



RESPONSIBLE • RESPECTFUL • READY

# Prospectus 2023

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## Welcome to The Warriner School

At The Warriner School we are strongly committed to creating an environment within which every individual knows that they are a valued and a key part of the school community through placing emphasis on developing the whole person. In doing this, we develop happy confident students who are fully supported in order that they fulfil their potential both academically and personally. Our system of the three Rs underpins our expectations for all students to ensure that they are responsible, respectful and ready to grow and learn throughout their time with us.

### **Applications into Year 7:**

Transition from Year 6 into Year 7 is really important to all us. Strong relationships exist between ourselves and all primary feeder schools to best support all prospective students. Senior staff make frequent visits to our partnership schools, meeting children and staff, discussing issues and answering questions. Strong links exist between our Special Educational Needs department and primary services, supporting all students where needed.

In preparation for starting at The Warriner School, key staff will visit Year 6 students at their primary school. They discuss some of the key changes that lie ahead as they move school. In late June Year 6 students and parents have the opportunity to meet the Head of Year 7 and the tutor team. Parents will also be invited to attend a presentation given by the Headteacher, and have the opportunity to meet the Assistant Headteacher with responsibility for KS3 and other key staff during the evening. Face to face activities may need to be adapted in light of the current situation and if so, all information will be available remotely.

In late July all Year 6 students are invited to join us for two Induction Days. During these days the students will have a 'taster' of a number of curriculum areas, but more importantly they will start to build relationships with members of their tutor group and teaching groups. We hope these relationships will blossom and many will become lifelong.

All our transition activities have been created to help the children become familiar with their new surroundings and their new teachers so that the transition from primary to secondary school is a smooth and happy experience.

### **All other applications:**

Each year we have a number of children who join us for a range of reasons. Again, we work hard to make this transition as smooth as possible. Under normal circumstances we encourage parents and their children to visit us before making their decision in order to gauge whether The Warriner School is a place where your child will thrive. These visits are an opportunity to meet key staff, talk to students and ask any questions. We will then liaise with the feeder school to gather as much information as we can to help your child settle. Whilst this is currently not possible, our website is a great source of information.

**Mrs Sharon Nicholls**  
**Head of School**



## Joining The Warriner School—Transition

*"I just wanted to say a huge thank you for making the first year at The Warriner such a success for my son (and me!). The school have always been fantastically supportive and have always acted in my son's best interests. He has had a happy year and has grown in so many ways. He has a newfound confidence that is down to you and your wonderful Year 7 team. So, a big "well done and thank you" from me; to know your child is cared for at school is a priceless feeling. "*

Every year we welcome over 284 new students to The Warriner School, beginning their secondary experience in Year 7. We recognise that the transition process is an exciting and vital rite of passage for your child. We ensure that this is as smooth and effective as possible and that our newest learners feel safe and happy with us at The Warriner. There are a number of key events that take place from as early as April the previous year, to ensure that our new cohort of students get off to a successful start:

1. Primary Liaison - Our transition team liaise closely with primary colleagues to ensure that we receive clear and detailed information on each child's academic performance, learning skills, and specific needs. This helps us to construct appropriate and effective teaching classes and tutor groups prior to students joining us. A seamless transition is vital to engage the next stage of learning and maximise on the strong setting the Primary schools provide.
2. Pen-Friends - Each of our current Year 7 students write a personal letter to a Year 6 student, welcoming them to The Warriner and informing them of all the exciting opportunities that are to come. Our transition team deliver these letters to the primary schools of our new students.
3. Primary Visits – Face-to-Face meetings are essential and during the summer term different teaching colleagues from our transition team will come out to primary schools for a visit, explain what Warriner life is all about, and answer some of the many questions that Year 6 may have!
4. Virtual Induction Evenings – Towards the end of the Summer term, new students and families are invited to our Year 6 'Induction Evening' – Students receive a warm welcome from key staff, most importantly their tutor.
5. Induction Days - In July, new Warriner students come in for two Induction Days - they get a real taste of Warriner life, attend new lessons, try out subjects they have never experienced before, and start to find their way around. On these days students experience a variety of subjects and can really experience the atmosphere and daily buzz of the school. It is a great way to show what to expect in September and these days are fully supported by Year 11 prefects who will answer any questions Year 6 might have.
6. Starting in September - New students join their new tutor group, and Warriner life really begins. Year 7 and 12 students start the school academic year earlier than other students to find their feet. Students receive new timetables, pocket organisers, and really engage in The Warriner ethos. Lots of engaging activities and educational challenges allow our students to figure out all the important things that happen at our big school. Teachers will greet their new classes, set high expectations and start the 5 or 7 year journey through interactive lessons and changing of lessons.



7. Settling in Evening - During the first term, students and families are invited to our settling in evening. We discuss what has gone well, the aspects that need some attention, and look carefully at the quality of work that our Year 7s have produced at The Warriner and Primary school.

From the moment that a family have decided that The Warriner School is the chosen educational setting for their child, we do everything that we can to give our new students their best possible start. We are proud of our school's 'RESPONSIBLE-RESPECTFUL-READY' culture, and thoroughly enjoy welcoming new students to join us every year.

*“This year I started Year 7 very wobbly and was worried about making stable relationships with friends and teachers. The games and competitions this year have been great and have really helped me though. I hope next year's Year 7s are just as good. I am very grateful for all your hard work and support.”*



## Attendance

Parents or carers must contact the school on the first day of absence giving a valid explanation whenever their child is unable to attend school. Parents or carers must ensure they respond to Groupcall text messages with regard to their child's absence. It is vital the school is always informed of the cause of any absence. Parents or carers should refrain from taking their child out of school for holidays or occasional days unless there are significant exceptional circumstances, authorised at the discretion of the Head of School. Any absence from school which is unexplained is deemed unauthorised.

The total percentage of authorised absences for The Warriner School for the academic year 2021/22 is 8.43%. The Warriner School Attendance Policy is available on the school website.

### **The School Day**

The school day begins at 08.35 with Registration and ends at 3pm. Students should arrive in school no later than 08:25. The morning break lasts for 25 minutes. Lunchtime is 40 minutes. The school has five lessons each day and a twenty minute tutorial/assembly session every morning.

