 2024 results have broken school records in years where external examinations have taken place.
- Attainment over time is increasing in almost every subject.
- In maths, Students now perform above the national average, with 2024 results matching national average in all measures, but with a progress score of +0.3.
- Destination data shows that none of the 2023 cohort were NEET and the number of Students going onto Level 3 courses in 2023 was 63%.

Areas for Development:

- Improve the outcomes of disadvantaged Students in all areas
- Ensure the outcomes in bucket 2 match or better those in maths and English

Evaluation: Expected Standard

Justification: Overall, Student achievement is improving and broadly in line with national averages. Continued focus is needed on closing the achievement gap for disadvantaged Students.

Narrative

Readiness for next stage



Official data shows that none of the 2024 cohort were NEET, for the second year in a row and for the first time, the number of students going into A-levels (27.4%) was above the Hampshire average (26.9%). The number of students going onto Level 3 courses in 2024 was 63%. 61% went into STEM related courses. The number of intended destinations had risen from 6 in 2018 to 15 in 2024. This is a direct outcome of the increase in importance placed on

aspirations and a high quality CEIAG, acknowledged when we became the first school in Hampshire to gain the Investors in Careers award in 2021. The figures going into some form of Education, Employment and Training is the highest in the Havant Federation.

“Careers education has been well thought out and leaders provided evidence of their work towards the Gatsby Benchmarks. The current priority is around the link to careers within the classroom and careers leaders will be working with the senior leader leading teaching and learning to further review this.”

County monitoring visit, November 2024

Key Stage 4 Attainment & Progress

With the last official Progress 8 score being 2024, it needs to be noted that our 2024 Progress 8 (P8) has seen a huge jump from that in 2022. From -0.97 to -0.49 is a jump of 0.48. This means that every student has seen their grades improve by over half a grade when comparing 2022 with 2024.

KS4 Progress 2024 · Contextual Value Added
120 matched pupils

Progress 8 (Overall)

-0.05 ↑



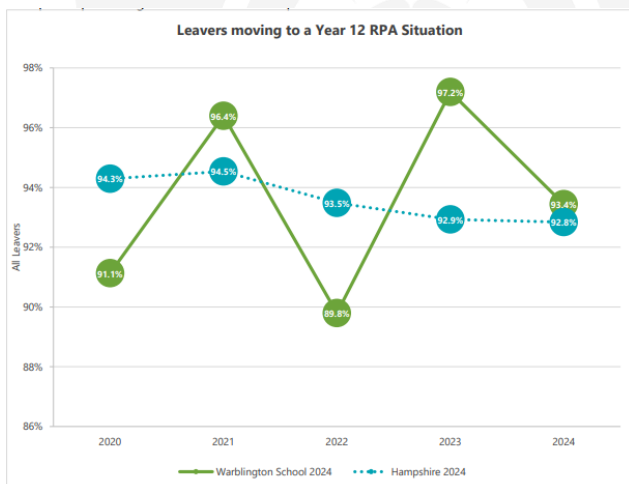
In line with the national average (0) ↓

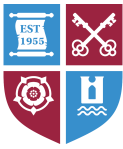
% English & Maths (Grade 4+)

+4% ↑



In line with the national average (0%) ↓





When context of the cohort is considered, this figure becomes -0.05. This jump cannot happen by chance, since the cohorts of children are still smaller than average (at 120) with many students joining us after the normal year 7 entry points.

Despite the cohort of 2025 having no Key Stage 2 prior attainment data to measure progress, we have continued to use CAT data to help us target set for the 2025 cohort, and the results in the table below indicate the performance of the 2025 cohort. We currently do not have the contextual figures for this cohort.

