



RESPONSIBLE • RESPECTFUL • READY

Prospectus 2022

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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 us. Strong relationships exist between ourselves and all primary feeder schools to best support all future students. Senior staff make frequent visits to our Trust and Partnership schools, meeting children and staff, discussing issues and answering questions. Strong links exist between our Special Educational Needs Department (SEND), which supports all students to achieve to the best of their abilities.

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 Head of School and have the opportunity to meet the Assistant Headteacher (KS3 Lead)and other key staff during the evening.

In late July, all Year 6 students are invited to join us for two in-school 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 create lifelong friendships.

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 at other times of the year for a range of reasons. Again, we work hard to make this transition as smooth as possible. Under normal circumstances we encourage parents to bring your children to visit us before making your 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.

Mrs Sharon Nicholls
Head of School



Joining The Warriner School—Transition

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



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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 2020-2021 is 7.6%. 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	34%
FE/6th form college	59%
Emigration	0%
Apprenticeship	6%
NEET/Unknown	1%



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 in all the Foundation and National Curriculum subjects: English, Mathematics, Sciences, 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.

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. An alternate, creative pathway is available for those students in Years 8 and 9 for whom learning a foreign language is not appropriate.

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

RSHE is taught as a discrete subject. The programme covers a wide range of areas including wellbeing, relationships, drugs and alcohol, coping with change and social media/online safety.

In Year 9 there is consultation between school, students and parents about the courses and pathways to be followed from Year 10 onwards leading to GCSE and a range of alternative accreditations. In Year 9 the style of delivery and, in some cases, the content is similar to that of GCSE enabling the choice of subjects for Key Stage 4 to be well-informed.

Years 10 and 11

The programme for Years 10 and 11 is reviewed annually as we continue to reflect on and revise our curriculum offer to meet our students' interests and needs. The description below is the pattern for 2022-23:

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

All students study Science. As a core provision students will study GCSE Combined Science to dual certificate level. There are opportunities, however, to take three discrete science GCSEs, and this is an increasingly popular option.



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 onto one of three pathways. The pathways offer different combinations of subjects which best suit different groups of 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](#)

The Yellow Pathway	Students will study the Core curriculum and will choose four further courses from the Additional courses list. One of these four choices must be either French or German and a second must be either Geography, History or Religious Studies.
The Blue Pathway	Students will study the Core curriculum and will choose four further courses from the Additional courses list. One of these four choices must come from this list of subjects: French, German, Geography, History,
The Green Pathway	Students will study the Core curriculum and will choose three further courses from the Additional courses list.

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 extra-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 to record students' progress data. Parents and students can download the Go4Schools app onto their mobile device. This gives parents details of reporting, a weekly update of attendance and behaviour and access to student timetables.



Homework

The Warriner School has a policy of homework for all children throughout the school. Our aims for homework are as follows:

- To encourage students to develop the practice of independent study.
- To develop perseverance and self-discipline.
- To allow practice where it is needed of skills learned in the classroom.

- To permit more ground to be covered and more rapid progress to be made.
- To enable class work to concentrate on those activities requiring teacher presence.
- To open up areas of study and to make possible the use of information that is not accessible in the classroom.
- To involve parents and other adults in students' work.

Homework can be in a variety of forms and is tailored to suit age and ability. Above all, we aim to make it interesting and enjoyable to students to effectively support our curricular objectives. Teachers aim to set imaginative and challenging tasks for homework and not routine and unnecessary tasks. Homework ought not to be set for its own sake; neither should homework assignments be given in a punitive manner.

All homework is set online using Go4Schools. Students can log in to see their own to-do list and manage their time effectively. Parents can also view homework tasks via Go4Schools.

Our homework protocol is available on the school website.