### **Admission Limit**

Under the Open Enrolment Provision made in the Education Reform Act schools are required to publish their admission limit. The Indicated Limit for The Warriner School is 284 in Year 7. Details of the School's Admissions Policy are distributed to parents via the primary schools. Alternatively, a copy may be obtained by contacting the school, from the website or from the Local Authority - [The Warriner School Admissions](#)

### **Information Available in School**

In addition to the information contained in this prospectus, parents have access to the following documents which are available in school: School policies, available from – [The Warriner School Policies](#)

### **The Warriner School Staff and Governors**

As staff change throughout the year, we have put a copy of the current staff list on our website so that we can keep this as up to date as possible. A full list of the Governing Body can also be found on the website— [The Warriner School Governors](#)

### **Year 11 Leavers Destinations**

Warriner Sixth Form	39%
FE/6th form college	52%
Apprenticeship	7%
NEET/Unknown	2%



## Positive Behaviour

The school takes a positive approach towards behaviour which seeks to encourage standards of behaviour appropriate to living together and learning in our community. Students are rewarded through a system of House Achievement Points. Students who fail to meet expectations on behaviour, work or dress may receive, as part of our A2L system, a series of sanctions, including informal and formal detentions. It is our policy to involve parents fully, so we like to inform you both when students are doing well and when we have concerns.

A full copy of the school's behaviour information is issued to parents on admission and is available from our General Office and from the school website. In addition, the following rules and guidelines are applied to student conduct.

### Appearance

All students should be neatly dressed in accordance with current regulations on school uniform. Extreme hair styles are not permitted. Long hair must always be tied back in lessons where there are reasons of safety or hygiene.

### Behaviour

Students are expected to be polite, respectful and well-mannered towards all whom they may encounter in the school, whoever they may be and must at all times behave in a manner appropriate to the smooth running of a large community. They are encouraged to be particularly helpful towards visitors to the school. All students are especially required to take note of and act on all instructions with regard to Health and Safety—[The Warriner School Behaviour](#)



## Curriculum Organisation

### Years 7, 8 and 9

Students in Years 7, 8 and 9 follow programmes of study designed by our specialists. These follow the National Curriculum. Students will study English, Mathematics, Science, Philosophy and Ethics, PSHE, Geography, History, French, German, Computing, Art, Music, Drama, Physical Education and Design Technology.

In Year 7 students are taught in mixed ability groups in most subjects, although they are set by ability in Mathematics. There is some grouping in English to support students' literacy.

Specific aspects of the curriculum in Years 7, 8 and 9 are outlined below:

Students study French in Year 7 and then have the opportunity to study German in Year 8 continuing with two languages to the end of Key Stage 3.

Art, Design and Technology is taught in Years 7, 8 and 9 through a rotation of different disciplines. Computing is taught as a discrete subject, with other subjects using ICT resources to support the curriculum where appropriate.

PSHE is taught as a discrete subject. The programme covers a wide range of areas including wellbeing, relationships, drugs and alcohol, coping with change and online safety. We follow the national guidance on the RSE curriculum.

In Year 9 there is consultation between school, students and families about the courses students can study in Year 10. Our "Guided Choices" process ensures that students and families receive detailed advice and guidance. The purpose is to ensure that students are well informed and suited to their choice of courses.

### Years 10 and 11

The programme for Years 10 and 11 is under constant review as we continue to revise our curriculum offer. The description below is the provision for 2023-24:

All students study English Language and Literature, Mathematics, Physical Education and a 'Life in Modern Britain' course that comprises Philosophy & Ethics, PSHE, Politics, Finance and First Aid.

All students study Science. Many students will study GCSE Combined Science to dual certificate level. There are opportunities, however, to take three discrete science GCSEs.

Appropriate guidance is given to all students, parents, and carers as to the suitability of potential courses. Prior attainment, current progress measures and general contextual information are all used to direct students toward the most appropriate subjects. The combinations offer different subjects which best suit students in terms of academic challenge and preparation for the future. A full list of all courses can be found in our GCSE option booklet: [The Warriner School Curriculum](#)





## Assessment, Tracking, Target-Setting

The Warriner School Policy for assessment and its reporting is intended to encourage, motivate and help students learn, as well as providing parents and teachers with the information they need to monitor progress.

Progress and achievements are formally reported three times a year through an online system complemented by an annual subject consultation evening.

Target-setting plays an important part in monitoring and tracking student progress. Based on attainment at the end of Key Stage 2, students are placed on an aspirational flightpath for GCSE success.

The tutorial programme provides opportunities for students to record all co-curricular and out of school achievements, interests, and hobbies. In this way students' educational records contain a wide picture of their achievements across school life.

We also use Go4Schools which is an App for parents to download onto their phone. This gives parents details of reporting, a weekly update of attendance and behaviour and access to student timetables.

## Homework

### The purpose of homework

To use homework to support The Warriner curriculum's core aim of building declarative, disciplinary and procedural knowledge.

To build curious, resilient, independent learners.

### How is homework made purposeful and impactful?

By ensuring homework is relevant and contributes to the learning of students by providing opportunities to build knowledge and practice retrieval.

By ensuring homework is set in an equitable way and assessed at appropriate points to allow students to maximise progress.

Working to ensure homework is valued by students and parents.

*This is a whole school initiative and must be followed by all staff setting homework tasks. There are, however, areas where departments have particular individual needs and in these cases this should be made clear in the subject leader frameworks and discussions.*

### Principles of homework

Homework tasks should serve one or more of the following purposes:

- to consolidate knowledge acquisition,
- to carry out research that will contribute to further knowledge acquisition and a strong work ethic through independent study,
- to undertake components suited for outside completion to develop knowledge acquisition as part of a sequenced curriculum.



- Our school values homework and the role it plays in accelerating student progress.
- Homework tasks should be accessible to all students.
- All students are suitably challenged by homework tasks.
- Assessed homework tasks will provide feedback on how to improve. Not all homework tasks will be assessed.