	2022	2023	2024	2025
Basics 4+	54%	53%	57%	55%
Basics 4+ Target (Using prior data)	65%	64%	61%	54%
Basics 5+	33%	36%	37%	35%
Basics 5+ Target (Using prior data)	46%	45%	40%	32%
Attainment 8	3.9	3.9	3.9	3.8
Progress 8	-0.93	-0.75↑	-0.49↑	-0.45↑

During the same time frame, we have seen outcomes for disadvantaged students improve considerably, and they are **now above the averages for Hampshire**, despite a larger cohort than on average in the County:

	2023	2024	2025
Basics 4+	24%	34% ↑	39% ↑
Basics 5+	5%	12% ↑	23% ↑
Attainment 8	2.9	3.0 ↑	3.2 ↑

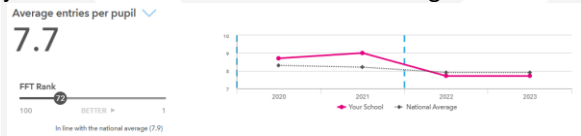
Attainment over time is increasing in almost every subject as a result of a curriculum restructure, a more robust Key Stage 4 programme and upskilling specialist staff. Mentoring programmes, bespoke and innovative revision programmes and detailed data tracking have enabled interventions to be successful. Predictions for 2025 were the most accurate we have seen against final outcomes, indicating an increase in professional knowledge. At the time of writing, some subject areas are still questioning the markers, where staff have reviewed the marks given and disagree with the outcomes. This level of precision assessing is now evident across all subject areas.

Recent PPE's for the 2026 Cohort are showing the attainment is likely to increase again, despite this being the last smaller cohort (130) to go through the school. We are also looking at a significant increase in attainment in languages in 2026, where staff have been teaching to the new examination criteria since the students began in year 7, meaning they are ahead of the changes in this area.

Key Stage 4 Subjects

We pride ourselves on ensuring students have a broad curriculum and students are actively encouraged to choose a language to study at KS4. As a result, our Ebacc 4+ statistics remain favourable.

Students also take a challenging curriculum, with number of subjects studied in line with national average:



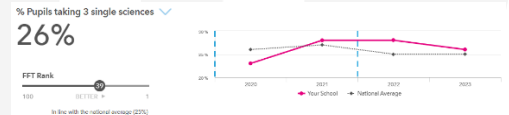
Mathematics: In maths, students now perform above the national average, with 2025 results above national average in all measures, but with a progress score of +0.2. (2022 results saw the subject 10% below national average at Grades 4+ and a progress score of -0.59)

English: Results in English have improved, but not at the same level as maths, with 57% of students achieving a 4 in English in 2025. The curriculum has been completely rewritten and this is now starting to bear fruit with student confidence and ability to tackle longer questions.

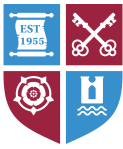
Science: Results in science have seen significant improvement since 2022:

- 2022: 44% 4+; A8 3.3; Prog -0.86
- 2023 56% 4+; A8 3.5; Prof -0.6
- 2024: 60% 4+; A8 3.7; Prog -0.3
- 2025: 55% 4+; A8 3.7; Prog -0.4

We are also in line with the national average of those taking separate sciences:



We saw big improvements in bucket 3 (creative and technical) subjects in 2025 with PE, Computing attainment remaining high and above national average.



ATTENDANCE AND BEHAVIOUR

Strengths:

- Relationships between Students and staff are extremely positive.
- The introduction of the 'G' - get to lessons on time – was added as a response to some unnecessary lost learning time identified.
- A - F expectations were developed alongside the students.
- Disruptions to learning are rare, yellow and red cards used effectively ensuring that rare disruptions are swiftly dealt with.
- Students feel safe at school. Bullying is rare. Reported incidents are followed up promptly and restorative approaches underpin the work done to rebuild relationships.

Areas for Development:

- **Accelerate Attendance Improvement to Meet or Exceed National Averages:**
Set a measurable target to raise overall attendance to at least national average by the end of the 2025/26 academic year, with a particular focus on sustaining and increasing attendance among disadvantaged students and those with SEND. Monitor attendance data monthly and evaluate the impact of interventions to ensure timely adjustments.
- **Further Reduce Suspension Rates Through Enhanced Restorative Practises:**
Continue to refine and embed restorative approaches to behaviour management with the aim of reducing suspensions by at least 10% in the next academic year. Provide additional training and support for staff to maintain consistency in behaviour expectations and ensure that all students understand and take responsibility for their conduct.
- **Enhance Early Identification and Support for Persistent Absentees:**
Develop and implement a more proactive, data-driven system for early identification of students at risk of persistent absence, including tailored support plans involving families, pastoral teams, and external agencies where appropriate. Evaluate the effectiveness of these plans termly to ensure barriers to attendance are rapidly removed and sustained improvements achieved.