The Broader Curriculum

At The Warriner School we provide our students with as many learning opportunities as we can and with this in mind we offer a great variety of extra-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. Here are some examples of the extra-curricular activities on offer:

- Biennial Drama production open to all students
- Music concerts twice a year
- Annual Battle of the Bands competition
- Computer Programming Club
- Netball Club
- Art Club
- Music Ensembles
- Year 7 Choir



- Youth Choir
- Jazz Band
- Orchestra
- Hockey Club
- Badminton Club
- Trampoline Club
- Football Club
- Rugby Club
- Basketball Club
- Fitness training
- Homework Club
- Duke of Edinburgh Award Scheme
- Farm Club
- Carnegie Book Shadowing Club
- Creative Writing Group
- Debate Club
- Science Club

We welcome visiting theatre in education providers and performance artists to inspire and work with our students.

Throughout the year a wide range of trips and visits are arranged, some lasting just one day, others being residential. The Modern Foreign Languages department runs trips to France and Germany. Exchange 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 biennial Camps International trip.

Residential trips encouraging outdoor activities are available and there are Enrichment Days throughout the year which facilitate trips, visits and alternative curriculum experiences. Recent educational visits have included Birmingham ThinkTank, The Shree Swaminarayan Hindu Mandir in Neasden, Warwick Castle, the Black Country Living Museum, The National Space Centre, Cotswold Wildlife Park, Cadbury World, Silverstone, and theatres in Oxford, Stratford and London, plus visits to London art galleries and museums.

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

Years 7-11

- **The Warriner blazer***
- **Black v-neck Warriner jumper***. Optional item; *must* only be worn with a blazer.
- **Plain black leather shoes**. No trainers, plimsolls or boots.
- **Plain white shirt or blouse**. Tucked into the trousers/skirt. Top button done up.
- **Warriner house tie***. A minimum of 7 stripes must be visible below the tie knot.
 - From September 2022 all students in Year 7 are required to wear a house tie.
 - Students in Years 8-11 who do not wear a tie must wear a **plain white revere collar blouse**. Top button done up.

Either:

- **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.

Or:

- **Plain black 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.

Additional Uniform Rules

Students will be expected to wear their blazer as follows:

- To and from school.
- To and from lessons.
- At morning break.



- In the school restaurant.

Students may remove their blazers during lessons and at lunchtime.

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.
- 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 preferably dark. Denim jackets and hoodies are not permitted.
- Plain scarves may be worn to and from school.
- Garments worn under shirts/blouses must be plain white.
- Any variations in uniform appropriate to different faiths should be black.
- Students may wear uniform appropriate to the gender with which they identify.
- Hairstyles deemed inappropriate for school are not permitted. Any hair colouring should be in natural shades only.

The Head of School will be the final arbiter on uniform issues.

*Blazers, jumpers, ties and skirts **must** be sourced from the school's supplier: [Cross Embroidery](#) or from our second hand uniform shop.

Summer Uniform Variations

The Headteacher may permit students to stop wearing their blazers on a particular day.

PE Kit

Compulsory Sportswear:

Option 1:

- White Shirt with gold band
- White shorts
- Pale blue socks
- Indoor ankle sock - plain white
- Trainers
- Football/rugby boots



- Swimming Trunks/shorts - any colour (above knee and not Bermuda style)
- Shower towel

Option 2:

- Blue polo t-shirt with Warriner logo*
- Pale blue socks
- Navy blue shorts
- Trainers
- Hockey/football boots
- One-piece swimsuit
- Shower towel

Optional Extras:

- Athletics vest: white with yellow band and school logo*
- Dark blue sweatshirt with school logo*
- Tracksuit bottoms with school logo*
- Waterproof top with school logo*

Variations appropriate to faith MUST adhere to the above options.
Each individual item must be clearly marked with the student's name.

**Cross Embroidery, Unit 3, Darler Court, Thorpe Way, Banbury, Oxon, OX16 4TH 01295 270555*

Second Hand Uniform

During term time please contact [Mrs Ball](#) on Reception, for enquiries about second hand uniform. At other times please get in touch with [Mrs Burch](#), Assistant Headteacher.