#### **Criteria for successful practice**

- Homework tasks should always be set with a clear subject-specific purpose relating to knowledge acquisition. This should have clear links to curriculum sequencing (that is other related, component parts within the curriculum),
- Task content should involve activities designed to build or retrieve knowledge, for example, broadening vocabulary, and developing procedural and disciplinary knowledge,
- Tasks should also build curiosity and resilience by providing access and challenge.
- Tasks should provide opportunities for knowledge acquisition by promoting reading, utilising High-five reading strategies.
- All tasks should afford sufficient time for completion, and are shared on Go4Schools (the school's homework platform),
- Where homework tasks take the form of extended pieces of work, these projects should be broken down into clearly linked components.
- The Warriner values of being ready and responsible are linked to our homework expectations. Homework completion is a key element in promoting resourceful, independent learners and the expectation is to complete the work. House Award Points reward effort. CCU support is provided when this is not possible.
- We encourage parents and learners to discuss homework at every opportunity to explore the types and breadth of knowledge involved.

## **The Broader, Co-Curriculum**

At The Warriner School we try to provide our students with as many learning opportunities as we can, so we offer a great variety of co-curricular activity. The aim is to enhance and enrich the work of the formal curriculum by giving students a chance to taste experiences which the formal curriculum is unable to provide. At the Warriner School, our subjects are organised into four faculty areas. The four faculties and their subjects are outlined below with an idea of some of the exciting co-curricular opportunities.

#### **Creative Arts and Cultural Society**

Art; Art and Design; Design and Technology; Textiles; Music; Food and Nutrition; Physical Education; Religion, philosophy, and ethics.

Music Ensembles, Year 7 Choir, Whole School Choir, Warriner Baroque, Ukelele Club, Senior Choir, Swing Band, Orchestra, Art Projects, Netball Club, Hockey Club, Badminton Club, Trampoline Club, Football Club, Swimming Club, Athletics Club, Cricket Club, Rounders Club, Volleyball Club, Table tennis Club, Fitness for Trips, Rugby Club, Basketball Club, Fitness Training, Debate Clubs for all ages, Pride Club



### **Earth and Mathematical Science**

Science; Maths, Geography; Computing; Economics, Animal Care.

Computer Programming Club, Farm Club, Science Club, Chess Club, Sixth Form and GCSE booster sessions

### **Culture and Communication**

English; Modern Foreign Languages; History; Drama.

Annual Drama production open to all students, Oxfordshire Book Awards, Year 7 Readathon, Break/Lunchtime library assistants, Shadowing Club, Creative Writing Group, Debating Youth Speaks Group, Year 7 French Club, Year 11 German Club

### **Social Sciences**

Sociology; Psychology, Law.

We also offer the Duke of Edinburgh Award Scheme.

Plus, a range of sporting fixtures, creative events, and visits. Throughout the year a wide range of other trips and visits are arranged, some lasting just one day, others being residential. The Modern Foreign Languages department runs trips to France and Germany. Trips are aimed at Year 9 and Year 10 students and provide excellent preparation for GCSE. There is also an exchange visit with a school in America which is very well established, a ski trip to Austria and a bi-annual Camps International trip. We have a residential netball trip, trips to Warwick Castle and the Black Country Museum and offer a two-day Enrichment programme in July. The Drama department offer theatre trips for all year groups and run an overnight London Theatre Experience.

### **The House System**

Why do we have a House System at The Warriner?

- Promote community, inclusivity, a sense of belonging.
- Building cohesion across curriculum and year groups.
- Celebrate academic and non-academic success (curricular and co-curricular).

We have five Houses and every teacher and student belongs to one of these. The Houses are:

- Pankhurst House,
- Attenborough House,
- Churchill House,
- Seacole House, and
- Turing House.



Houses help us to develop our sense of community by providing opportunities for co-curricular events like charity days. At the start of the year, we have a nominated House Charity. The assembly narrative and our awards system are also strongly linked to our House System. There are plenty of opportunities to excel and this will be recognised at multiple points as the year unfolds.

## Inclusion

The Warriner School prides itself on being an inclusive school. Our aim is, where possible, to include all students in the full range of curricular and extra-curricular opportunities available. We have high expectations for all students and we aim to break down barriers to learning to make sure every student, whatever their ability, can achieve their full potential.

Inclusion at The Warriner School is managed by The Special Educational Needs Department and works primarily, though not exclusively, with those students who have Special Educational Needs (SEN), additional educational needs and/or a disability. The department liaises closely with primary schools to support the transition of children with SEN into secondary school.

Students can access SEN support at any stage in their education. The department works collaboratively with parents, subject and pastoral staff and outside agencies in order to identify and support specific needs.

Provision is personalised and can include in class support, 1:1 or small group programmes, a differentiated curriculum or input from outside agencies or other support staff in school. We see parents as partners and actively work towards an open and honest working relationship with students and their families. All decisions affecting students are taken in consultation with staff, parents and students.

Further information can be found on the school website.

## The Warriner School Uniform

### Sixth Form

Students are permitted to dress in smart-casual clothes, but these must be appropriate for a working environment.

### Years 7-11

- Branded blazers must be worn to and from school, in and between lessons. They may be removed during break and lunch.
- Branded House Ties should be worn with top button done up. Seven stripes minimum must be shown.
- Shirts must be plain with the top button done up. They must be tucked into skirt/trousers at all times.
- Black V-neck Warriner jumper. Optional item; must only be worn with a blazer.
- Branded plain black pleated skirt. Hems must be a maximum of 10cm above the knee.
- Plain black opaque or flesh-coloured tights. Optional item; no knee-length socks or footless tights/leggings.
- Plain black tailored trousers. Regular or Slim fit (not skinny fit). Denim or corduroy trousers are not permitted.
- Black belt. Optional item: must fit a standard belt loop and have a plain buckle.



- Shoes must be black and made of leather (all black leather trainers are acceptable)
- Plain scarves may be worn to and from school.
- Expectations for PE – black and orange branded polo, black branded shorts and winter - long amber socks, summer - short trainer white socks. The following additional items may be worn: white or black base layer, black and orange windproof jacket, ¼ zip sweatshirt and branded black jog pants.

#### **In Addition**

- Students may wear a maximum of one small, studded earring in each ear lobe.
- No other piercings allowed; discreet, clear retainers only.
- No other jewellery is allowed. A watch is permitted, Smart watches must be placed in Yondr pouches during the school day.
- Make-up (including nail varnish) must not be worn by students in Years 7, 8 or 9. Discreet make-up is acceptable for older students (clear/neutral nail varnish only). Long, false nails or eyelashes are not permitted.
- Outer coats should be plain, one colour and functional to allow for blazers underneath. We encourage reflective outerwear for darker nights to ensure students are visible. Denim jackets and hoodies are not permitted.
- Garments worn under shirts/blouses must be plain white.

