

# The Warriner School

Banbury Road, Bloxham, Oxfordshire, OX15 4LJ

<b>Inspection dates</b>	12–13 November 2014
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<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior leaders and the governing body have created a culture of high expectations among staff.
- The majority of students make good progress from average starting points. The school celebrated its highest ever GCSE results last summer with two thirds of Year 11 students gaining A\* to C grades in five or more GCSEs including mathematics and English.
- Teachers enable students to make good progress in lessons by making sure that activities are well matched to their abilities.
- The systems for ensuring the safeguarding of students are strong. Students are kept safe and any bullying incidents are dealt with effectively and promptly.
- The behaviour of students is good. They conduct themselves very well in and out of lessons and are respectful of each other and staff.
- The governors are passionate about improving the school further and know what needs to be done to make it outstanding.
- The new sixth form is good. It offers a range of well-taught courses and is a caring and supportive community.

### It is not yet an outstanding school because

- There is some inconsistency in the quality of the marking across the school and students do not always have time to respond to the feedback they receive. The school's assessment systems are sound but are not yet fully embedded.
- Strategic improvements to sixth form admissions and provision have been put in place but have yet to demonstrate a positive impact on A-level results.
- Information about students' progress is not used effectively enough by all teachers. This means that the level of challenge in different lessons varies widely.

## Information about this inspection

- Inspectors observed 34 lessons across a range of subjects and year groups. Six of these observations were conducted jointly with middle and senior leaders. A number of shorter visits to lessons were also undertaken to check the quality and consistency of the teachers’ marking.
- Discussions were held with the headteacher, senior and middle leaders, the Chair of the Governing Body, a representative from the local authority, teachers and students. Telephone conversations were held with parents and carers and a school improvement consultant. Inspectors spoke informally to students during the course of the inspection.
- There were 104 responses to the online questionnaire (Parent View).
- Questionnaires from 52 members of staff were analysed.
- Inspectors also considered emails sent from parents and carers.
- The inspection scrutinised a wide range of documentation including students’ books, behaviour and attendance logs, systems for tracking students’ progress, policies, minutes of meetings, the school’s self-evaluation document, the school development plan, anonymised performance management information and data analysis.
- Inspectors reviewed safeguarding and child protection records and procedures.

## Inspection team

Genevieve Usher, Lead inspector	Additional Inspector
Helen Matthews	Additional Inspector
Deirdre Fitzpatrick	Additional Inspector
Charlotte Evers	Additional Inspector
Aileen Thomas	Additional Inspector

## Full report

### Information about this school

- The Warriner School is a larger-than-average 11 to 18 secondary school.
- The proportion of students known to be eligible for free school meals and therefore eligible for pupil premium funding is lower than the national average.
- The proportion of students from minority ethnic groups is lower than the national average. The proportion of students whose first language is not believed to be English is also lower than the national average.
- The proportion of disabled students and those who have special educational needs is slightly higher than the national average.
- A small number of students receive off-site alternative provision for an automotive course at Bicester College.
- The school has specially resourced provision for students with special educational needs, funded and run by the local authority. This supports students with an autistic spectrum disorder.
- The school meets the government's current threshold standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching so that a higher proportion of students make outstanding progress by ensuring that:
  - the school's systems for marking are applied consistently and regularly by all teachers so that the students know what they have to do to improve their work and are given time to respond
  - senior and middle leaders help teachers to use information about students' progress to plan lessons which further accelerate their learning
  - Year 11 students receive appropriate advice and guidance about courses in the sixth form so that they choose subjects they can achieve well in and that interest them.