We welcome donations of good quality second hand uniform (donated skirts should be the pleated style only) and these can be dropped off at Reception. Please wash items before donating. Any monies received for second hand uniform items are used to support current fundraising projects.

All items are 50p or £1, with blazers at £5. We accept cash or cheques.

We have a particular abundance of boys shirts and trousers - all good brands - so do please think of purchasing these from us too rather than from high street stores. Whilst we introduced a new logo in 2019 we are still happy for students to wear items with the old logo if there is life in the clothes!



Come and grab a bargain! [#secondhanduniform](#) [#preloved](#) [#sustainability](#)

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, radios, I-pods, MP3 players, weapons of any kind, dangerous chemicals (including fireworks), and chewing gum.

Mobile Phones

Mobiles phones are allowed to be used before and after school; as a rural school we believe there is a good safeguarding reason for students to be able to communicate easily with home. However, at the start of tutor times, all mobile phones are placed in a Yondr case and locked: The Yondr is a simple, lockable case that stores the students' mobile phone. Every student secures their mobile phone in a personally assigned Yondr case when they arrive at school, during their tutor time. Students maintain possession of their phones and don't use them until they open their case at the end of the school day – unlocking devices are available in all classrooms. Students are required to bring their Yondr case to and from school every day; they are responsible for their case at all times and, importantly, their phone stays with them all day.

School Boundaries

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, unless special permission is granted via a senior member of staff, after communication with a parent, guardian or carer. If this rule is violated, then detentions will be applied.



Premises

Students are expected to take care and accept responsibility for the appearance of the school and are not to graffiti walls, desks, doors, toilets, etc. Any purposeful damage, such as a broken window, is reported at once and our extensive CCTVs will be used to ascertain the culprit. 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 recycling and general waste litterbins, and every student is expected to show a responsible & environmental 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. 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, including our pond.





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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, KS3 Art and Design students will study a wide range of creative art and design projects. Experiencing a series of diverse units for two lessons each week, covering topics such as painting and drawing, digital manipulation, ceramics, graphics and textiles. Students will be encouraged to experiment and expand their imagination whilst building strong technical skills.

Students have the opportunity to study AQA Fine Art at GCSE and also A Level. On both courses we like to 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 and installation. In past years we have been nominated three times for the Saatchi Schools Prize for best student artwork and our 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.

The department is always buzzing, and we regularly open at lunchtimes and after school to support you with your work. We have run many different clubs at lunchtime and after school such as our Year 7 Art Club.

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; not so long ago we showcased our ceramic poppy installation in the centre of Bloxham.

We value the creativity of all of 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 and Technology

KS3 Design and Technology at The Warriner School is taught through combined rotations with Textiles, Food & Nutrition, Art and Design Technology, where all students will experience each of the subject areas at least once each year. Years 7, 8 and 9 undertake the National Curriculum through a series of joint and separate projects between the different focus areas within Design and Technology. 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, event branding and advertising, and a range of cooked and cold dishes and menus.

At KS4 we offer the following qualifications: AQA GCSE Design and Technology (covering all materials) and AQA GCSE Food Preparation and Nutrition.

At KS5 we offer: AQA 'A' Level Product Design which allows students to design and make in all areas of the DT curriculum.

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.

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.

Also offered at Key Stage 5 is the BTEC Level 3 Extended Certificate in Digital Games Production. Equivalent to one A-Level, this course explores the skills required for producing modern day computer and videogames, including videogame design, 3D modelling and animation techniques.

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 English teachers, who all have one thing in common – a love 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 21st century learning. We try to meet the needs of all our students to ensure that they leave us as very able and talented communicators.

Throughout Key Stage 3, students are taught a variety of skills and engage with an extensive number of text types: novels, plays, poetry, non-fiction and film are just some examples. Students are assessed regularly throughout the academic year in Reading, Writing and Speaking and Listening. In addition, all students in Years 7 and 8 have a library lesson once a fortnight as part of their English provision.