#### **Summer Uniform Variations**

- The Head of School may permit students to stop wearing their blazers or make other uniform adjustments
- on a particular day. This will be communicated in advance via Groupcall to parents and carers.
- Shorts may be worn; they must be black and tailored (length just above the knee) only with no additional pockets.

#### **Where to purchase uniform**

Cross Embroidery, Units 5-6, Lower Cherwell Street, Banbury, Oxfordshire OX16 5AY  
United Kingdom Tel: 01295 270555 <https://www.crossembroidery.com/>

#### **Second-hand uniform**

Warriner Learning Centre, The Warriner School, Bloxham Grove, Bloxham OX15 4LJ  
Tel: 01295 720777

[warrinerlearningcentre@warriner.oxon.sch.uk](mailto:warrinerlearningcentre@warriner.oxon.sch.uk)

Hanwell Fields Community Centre, Rotary Way, Hanwell Fields, Banbury, OX16 1EY

Tel: 01295 254381

[admin@hanwell-fields.co.uk](mailto:admin@hanwell-fields.co.uk)

## **Other Organisational Arrangements**

### **Movement**

When moving about the school, students should keep to the left whenever possible and should not step onto the grass or other non-paved areas unless specific



instruction has been given – this is normally given as a blanket permission during prolonged spells of good weather. The administration block should only be entered when there is a specific errand requiring this, in which case the door nearest to the destination should be used for both entering and leaving.

### **Possessions**

All personal property should be marked with the owner's name. Lockers can be provided for students' possessions. Certain items must not be brought to school at all, and these include: tobacco and the means of making fire, mobile phones, radios, i-pods, MP3 players, weapons of any kind, dangerous chemicals (including fireworks), and chewing gum. The Warriner School does not allow mobile phone use in school for students in Year 7 – 11, this includes break times and before and after school when on site.

### **Bounds**

Unless a wet weather programme is to be followed (in which case bells will be rung) students must leave the buildings at break and lunch time. The roads within the school area are not to be used as play spaces, nor are the places where cars and bicycles are parked. No student is allowed to leave school grounds without permission during the school day without permission granted by parents in writing.

### **Premises**

Students are expected to take care and accept responsibility for the appearance of the school and are not to deface walls, desks etc. Any damage, such as broken windows is to be reported at once. Culpable damage and damage caused by misbehaviour will be charged for.

### **The School Environment**

The quality of the school environment is of central importance because it provides the context in which all members of the school community have to work. It is much easier to feel comfortable and to work effectively in an environment which is clean, pleasant and well cared for by **EVERYONE**. The school is fortunate indeed in occupying such an extensive and attractive site, but it is a site for which we must ALL share responsibility.

Inside, students are expected to respect and care for the fabric and furnishings of the school. We neither suffer from nor will we tolerate vandalism or graffiti. When appropriate, doors and windows should be closed and lights should be switched off when not in use. These simple measures will reduce energy waste. Litter, inside or outside the buildings, is unnecessary and unwelcome. There are numerous litterbins and every student is expected to show a responsible attitude towards the disposal of litter.

Any damage arising from misbehaviour or irresponsible behaviour will be charged to the person(s) responsible. We believe that if each individual takes responsibility then the collective outcome will be a school in which it is a pleasure to work.

The school is keen to see and encourage the recycling of materials. The Resources Department is making increasing use of recycled paper. To maintain and enhance the school campus, we employ a full time Groundsman. His work improves the site by keeping the grass areas trimmed and by maintaining the planters and flowerbeds. There are established 'wilder areas' of grass to create species rich environments which can be used as teaching resources. The cultivation of greenhouse plants also allows the interiors of some buildings to be brightened by floral decorations.





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# Department Information

## Animal Care and Animal Management

### BTEC Level 1 / 2 First Award in Animal Care – Years 10 and 11

This equates to one GCSE pass, at grades 4-9, but with the possibility to still achieve a qualification below grade 4. It is delivered in a practical way focused around developing skills in animal care by assisting with: the care of the small animals in the animal collection, care and exercise of the dogs in the kennel facility, and the management and husbandry associated with the commercial animal enterprises on the school farm. The course is assessed via a mixture of practical and written coursework and an externally set examination.

### BTEC Level 3 National Extended Certificate in Animal Management - Years 12 and 13

This equates to one GCE A Level. This is an applied course making use of the farm livestock enterprises and the small animal collection as a learning resource; having a practical element while still being academically rigorous. The course is designed to provide hands on experience of animals for students wishing to develop a career in veterinary and animal care. Students can study this as one of their three options or if on the veterinary pathway, as a fourth option alongside three science-based A Levels.

There is a work experience element to the course which will help students to achieve the entry requirements of the Veterinary Schools. The course is assessed via a mixture of coursework assessments and externally set examinations.

Three good science A Levels will get you an interview at a veterinary school, this qualification may well get you a good offer – it has for previous students.

## Art, Design Technology and Food

At The Warriner School Art, Design Technology and Food are taught on rotation throughout KS3. Students have 2 lessons per week experiencing a range of curriculum areas including Textiles, Resistant Materials, Art, Food and Nutrition and Graphics.

At KS4 students [have the opportunity to](#) select from a range of GCSE courses including Fine Art, Textiles, Food and Nutrition, Technology, Graphics and Art, Craft & Design. Subjects are taught by experienced teachers in a dedicated suite of rooms for every curriculum area, each with their own specialist equipment and resources.

### Art

At KS3 Art and Design students will study a wide range of creative art and design projects. They will develop their knowledge of Art and Design and [have the opportunity to](#) work in a wide range of media including painting, drawing, printmaking, sculpture, oil pastel, pencil, and mixed media. Students are encouraged to experiment and expand their imagination whilst building strong technical skills.