Evaluation: Expected Standard

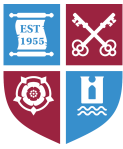
Justification: The school has positive relationships and clear behavioural expectations. However, attendance needs to improve, particularly for disadvantaged Students and those with SEND, and low-level disruption needs to be consistently addressed.

Narrative

Our behaviour management system is robust and consistently applied. The introduction of the 'G' expectation—'get to lessons on time'—and a three-minute bell to define lateness have effectively reduced lost learning time, reflecting our responsiveness to identified issues. The co-development of A-F behaviour expectations with students ensures ownership and clarity, while our participation in the DfE Behaviour Hub has sharpened our focus on consistency and restorative practises. The appointment of a Behaviour Consistency Lead in 2024 further strengthens oversight and ensures swift monitoring and intervention, directly addressing the previous Ofsted concern regarding inconsistent behaviour management.

Students demonstrate strong personal responsibility for their behaviour. Evidence such as over 280 'Thank a Teacher' messages in 2025 exemplifies the positive relationships and mutual respect that underpin our school ethos. Low-level disruptions are rare and swiftly managed through an effective system of yellow and red cards. Daily SLT walkabouts ensure a calm, focused learning environment with no opt-outs, supporting uninterrupted Quality First Teaching. This aligns with the framework descriptors highlighting students' self-discipline, dedication to learning, and the rarity of reminders about positive behaviour.

Students feel safe at school. Bullying is rare. Bullying is infrequent and handled promptly through restorative approaches, which rebuild relationships and maintain a safe environment. Student and parent survey results, including the #BeeWell survey, confirm high levels of



student happiness and safety, notably among our higher-than-average SEN population.

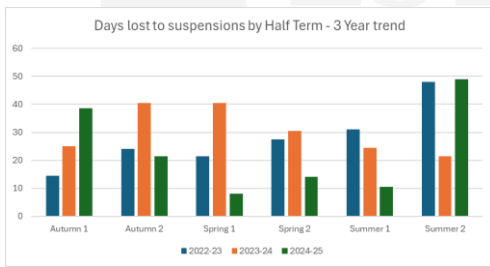
“Mr Hasker, we cannot Thank you enough for all of your support and care and empathy you have shown our child during her 1st year in Warblington. You have become such an important role model to our child. You really do deserve to be recognised for your professionalism and

dedication.”

Thank a Teacher Day 2024

The introduction of British Sign Language (BSL) in languages further promotes inclusivity and respect for diversity, enhancing the school’s culture of kindness and respect.

Our exclusion rates, while currently above national averages, are carefully managed with a strong



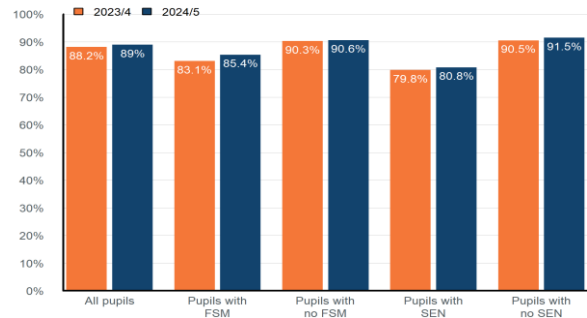
emphasis on inclusion and restorative practice. We maintain the lowest suspension length

among Hampshire schools (0.9 days) and are seeing a downward trend in suspensions – a 15% reduction since the previous inspection. This very much ‘bucks’ the national, county and local trend, where suspensions have increased over the same period.

Less than 2% of students have multiple suspensions, and permanent exclusions are exceptionally low, demonstrating effective behaviour support and alignment with the framework’s emphasis on appropriate use of sanctions and promoting inclusion.