## Inspection judgements

### The leadership and management are good

- The headteacher, senior leaders and the governing body provide clear vision and direction for the school which is understood by all staff. Middle leaders play an increasingly effective role in improving teaching in the areas for which they are responsible. There is a culture of high expectations and this has had a very positive impact on students' achievement.
- The school's systems for monitoring and evaluating the quality of teaching are robust. The arrangements for reviewing performance and making decisions about pay progression are linked to the national standards for teaching. They are firmly rooted in student outcomes. Teachers are only rewarded if they have met their targets and contributed towards improvements in achievement. As a result, teachers fully understand their commitment to raising levels of progress and attainment.
- There are new and effective systems in place to track the progress of students in all year groups. This means that any lapse in student performance can be identified quickly and appropriate support put into place. However, these systems are not yet fully embedded and information about students' progress is not always used effectively by all teachers.
- Students are tested formally in all subjects at a number of points during the year. This allows staff to set them challenging targets for improvement which are reported to parents and carers regularly.
- Leaders work closely with the new manager of the specialist resource provision to ensure that students are integrated into mainstream education as much as possible.
- Leaders monitor attendance carefully and work hard to reduce levels of absence – particularly among a small group of students. As a result of this, attendance has risen during the last year.
- The curriculum is a strength of the school. It provides a broad range of courses and prepares students well for life in modern Britain. The school farm is used effectively to enhance teaching in all key stages and to deliver courses in animal management. Students are positive about what they are offered and the guidance they receive at Key Stage 3 for their GCSE options.
- Leaders ensure that social, moral, spiritual and cultural development is provided through assemblies and philosophy and ethics lessons. The key focus is tolerance and acceptance of different faiths and cultures and ensuring that there is no discrimination.
- Additional funding provides a range of interventions to support the progress and attainment of disadvantaged students. There is clarity about how this funding is used. Leaders review the expenditure and evaluation regularly.
- The school works very closely with Hornton Primary School and the headteacher has been overseeing developments at the school as executive headteacher.
- The majority of parents and carers who completed the Parent View survey are supportive of the school and would recommend it to others.
- Staff views are mainly positive and supportive of the school.
- The local authority provides effective support for the school, for example in training for the governing body.
- **The governance of the school:**
  - Governors are passionate about ensuring the school's continued success and have a good knowledge of the achievement of the students. They take part in learning walks and other checks by leaders on the quality of teaching. Therefore they have an accurate view of the strengths and areas for improvement in teaching.
  - Governors ensure that the headteacher's performance management objectives are challenging and clearly linked to student outcomes. They have an accurate knowledge about the performance of teachers at the school and its impact on student outcomes and use this to inform decisions about salary progression.
  - Governors challenge leaders' plans and monitor the spending of the pupil premium funding well.
  - Governors ensure that they carry out their statutory safeguarding duties effectively.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of students is good.
- The vast majority of students have good attitudes to learning. Students arrive punctually to lessons and have a real willingness to learn. Teachers and other adults model strong relationships based on mutual

respect, so students are polite and courteous around the school.

- The behaviour of those students who attend alternative provision and of those who attend the specialist resource provision is monitored carefully and incidents of poor behaviour are rare.
- Behaviour has improved over time because staff are applying the school's new behaviour management policy more consistently. As a result of this, the number of fixed-term exclusions has fallen significantly.
- Bullying incidents are rare and dealt with promptly. Students discussed their awareness of the different types of bullying, including cyber bullying and racism. They find teachers very approachable and say that it is always easy to talk to them. The large majority of parents and carers who contributed to Parent View agree that the school deals with bullying effectively.
- Levels of attendance are improving and close to the national average because the school monitors absence very closely. A wide range of personalised support is in place to promote attendance.
- The attendance of the students who are not taught on the main site is also monitored carefully.

### Safety

- The school's work to keep students safe and secure is good.
- The systems for safeguarding and safer recruitment are rigorous and those responsible for the governance of the school are well informed.
- Risk assessments for off-site trips and the on-site farm are robust and effective.
- The students who spoke to the inspectors stated that they felt safe in school and valued the presence of prefects at breaks and lunchtimes.
- The very large majority of parents and carers who contributed to Parent View agree that their child feels safe at this school.

### The quality of teaching

is good

- Students make good progress in the vast majority of lessons.
- Teachers have high expectations and many make effective use of information about students' prior learning and individual needs in order to plan their lessons. This means that students make rapid gains in knowledge, understanding and skills.
- Teachers check on learning regularly to make sure that students acquire and apply new knowledge well. For instance, in a Year 7 history lesson, the teacher's careful questioning ensured students made good progress in their understanding of how to use chronology to answer questions about the Battle of Hastings. In another lesson, based on the farm, the teacher's targeted questioning meant that students were working independently on finding the solution to a mechanical problem.
- The school promotes literacy in all subjects and a wide range of strategies are in place to support weaker readers. The library is well stocked and the full-time librarian ensures that there are a range of exciting activities to promote reading for pleasure.
- Disabled students and those who have special educational needs make good progress because teachers and assistants provide personalised support during lessons. The school ensures that students attending external provision are fully supported at all times. Disadvantaged students receive extra support to ensure they make good progress in every subject. Students who attend the specialist resource provision are given targeted support in mainstream lessons.
- The school provides a good range of information and advice to students at key points of their school life. This means they are well prepared for their next stages in learning or for employment. The Year 7 students are very positive about their induction and the students new to the sixth form place a high value on the guidance they receive regarding higher education.
- The school promotes the spiritual, moral, social and cultural development of students well. Independent learning and team work are well developed in lessons. Students learn to develop their own opinions and value those of others. In a Year 10 science lesson, students successfully challenged the biased reporting of a news article about the links between mobile phones and cancer.
- The school has recently introduced a new marking policy which is having a positive impact on the feedback the students receive about their work. As a result, some students are using this high quality advice to improve their work. However, not all teachers are following this policy effectively; their guidance is not detailed enough and students are not given time to make improvements.
- The quality of teaching is not yet outstanding because while there are robust systems in place to inform all teachers about students' prior achievement and progress, some do not use this data well enough to plan lessons that challenge all learners.