At KS4 students [have the opportunity to](#) study AQA Fine Art or Art, Craft and Design at GCSE [and also](#) A Level. On both courses, we encourage our students to work with their own strengths and to take their work into their own direction. Students are free to discover and explore their own artists and our experienced teachers will guide them through their chosen path. Each year our GCSE cohort experiment with a variety of different media and styles from the more traditional painting, drawing and print work through to more contemporary digital media, ceramics, and installation.

Each year students [have the opportunity to](#) enter local and national competitions and have been [highly successful](#). The department has achieved some excellent GCSE results with many students gaining above a Level 7. Many of our students have pursued art beyond The Warriner and been successful in fields such as Graphic Design, Fashion, Fine Art, Architecture and Photography, Illustration and Computer Games.





The department is always buzzing, and we regularly open at lunchtimes and after school to support students with their work.

We work alongside the Heads of Houses to run lots of exciting House competitions, and we have been able to exhibit a number of these such as our photography, wild art, and poster competitions. We have also had the opportunity to get our artwork out in to the community; including things like the ceramic poppy installation in Bloxham and work displayed in Oxford Town Hall. KS4 students also [have the opportunity to](#) visit local and national Art galleries to support their studies.

We value the creativity of all our students at different ability levels. Art is about personal expression as well as learning important skills. We strive to make our lessons fun and engaging.

### **Design Technology**

At KS3 Art and Design students will study a wide range of Design Technology projects. They will develop their knowledge of Design Technology and Food and [have the opportunity to](#) work with a wide range of materials. Over the three years students undertake projects such as electronics, acrylic clocks, wooden photo frames and boxes, pewter casting, board games, CD/music covers, travel activity packs, screen printed packaging, movie standees, gift cards, cushions, draw string bags and event branding and advertising.

At KS4 we offer Eduquas GCSE Design and Technology (Textiles, Resistant Materials or Graphic Design).

At KS5 we offer Eduquas 'A' Level Product Design which allows students to design and make in all areas of the DT curriculum, including a focus on either Textiles or Resistant Materials.

The department is comprehensively equipped, and we have kept up with the fast-paced changing world of technology. We benefit from a range of CAD/CAM machines, currently we have two Laser Cutters, 3D printers, HAAS CNC Milling Machine, CNC Router, Versa Camm wide format digital printer, laser image transfer and sublimation printing, as well as two suites of PCs that run Photoshop, 2D Design V2, Fusion 360 and Solidworks 3D.

We also encourage students to get involved in extra-curricular activities including the STEM DT club, as well as competitions such the Big Bang, Rotary DT Tournament, and other national challenges. We also run [a number of](#) visits to support the curriculum including a trip to Silverstone Racecourse which is extremely popular.

### **Food Nutrition and Preparation**

Teaching students a life skill that they will enjoy and continue to use for the rest of their lives is a rare opportunity as a subject. Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Our Key Stage 3 curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now, and later in life.

Students will enjoy learning about how to successfully cook healthy meals and the importance of exercise to themselves and their family, others in their community and the



surrounding world. They will also develop an understanding of the importance of the economic, health and environmental aspects of the food industry.

At KS4 we offer Eduquas GCSE Food Preparation and Nutrition. If students want to continue their studies in this area to KS5 we can advise them about courses and opportunities.

## Computer Science and Multimedia

Computers are an essential part of our everyday lives. As such, we at The Warriner School, believe that it is an essential building block of a student's education. We aim to equip our students with core and specialist skills which will make them a valuable asset to any workplace and will enable them to achieve at the highest levels.

All students in Years 7, 8 and 9 participate in Computer Science and Multimedia (collectively "computing"), covering a diverse range of skills, with the initial focus for Year 7 being how to stay safe in this digital age and how to develop transferrable skills to allow them to use unfamiliar software with ease. In Year 8 we develop their skills further, in areas such as: scripting and programming techniques, computer systems and website design.

During Year 9, further build on the skills required at Key Stage 4, such as digital graphics and advanced programming techniques. Gaining experience in these fields enables them to make informed Option choices at the end of the year.

At Key Stage 4 students can opt for a range of computer-based qualifications. Computer Science is suitable for those students who are more algorithmically minded, offering pupils the opportunity to understand how computers work. Creative iMedia qualifications provide opportunities for those who are interested in pursuing pathways in digital media industries, including graphic design, videogame design and digital photography.

Computer Science is offered at Key Stage 5, during which time pupils develop industry-standard programming techniques using a variety of high and low level programming languages, preparing them to undertake Computer Science at degree level or use these skills in areas such as Engineering, Mathematics and the Sciences.

Many extra-curricular opportunities are offered by the Computer Science and Multimedia Department including: Cybersecurity club, game-makers club and an advanced skills club covering long term projects such as scratch-building mobile phones and robotics.

## Drama

Drama at The Warriner School is about allowing students to develop confidence in themselves – not just as performers, but as individuals and members of a broader society. The drama department aims to provide lively, stimulating and purposeful lessons for all our students.

We want our students to develop their confidence and imagination as well as their talents.

To this end, we put a strong emphasis on a collaborative approach to drama. Everyone has an input; everyone's individual aptitudes are recognised.

Drama is uniquely placed in the curriculum to develop many qualities valued by employers: creativity, self-confidence, thoughtfulness, effective communication, team-work and critical analysis.

The drama department aims to aid students in increasing self-confidence, well-being and team work skills through the means of dramatic texts and the creation and performance of self-made drama pieces in a safe encouraging environment.



At Key Stage 3, all students participate in a range of courses from physical comedy and slapstick to scripted and melodrama.

At GCSE and AS or A Level, students can opt to study the Eduqas courses, developing their own performances and their understanding of contemporary theatre practice.

We also offer many extra-curricular opportunities. For example, our school productions are open to all. In previous years over 10% of our whole school population were involved in our whole school musical – Bugsy Malone.

If performing is not your thing, you might be interested in a technical (lighting, sound, costume or make-up), stage management or marketing role.

We look forward to welcoming you to our Drama Department.

‘A Space for Everyone – Find Your Voice’

## English

English at The Warriner School is taught by a team of highly skilled, specialist teachers, who all share a passion for their subject. It is this love and enthusiasm which ensures that the teaching of this core subject is dynamic, wide-ranging, and relevant to life in the 21<sup>st</sup> century. Our aim is to ensure that all students leave us with an understanding of the world alongside the tools necessary to be successful communicators in life after education.