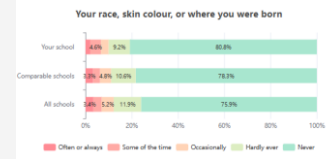
Regarding attendance, we acknowledge that it remains slightly below national average but is improving year-on-year. Importantly, attendance for all groups, including disadvantaged students, has increased in 2024/25, with free school meal students showing over a 2% improvement. This progress demonstrates that

our targeted strategies to remove barriers and intervene early are effective, meeting the framework’s criteria for strong leadership in attendance management.

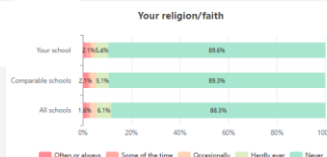


Overall, these strengths reflect a leadership team and staff who understand the importance of high expectations, positive relationships, and timely, well-chosen interventions. They demonstrate a culture where students consistently show respect, self-discipline, and dedication to learning, and where attendance is improving through strategic and responsive action.

Students feel they experience less discrimination around gender, race, sexual orientation, disability and religion/faith than both comparable schools and all schools nationally, meaning students at Warblington value each other and respect the differences we all have.

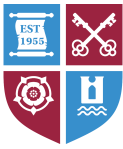


(#BeeWell survey outcomes, 2024)



“Clear rules and routines have been introduced, and there is a focus on ensuring all staff uphold high expectations for behaviour. Behaviour seen today was respectful and business-like. Within lessons pupils were familiar with systems and processes to support engagement and deepen learning. Between lessons and at break-time conduct was purposeful, polite and respectful. Pupils welcomed their visitor with a natural curiosity and willingness to share their thoughts about the school.”

QA Visit, June 2025



PERSONAL DEVELOPMENT AND WELL-BEING

“Staff know pupils very well. Importantly, they have pupils’ best interests at heart. Leaders and staff are committed to unlocking pupils’ potential. They liken the skills they want to give pupils to a bunch of keys, each of them a tool that will help pupils to succeed in the future. The way the school helps pupils to develop personally is well thought through.”

Ofsted report, July 2023

Strengths:

- The staff know every child as an individual. This enables us to personalise the experience for every child and get know each child individually.
- Transition from Year 6 to Year 7 is particularly strong and regularly praised by parents.
- Personal development is supported by the school’s extensive range of community partnerships and through the school’s enrichment programme.
- The school has recently set up an eco - committee, which is actively campaigning to promote environmental awareness, e.g. improving recycling, reducing waste and litter, and recently achieve the green flag!
- The school’s clear zero tolerance approach to derogatory language or intimidatory behaviour reflects the school’s open culture.

Areas for Development:

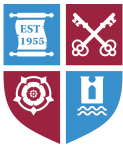
- **Continue to develop Students’ character**, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- **Embed the role of the tutor** to include supporting Students’ wellbeing, resilience and to recognise how to keep themselves safe and healthy.
- **Enhance Impact Monitoring:** Implement a more rigorous system to evaluate the impact of the personal development curriculum and pastoral interventions on student outcomes, including wellbeing surveys and progress tracking for disadvantaged students and those with SEND, to ensure continuous improvement and measurable impact.
- **Expand Targeted Support for Students Experiencing Vulnerability:** Develop bespoke programmes within the personal development framework that specifically address the evolving needs of vulnerable groups such as persistent absentee disadvantaged students and young carers, including clear participation targets and outcome measures.
- **Strengthen Student Voice and Leadership in Personal Development:** Increase opportunities for students to actively shape and lead aspects of the personal development programme and enrichment activities, ensuring their perspectives inform ongoing development and that all students, including those with barriers, feel fully represented and engaged.

Evaluation: Strong Standard

Justification: The school provides a range of opportunities for personal development and well-being, with strong pastoral support and community partnerships. Continued focus is needed on developing Students' character, promoting careers education, and preventing bullying.