**The achievement of pupils is good**

- At the end of Year 11, the proportion of students achieving five or more good GCSEs, including English and mathematics, was just above the national average. Students typically make good progress from their varying starting points.
- In 2013, a very small number of students were entered for GCSE mathematics early and made progress in this subject. The vast majority in both 2013 and 2014 took GCSE mathematics at the end of Year 11.
- The small number of students for whom English is not their first language make better progress at GCSE than their peers in school and nationally.
- The school checks rigorously on the progress and outcomes of students from minority ethnic groups and the majority make better progress than other students in school and nationally, which demonstrates leaders' commitment to equality of opportunity.
- The students who benefit from the specialist resource provision do not achieve as well as others in school but outcomes are rising.
- Standards of attainment are improving and GCSE results are good, particularly in English and mathematics, where they are above the national average. Outcomes in English improved significantly in 2014.
- The gap between the attainment of Year 11 students who are eligible for additional funding and others narrowed in 2014 but they do not achieve as well as their peers in school or nationally. The gap for both mathematics and English was approximately three quarters of a grade.
- The progress of students who have special educational needs is closely monitored and support is put in place where necessary. As a result of this, outcomes for 2014 have risen significantly.
- The vast majority of the most able students make good or better progress in most subjects. This is especially the case in mathematics because teachers monitor this progress carefully and intervene rapidly to correct any misconceptions.
- Leaders ensure that additional catch-up funding in Year 7 is used well to support literacy and numeracy. The impact of the interventions is monitored and the progress of the students is tracked carefully.
- The school's use of alternative provision is successful for most students. Leaders check progress carefully and provide support to ensure they achieve their expected outcomes.

**The sixth form provision is good**

- The new sixth form is good. It is a small, supportive and caring community where relationships between staff and students are excellent. As a result, students report that they value the individual attention they receive from teachers who 'seem passionate' about helping them achieve the highest standards in their work and fully prepare them for the next stages of their education or training.
- The head of sixth form has high ambitions for the success of this developing sixth form and the students within it. He has a clear understanding of the strengths and areas that need further improvements, is highly reflective and determined to make it the first choice for all students.
- Students' success in the first year of AS examinations was variable across subjects. Following detailed analysis by school leaders this has been robustly addressed. The admissions criteria have been changed, to ensure that students have the necessary academic skills to complete the courses successfully. Further information, advice and guidance have been mapped into the Year 11 curriculum and teachers have been given further opportunities to attend examination board meetings.
- The school's tracking of students' current progress, the high quality of teaching observed during the inspection and students' impressive work indicate that results in 2015 will be at least good, if not better.
- A range of courses are offered to students, including animal husbandry on the school's farm, for those wishing to pursue a career in veterinary science. This range grows each year in order to meet the differing interests of students. GCSE English and mathematics are also offered for those wishing to attain grade C or above and the majority do an individualised extended project. There is a wide range of extra-curricular opportunities, including Duke of Edinburgh Gold award, trips, and sport – all of which are highly valued by the students.
- Students feel safe, behaviour is good and their attitudes to their learning are exemplary. They conduct themselves in a mature and articulate way, are smart and proud of their new sixth form and attend regularly. They are encouraged to be part of the whole school through the vertical tutoring programme and do so enthusiastically. They are very positive role models for the rest of the school community.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123230
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	447766

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1223
<b>Of which, number on roll in sixth form</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandy Morris
<b>Headteacher</b>	Annabel Kay
<b>Date of previous school inspection</b>	23–24 May 2012
<b>Telephone number</b>	01295 720777
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