Throughout Key Stage 3, students are taught how to interact with and analyse a wide variety of text types: novels, plays, poetry, songs, and non-fiction. Students are assessed regularly throughout the academic year in their ability to decode and interpret, evaluate, create, and communicate. Alongside their schemes of learning, all students in Years 7 and 8 have a library lesson once a fortnight to foster a familiarity with books and literature.

In Key Stage 4, all students take both English Language and English Literature GCSE. For the Literature course, students will study Shakespeare, novels from the 19<sup>th</sup> and 20<sup>th</sup> centuries, and poetry spanning four centuries. Language focuses on explaining how writers use language and structure to influence their readers, and writing effectively to describe, engage, and persuade across different modes and for diverse audiences.

For KS5, we offer both A Level English Language and English Literature. Both courses have examiners teaching them and offer the opportunity to delve deeper into the academic sides of the subjects. Literature allows students to look at texts with a critical lens and develop an understanding of how writers use their works as tools of social and political protest. Language explores how the English language has and continues to change, how contexts influence meanings, and how children learn to communicate.

We have a modern and vibrant Library which houses a wealth of fiction and non-fiction books which are available for loan to all students. Our Librarian is constantly working to ensure that the stock reflects the needs and tastes of the school community and is always happy to provide support and recommendations. The Warriner School benefits from having a resident author, Philip Davis, who runs a weekly creative writing club to nurture and inspire our budding student writers.

Extra-curricular opportunities are an important part of English study at The Warriner School have recently included: theatre visits, debating competitions, reading challenges, creative writing competitions, and author visits.



## Geography

The Geography Department is made up of a team of enthusiastic teachers who explore the world and its complexities with their students. Students are encouraged to question the world around them and understand how human demands impact on the natural world. This link will be one of the biggest challenges in the future. The controversial issues surrounding climate change, resource management and sustainability need to be balanced against the need for some countries to provide basic human rights.

The future generations will be affected most by our changing world. They will be expected to find solutions or adapt to meet these new challenges. More now than ever before will the people of this planet have to work together to find sustainable solutions.

Within Geography we encourage students to take ownership of their own learning. We ask students to think for themselves to solve geographical problems, analyse complex data and make educated decisions. We encourage students to work together, discuss their ideas and give them the resources, the time to plan, prepare and present their work in an appropriate style. The strong relationships between students and their teachers are shown through the huge numbers of students every year who choose us as one of their GCSE options and go on to study A Level. We are proud of our students' learning and their progress.

We study a wide range of topics across Key Stages 3, 4 and 5. Geography is the subject that spans both the human and physical worlds and as such it plays a crucial role in our understanding of how the two interact. As a result, we study a huge range of different topics such as plate tectonics and migration. Students in all key stages undertake fieldwork as part of their learning.

## History

History fires students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps students develop their own identities through an understanding of history at a personal, local, national and international level. Students learn to ask and answer questions of the present by engaging with the past.

Students develop their knowledge and understanding of the causes, consequences and significance of historical events. They learn to distinguish fact from opinion and explore different interpretations of the past by evaluating evidence.

Key Stage 3 - Year 7 start with the Medieval Period focusing on the impact of the Norman invasion and move onto the Tudor era, complementing their studies with a visit to Warwick Castle. Year 8 study the Stuarts with a focus on the changing power of the monarchy and how people lived. Further units include the British Empire and the History of the Black Peoples of the Americas. Year 9 study the Industrialisation of Britain 1750-1900, this builds on the year 8 studies of the British Empire. The major component of History in Year 9 focuses on The Twentieth Century including the Holocaust.

Key Stage 4 - Students study GCSE AQA 8145 BA course. The course has two papers and no coursework. Paper 1 focuses on the 20<sup>th</sup> Century - Germany 1890-1945 and the Cold War 1945-1972. Paper 2 looks at Britain and the people from c.1000 to the present day, medicine and public health. Section B involves Elizabethan England and the Historic Environment 1568- 1603.

Key Stage 5 - OCR A Level History H505 is a two year A Level course: The Cold War in Europe 1941-1995, Britain 1930-1997 including the enquiry topic Churchill 1930-51, Tudor Rebellion and Disorder 1485-1603 and a topic based 3-4000 word essay.



## The Library & Study Centre

We are lucky to have an amazing library. Upstairs is reserved for quiet reading and study, while downstairs students are able to use the computers and play board games. We add new books to the library every term and students are encouraged to make recommendations.

Reference, fiction and non-fiction books  
Magazines  
Computers and printer  
Board games and drawing materials  
Career information

### When is the library open?

Morning and lunch break

### How many books can be borrowed and for how long?

Three books for three weeks

### How do we support reading for pleasure and literacy?

Students are encouraged to keep reading anything and everything. If we do not have the book you want, please add it to the 'Requests Book' at the library desk and I will do my best to order it for you.

- Years 7 and 8 have dedicated **library lessons** as part of the KS3 English curriculum. English teachers read aloud from a book and students read along in their own copies. At the end of the lesson there is time to browse the library and choose books to take home.
- Sixth Form students have timetabled **silent study** in the library. We have a selection of 'deeper reading' books to help prepare for EPQs, university applications and beyond. Sixth form book requests are also taken.
- **World Book Day** is celebrated every March. **WBD2023** saw graphic novelist Neill Cameron running comic book workshops for Years 7 and 8.
- Annual visit from the **Scholastic Book Fair**. Great fun and raises money to buy new books.
- Competitions for chances to win book tokens.
- Weekly club: **Creative Writing** with author **Philip Davies**
- Weekly club: **Oxfordshire Book Awards** with **Ms Johansson**
- Get involved: Why not apply to be a **student librarian**? Application forms at the front desk.
- [The School Reading List](#) Recommendations and reviews. Updated monthly.
- [BookTrust](#) The UK's largest children's reading charity



## Mathematics

The Mathematics Department aims to instil a love of mathematics in all our students. We work hard to develop a culture where students are supported and challenged in equal measure, able to learn from setbacks and willing to try a mixture of knowledge and strategy to solve problems.

Students have three or four lessons of mathematics each week, during which they will experience activities designed to consolidate, practise, challenge and inspire. Teaching incorporates frequent analysis of students' misconceptions and fosters independence by providing the tools and support to enable students to improve the gaps in their learning.