“Many pupils displayed positive attitudes toward school and learning, and strong friendships are fostered among peers. The school’s personal development programme, including clubs and enrichment activities, supports these positive attitudes. Pupils cited the many after school activities that they enjoy and value - these included; Tennis club, Basketball club, Band, Performing Arts, and singing club. This work supports the Personal Development offer of the school, and coupled with the school’s very positive destination data for Year 11 pupils would present a valuable picture of wider school effectiveness.”

QA Visit, June 2025



Narrative

“I’ve been at Warblington nearly two years now and it’s changed my life, and brought out a side to me that I’ve never seen – I no longer feel weak and vulnerable. Warblington took me in, gave me a chance and provided me with the help and care that I needed and they are still putting up with me now! I guess school is a reason I haven’t given up on myself, so I just wanted to say thank you.” Taken from an email sent to the Headteacher from a student, September 2022

We have made significant progress in developing a comprehensive and coherent personal development programme that positively impacts all students, reflecting the ‘strong standard’ descriptors of the Ofsted framework. Our curriculum and wider opportunities foster secure and detailed knowledge across personal, social, health, economic education, relationships, and citizenship. This is evidenced by our dedicated Wednesday morning personal development lessons covering RSE, safeguarding, diversity, equality, and careers education, alongside a bespoke ‘behaviour curriculum’ that supports students’ readiness for learning and life.

The results from the most recent #BeeWell survey, indicate that students at Warblington have strong relationships with staff, with this being significantly more positive than both the Hampshire and County averages.



Our pastoral provision is a notable strength, with a well-structured multi-tiered support system in place. Our house leaders and tutors provide daily, structured sessions that build strong, trusting relationships, enabling timely and effective first-wave pastoral support. This continuity from Year 7 through to Year 11 allows for deep knowledge of individual student needs and tailored guidance. The second wave of pastoral support, including mental health and wellbeing services, counselling, medical support, and attendance monitoring, ensures that we meet the diverse needs of our students comprehensively. The positive student testimony and numerous thank-you emails demonstrate the profound and personal impact of this support, highlighting the emotional wellbeing and resilience we nurture.



“Thank you Mr Turner for everything you have done for me and I want to tell you that I appreciate it even when I don’t feel the most confident in my work you are always there to tell me how good I am doing which gives me encouragement to work harder everyday” One of over 270 emails of Thanks – Thank a Teacher Day 2024

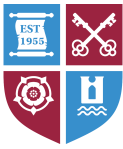
We have developed a rich programme of enrichment activities and extracurricular clubs such as tennis, basketball, band, performing arts, and singing, which broaden students’ experiences and help them develop talents and interests beyond the curriculum. This extensive offer is inclusive and accessible to all students, including disadvantaged students and those with SEND, ensuring equitable participation. Our commitment to preparing students for life beyond school is further evidenced by our strong careers education provision, led by a Level 7 Careers Leader and supported by a dedicated team. The careers programme aligns well with the Gatsby Benchmarks and includes impartial advice, enabling confident transition to further education, training, or employment.

There are a number of opportunities for students to develop outside of the school day and the PSHE/RSE curriculum is delivered by specialist teams so that teachers have better knowledge of the topics that they are teaching in order to strengthen the personal development of students.

County monitoring visit, November 2024

Our approach to promoting British values and SMSC is embedded across tutor time, assemblies, and enrichment lessons. Weekly themes addressing cultural capital, social and





moral issues, safeguarding, and environmental concerns encourage reflection and active citizenship. The school's zero-tolerance policy on derogatory language and intimidatory behaviour, alongside partnership working with the police, fosters a safe and respectful environment where students feel empowered to uphold these standards.

Importantly, we have responded directly to the previous Ofsted inspection points by embedding a structured and well-monitored personal development curriculum, improving pastoral support systems, and ensuring equitable access to enrichment and careers opportunities. Our tracking of attendance at personal development sessions and targeted interventions for vulnerable groups demonstrate a systematic and effective approach to meeting individual needs.