### Key Stage 3

Students follow a scheme of learning that is based around the rigours of problem solving. All students will learn fundamental skills in the areas of: number, algebra, shape and data. The main drive, however, is their choice and reasons for choosing which skills to use and when, whilst applying them in problem solving contexts.

### Key Stage 4

Students in Key Stage 4 follow the Edexcel 1MA1 GCSE Mathematics course at Higher or Foundation Tier. This is examined by three 90-minute papers at the end of the course. They are examined in five areas: Using and Applying Mathematics · Number · Algebra · Geometry · Statistics. In addition, we offer the optional AQA Level 2 Certificate in Further Maths, which proves invaluable to students considering A Level Mathematics. Entry Level or other appropriate courses are offered to support students in preparation for GCSE.

### Key Stage 5

Students in Key Stage 5 follow the MEI A Level Mathematics and Further Mathematics courses. The courses build on the work completed at GCSE and provide a high level of challenge and problem-solving, which helps to prepare students wishing to study mathematical subjects to degree level. We also offer the Level 3 Core Maths qualification, designed to cover the mathematical elements of many other A Level subjects as well as prepare students for the financial and statistical understanding they will need in the future.

## Modern Foreign Languages

In Year 7 all pupils study French. In Years 8 and 9 most pupils learn French and German, with pupils having three lessons of French and three of German per fortnight. While it is not compulsory to take a language at GCSE, we encourage most students to choose to do so. (Modern Languages form part of the English Baccalaureate at GCSE and are regarded by the Russell Group of leading universities as 'facilitating' subjects at A Level.) Students can study French, German and Spanish at GCSE.

Our lessons are centred on written and spoken communication in the target language. While ensuring that students have a sound grasp of important structures, our main focuses are pronunciation, spontaneity and vocabulary acquisition. Our teaching of the spoken language is deliberately engineered to ensure that pupils have a rich resource of words with which to express their own ideas.

We encourage students to develop their independent learning using ICT. Most vocabulary and grammar taught at all Key Stages is available on Quizlet, Cram and Blooket. We also encourage students to use Duolingo, Language Gym, BBC Bitesize and Kerboodle. Pupils can also use online reference materials such as Word Reference, Le Conjugueur, Linguee and Vocabulix.



We run an annual Christmas visit to France for Year 9 students and a trip to France in a summer term aimed at Year 10 students and 6<sup>th</sup> Formers, providing them with an excellent preparation for GCSE and A Level exams. We also attend French and German plays aimed at GCSE students.

In the 6<sup>th</sup> Form students develop confident, effective communication skills and an understanding of the culture of countries and communities where the language is spoken through use of films and literature.

## Music

Music plays a vital role in school life at The Warriner School both in the curriculum and in the many extra-curricular activities and performances offered throughout the year.

During lessons students learn performance and composition skills alongside appraising and general music appreciation. Students develop their skill and musical understanding through an almost entirely practical approach, where they demonstrate their understanding in grouped performance and composition performances. We have a suite of 31 computers that have access to Sibelius and Mixcraft; all year groups will have access to these professional notation and music production programmes throughout the year. The KS3 curriculum is carefully planned to provide a firm grounding in all 3 disciplines required at GCSE and A level, whilst providing the students with a highly engaging and motivating program of study.

We also offer a range of instrumental lessons in a wide range of instruments including piano, guitar and bass, drums, wind, strings and brass. These lessons are easily arranged and are delivered throughout the school day.

The music department runs a wide range of extra-curricular activities including Orchestra, Senior choir, whole school choir, brass ensemble, string ensemble, rock school and ukelele club.

The department stages several performances throughout the year with events including the a KS3 showcase, The Christmas concert, Battle of the Bands, The Spring and Summer concert, and annual school productions/musicals. There are loads of opportunities for every child to get involved in the life of the department.

The music department is a popular, lively, creative and highly professional part of the school which caters for all musical styles, tastes and abilities with the aim to provide music and cultural development for all

## Physical Education

The Warriner Physical Education Department is devoted in supporting our students to unlock their potential through sport, exercise and physical activity.

We want to develop students love of sport and physical activity to allow for continued life-long participation throughout their lives both in and out of school and fundamentally, beyond their life in school.

Our curriculum places a high value on knowledge. This knowledge, that we want students to learn, is carefully considered so that all have a foundation for success and students can gain a deep understanding of what they are studying. We design the curriculum so that it is sequenced progression model, this means knowledge is constantly reviewed and developed.



Students are taught about the importance of not only healthy active lifestyles but also the key values that accompany physical activity and sport and enable students to achieve their personal best. These values: teamwork, leadership, and resilience, along with the schools 3 R's are vital in underpinning the knowledge taught through core lessons.

Students will do a range of activities through both 'Games' and 'PE'. They will continue to work on sports specific declarative knowledge as well as personal development in these activities throughout KS3 and into later key stages.

Students at KS4 and KS5 also get the opportunity to complement their practical sport and extend their knowledge through GCSE and A level PE. Taster sessions in Year 9 and Year 11 give all students the opportunity to follow PE in much greater depth and knowledge than the core games students do. To empower students to reach high standards regardless of prior attainment, both written and verbal communication are refined through the teaching of Tier 2 and Tier 3 vocabulary.

The Physical Education Department supports close links with the local community and clubs as well as working with National Governing Bodies such as England Netball, British Judo and the Youth Sports Trust. Leadership opportunities are strongly endorsed within the department, providing alternative access into all Physical Education programmes. This is achieved through the delivery of primary school sporting festivals and supporting a broad and inclusive range of extra-curricular opportunities.

## Religion, Philosophy and Ethics

Religion, Philosophy and Ethics is about thinking, questioning and understanding:

Understanding PEOPLE – what are their beliefs, influences and experiences?

Understanding CULTURES – how are they similar and different to each other?

Understanding ETHICS – what are the issues in the world behind the issues in modern day life?

Understanding OURSELVES – what do we think about life's big questions?

Through skilled and enthusiastic teaching we aim to enable our students to become not just knowledgeable of what motivates human behaviour, but free and independent thinkers throughout all Key Stages.