Personal development is supported by the school's extensive range of community partnerships and through the school's enrichment programme. Every Wednesday morning, the personal development curriculum is taught, focussing on relationships and sex education, safeguarding, diversity and equalities and careers. In 2025 this also includes a bespoke 'behaviour curriculum' for those joining us, ensuring every student is 'Warblington Ready'. By making these timetabled slots, it enables us to track attendance of those sessions and fill in any gaps should students be absent for periods of time. We also use this time to respond to local need. For example, in the Summer Term of 2024, Network Rail presented sessions to the students to ensure safety on the railway (given our proximity to the mainline railway).

"The personal, social and health education/relationships and sexuality education (PSHE/RSE) curriculum responds to safeguarding needs of the school and an example given of the response following a recent lockdown showed was good practice."

County monitoring visit, November 2024

Additional careers guidance at Key Stage 4 is given by out impartial careers adviser. Together, these provide students with information about a wide range of pathways and local providers, ensuring that our students successfully make the transition from our school to further education, apprenticeships or employment. We are affiliated with the Careers Development Institute (CDI) and have achieved our Careers Mark award and the Headteacher has recently completed his MA (Ed) on the impact of careers provision to further enhance the work in school.

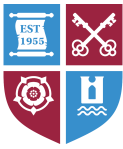
"I'd like to say a very special Thank You to all the teachers who've helped not just [my two sons] when they were in the school, but myself on the numerous occasions that I have had the need to contact the school to resolve all questions and queries. This goes from Rachel on the reception (now dealing with absences) who got to the point of recognising my mobile number right through to Mr Hartnell and your deputy Dr Lansley - you've both always been exceptionally kind and helpful to me when my needs have demanded me to get in touch with either of you. Even though your documents still won't print when printing them from a mobile phone :-)."

One of over 270 emails of Thanks – Thank a Teacher Day 2024

The school's clear zero tolerance approach to derogatory language or intimidatory behaviour reflects the school's open culture. Students are asked to reflect on language used in our reflection room and students are happy to report others who use such language. The school works alongside local police to reinforce the message where required.

Warblington understands that everyone will develop during their time with us, but this may be at different rates and different times. Some may need to use our successful Gateway provision to support them in their transition to us; some may use the Student Hub at break times to make them feel more secure; but all students acknowledge that there is always a member of staff who can support them and the safeguarding culture means staff are always on alert with the mindset "it could happen here".





LEADERSHIP AND GOVERNANCE

Warblington School is quickly becoming the school of choice in the local area due to increasing outcomes, high quality teaching, our inclusive culture with high quality pastoral support and the delivery of a successful transition campaign targeting years 5 and 6. Numbers on roll have increased from 575 in September 2021 to 824 in September 2025, with waiting lists in Key Stage 3. We are now supporting other schools with their teaching and learning and know that this unique community is something everyone connected to the school is proud of.

Strengths:

- Leaders set about ensuring that across the school the building blocks for excellence are in place, creating a supportive culture where we all learn together.
- The SLT is a cohesive and highly effective strategic and operational team.
- Staff wellbeing remains a priority for the school.
- Strong governance with detailed minutes/impact statements and resulting actions demonstrating high levels of monitoring, challenge and support.
- Staff provide 'above and beyond' care, which underpins our culture and success.
- Staff morale is high and relationships between staff and Students are strong.
- The school's budget is effectively managed and directed fully towards Student progress, particularly in supporting Students with learning needs/ from disadvantaged backgrounds, to continue closing gaps in achievement.

Areas for Development:

- **Increase Impact Measurement Precision** Develop and implement a more detailed, quantitative impact framework for all improvement initiatives, particularly those targeting disadvantaged students and attendance, to accelerate progress and provide governors with sharper data for challenge and support.
- **Enhance Collaborative Leadership Structures** Allocate protected time each term for cross-departmental professional learning communities to deepen collaboration, share best practice, and embed research-informed pedagogy, moving towards an exceptional culture of professional learning and expertise.
- **Strengthen Parental and Community Engagement** Design and launch a targeted engagement plan with measurable goals to increase parental involvement and community partnerships, with regular feedback cycles to assess impact on student outcomes and school culture, aiming to build even stronger trust and support networks.
- **Governor Challenge** Continue to ensure Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for Students.

Evaluation: Expected Standard

Justification: Warblington School demonstrates strong leadership and governance that meets the expected standard. Our leadership team and governors work cohesively with a clear, shared vision focused on excellence in all aspects of school life. We are committed to continuous improvement, staff wellbeing, and ensuring all students achieve their potential, particularly those facing barriers to learning. Our strategic actions are evidence-informed, monitored rigorously, and have led to measurable improvements in teaching quality, behaviour, and community engagement. We continue to build on this strong foundation to sustain rapid progress and embed a culture of high expectations and professionalism throughout the school.



Narrative

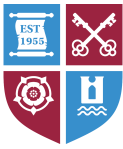
Clear Vision and Strategic Direction

We have a simple and compelling ambition for excellence, articulated clearly through our School Improvement Plan (SIP). This document balances operational targets with broader aspirational goals, ensuring all senior leaders are

aligned and accountable. Our SIP is well understood and drives coherent action across the school, reflecting the expected standard that leaders have a clear rationale for improvement priorities and take largely appropriate actions.

Highly Effective Leadership Team

Since 2023, the senior leadership team (SLT) has been



restructured and strengthened by members who have completed National Professional Qualifications (NPQs), ensuring skilled and knowledgeable leadership. The creation of new roles such as the Great Teaching Toolkit (GTT) Consistency Lead, Behaviour Lead, and Data and Disadvantaged Lead exemplifies our targeted approach to improving consistency and outcomes. This demonstrates the strong standard criteria that leaders at all levels make a consistently positive contribution and develop staff expertise as the key driver of improvement.

Rigorous Monitoring and Evaluation

We have established robust systems for monitoring and evaluation that identify precise strengths and areas for development. This allows us to take timely and effective action, responding to feedback from external bodies such as Hampshire Inspectorate and Advisory Service and county monitoring visits. Leaders are now more adept at reviewing the impact of their work, which addresses previous Ofsted concerns about the pace and precision of improvement actions.

“Since the last inspection leaders have become more adept at reviewing the impact of their work. During the visit leaders were able to discuss how their work is impacting students and what are the next steps they are taking to further improve.”

County monitoring visit, November 2024

Focused Professional Learning and Staff Development

Our CPD programme is comprehensive, evidence-based, and directly linked to our SIP and SEF. Staff value the coaching and mentoring opportunities available, and NPQ qualifications are accessible to all middle leaders. This professional learning culture ensures that teaching quality improves steadily and consistently across subjects, directly responding to Ofsted’s previous recommendations about developing teachers’ pedagogy and embedding effective practice.

“Leaders have worked at pace to review the current quality of education and have responded to their findings through a well thought out continuing professional development (CPD) offer.”

Staff Wellbeing and Workload Management

We prioritise staff wellbeing through policy changes, regular consultation, and participation in external projects such as the University of Bristol’s ‘Reimagining the Diary’. Staff morale is high, turnover is low, and relationships between staff and students are strong. This aligns with the strong standard expectation that leaders support staff wellbeing and manage workload effectively.

Strong Governance

Our governing body undertakes regular skills audits and self-evaluations, works closely with the local authority, and provides balanced challenge and support. Governor minutes and impact statements demonstrate detailed scrutiny of school performance and strategic planning. This fulfils the criteria that governors use their knowledge and expertise to provide robust challenge and support.

Inclusive Leadership and Commitment to Disadvantaged Students

We have a designated lead overseeing vulnerable groups and rigorously evaluate the impact of Pupil Premium Grant (PPG) spending, ensuring resources target those most in need. This reflects our commitment to acting in the best interests of all students and closing achievement gaps, directly addressing Ofsted’s concern about the attendance and achievement of disadvantaged students.

Community Engagement and School Culture

Warblington is embedded in the local community, engaging in charity events and fostering a culture of high expectations for behaviour, attendance, and uniform. Recent changes to uniform and behaviour policies have already shown positive impact. This demonstrates our work in building trust with parents and the wider community, meeting the expected standard for leadership and governance.