With an emphasis on the modern world, students explore a range of ethical issues and belief systems (including atheism and humanism) and are encouraged to celebrate our diverse culture.

Lessons are led by an experienced team of specialist teachers within well-resourced and welcoming classrooms.





## Personal, Social and Health Education (including Relationships and Sex education)

The aim of PSHE and RSE at The Warriner School is to support our young people in developing the confidence to make informed and healthy decisions in our modern day world. Through a well-established and engaging programme delivered to all year groups by specialist teachers in a safe environment, students explore a range of issues relevant to young adulthood that help students to develop positive relationships both now and in the future.

At Key Stage 4 we now deliver a course entitled '**Life in Modern Britain**'. The main aim is to equip students with knowledge and skills that are not taught in other areas of the curriculum but will be useful for their futures and their own personal development. **We actively encourage a healthy discussion of worldviews, beliefs and cultures centred on the features of modern day life and how to tackle the issues confidently.**

The Religion, Philosophy and Ethics and PSHE Department prides itself on its positive dialogue with students and parents and is always happy to discuss any aspect of either curriculum.

## Science

Science impacts on our lives countless times a day and at The Warriner School we aim to foster the natural curiosity we have for how the world around us works. Our curriculum is designed not just to learn about scientific phenomena, but to develop the analytical skills used by scientists in their work and to learn how to approach problems in a scientific way.

During Key Stage 3 students follow a balanced course which covers biology, chemistry and physics which is based on the national curriculum. The course builds on the scientific skills that students will have developed at primary school and is practically based. A feature of the course is an ecosystems topic taught during Year 7 utilising the schools own farm.

The Key Stage 3 course is designed to provide a solid basis for study at GCSE and at the beginning of Year 9 students start formally studying the GCSE Science material, during this transition year students will expand on their understanding and practice key skills required to access GCSE exam questions. At the start of Year 10 students may opt to study separate GCSE courses in biology, chemistry and physics, often referred to as triple science, or follow a combined science route which still covers all three sciences but leads to an award worth two GCSEs. Currently we offer either combined Synergy Science and combined Trilogy Science options to those students who do not choose separate science. Presently more than a third of students choose the triple science route. Currently students follow the AQA GCSE Science courses.

In the Sixth Form A Levels are offered in all three sciences, taught by specialist teachers, and the uptake of these courses is growing rapidly.

## Warriner School - Communication and Interaction Resource Base (CIRB)

The Communication and Interaction Resource Base (CIRB) at The Warriner School is part of SENSS, a centrally funded, countywide SEN support service. The CIRB is a specialist provision attached to the mainstream school to support young people with communication and interaction difficulties, including ASC and Speech and Language



difficulties.

Our staff team comprises of two specialist teachers and eight specialist Teaching Assistants. Our Speech and Language therapist visits the CIRB on a weekly basis. Our pupils are given support to access the mainstream and social environment at The Warriner School. This enables them to thrive and succeed

**The purpose of the base is twofold:**

To facilitate access to the mainstream curriculum and to work towards full and independent inclusion in all aspects of school life.

To provide specialist teaching and targeted interventions to support the special needs of these young people.

The Resource Base also provides adapted learning environments, a range of specialist interventions, social, emotional and pastoral support and supportive links with parents, families and other agencies involved with the child.

The Resource Base is a Local Authority provision and is managed by Oxfordshire County Council Special Educational Needs Support Service and not by The Warriner School. Admission to The Resource Base is through a panel application process.





# GCSE & A Level Results

RESPONSIBLE • RESPECTFUL • READY



## GCSE Examination Results 2022

	<b>Entries</b>	<b>7+</b>	<b>5+</b>	<b>4+</b>	<b>1+</b>
<b>English</b>	248	23%	64%	81%	99%
<b>English Lit</b>	245	27%	60%	75%	96%
<b>Maths</b>	249	24%	58%	76%	97%
<b>Animal Care (equivalent)</b>	31	6%	23%	39%	90%
<b>Art</b>	59	29	78%	92%	100%
<b>Biology</b>	82	55%	91%	94%	100%
<b>Chemistry</b>	82	43%	84%	93%	100%
<b>Computer Science</b>	37	27%	59%	81%	100%
<b>Drama</b>	48	31%	67%	88%	100%
<b>French</b>	94	27%	71%	82%	97%
<b>Geography</b>	82	35%	70%	79%	99%
<b>German</b>	27	19%	81%	85%	100%
<b>History</b>	138	29%	71%	80%	100%
<b>iMedia (equivalent)</b>	33	3%	15%	30%	91%
<b>Music</b>	34	32%	62%	68%	94%
<b>Physics</b>	82	49%	87%	94%	100%
<b>PE</b>	74	35%	59%	74%	100%
<b>RS</b>	31	45%	65%	77%	97%
<b>Science Synergy</b>	54	0%	7%	24%	100%
<b>Science Trilogy</b>	110	14%	60%	85%	100%
<b>Sociology</b>	78	27%	64%	73%	99%
<b>Technology</b>	50	4%	28%	46%	96%



## A Level Examination Results 2022

Statistics displayed below represent the number of pupils entered for each subject and the percentage of that number attaining each grade

Subject	Entries	A*-A	A*-B	A* - C	A*-E
Biology	23	30%	57%	78%	100%
Business Studies	11	64%	100%	100%	100%
Chemistry	13	62%	85%	91%	100%
Computer Studies/Computing	6	33%	67%	67%	83%
Drama	11	18%	73%	100%	100%
English Language	9	22%	44%	89%	100%
English Literature	9	33%	56%	89%	100%
Fine Art	2	0%	50%	100%	100%
French	2	50%	100%	100%	100%
Geography	7	43%	71%	71%	100%
German	3	0%	100%	100%	100%
History	16	31%	63%	94%	100%
Law	11	64%	91%	100%	100%
Mathematics Further	5	60%	80%	80%	100%
Mathematics	13	62%	85%	92%	100%
Mathematical Studies	10	50%	60%	90%	100%
Music	1	100%	100%	100%	100%
Physics	5	60%	100%	100%	100%
Religious Studies	10	30%	70%	90%	100%
Psychology	29	28%	52%	83%	100%
Sociology	21	43%	71%	91%	100%
Sport/PE Studies	7	29%	71%	71%	100%



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