In Key Stage 4, the vast majority of students take both English Language and English Literature GCSEs. For these two courses, students will study Shakespeare; read modern dramas; write imaginative narratives; explore the poetry of an eclectic mix of poets; read novels diverse in nature and learn the power of effective oral communication. For KS5, due to the expertise of the English team, we are able to offer both A Level English Language and English Literature to our sixth form students.

We have a modern and vibrant Library which houses a variety of fiction and non-fiction books which are available for loan to all students. All students are encouraged to read widely by our Librarian, which further enhances their reading and writing skills. Recommended book lists are available, which are regularly updated to reflect the ever-changing literature available to our students. In addition to this, The Warriner School benefits from having a resident author: Philip Davis. Philip runs a creative writing club on a weekly basis to encourage and inspire our students.

Extra-curricular opportunities are also seen as an important part of English study at The Warriner School and, although not a definitive list, these include: theatre visits, debating competitions, creative writing club, reading clubs like our Carnegie Shadowing Group and poetry & original writing competitions.

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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 development and security for its people. 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 do this through lots of guided practice to allow the student's confidence to grow to then allow for greater independent practice to feel a sense of success. 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. In Years 7, 8 and 9, a few of the topics that we cover are Amazing Places using map skills, climate change and its impacts, global dilemmas, and natural hazards. In Years 10 and 11 pupils study coasts, the urban environment, weather and energy. Students conduct 2 investigations, one river study which is conducted locally and a second which is conducted in Birmingham and investigates the impact of redevelopment. They then use their investigation during an exam. In Years 12 and 13 pupils study the Edexcel A Level. There are a wide range of issues that students look at including climate change and its impact on future weather patterns, globalisation, and who will be the world's next superpower? A piece of coursework is produced for A Level and a residential will take place for 5 days.

The curriculum that Geography offers is balanced between human and physical geography and the sequence of topics covered is carefully considered to allow for links to be made to create a holistic view.

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 its connection with the History of the Black Peoples of the Americas. These studies conclude with the 20th Century journey from slavery to the ongoing campaign for Civil Rights in the USA and Britain's continued connections with the Commonwealth and Windrush generation, tying in with the Black Lives Matter Movement and Windrush Pioneers and Champions. Connections are made with the role of the British Empire and Britain as the birthplace of the Industrial Revolution. There is the opportunity to visit the Black Country Living Museum in Dudley at the end of Year 8. The major component of History in Year 9 focuses on The Twentieth Century from the 'Golden Edwardian Era', British women's fight for suffrage to the World Wars, including a focus on the Holocaust. Year 9 concludes with the post war world, key events of the Cold War and key events in the 21st Century. Where relevant we draw on current affairs and local history.

Key Stage 4 - GCSE History is the most popular option in the school. Students study GCSE AQA 8145 BA course. The course has two papers and no coursework. Paper 1 focuses on the 20th 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

Occupying a central location in school, the library is hugely popular with students. Our spacious library is over two floors and has different zones for different activities, including soft seating areas to encourage reading for pleasure.

Library membership is automatic for everyone joining The Warriner and students are allowed to borrow three books at a time to take home. Students can apply to become a library assistant and help out during break-times; this is a popular role among our KS3 students.

Resources

- Reference, fiction, and non-fiction books
- Computers and printer
- Magazines
- Cards and board games
- Drawing materials
- Career information

Our library is used extensively throughout the school day.

- Available for all students to visit during break times for quiet reading, homework, clubs and board games.
- KS3 library lessons have a focus on reading for pleasure.
- Mentoring for students who have slipped behind with reading.
- Career advice, talks and workshops.
- Silent study area for sixth form students.
- A creative writing club hosted by local author Philip Davies meets each week.
- For World Book Day 2022 performance poet The Word Guerrilla put on workshops for students.
- The popular Scholastic Book Fair visits us every year.
- Library Manager Ms Morton welcomes student recommendations for new books to keep the library up to date and relevant.

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 learn French. In Year 8 those who have shown an aptitude for French take up German as well. This continues to the end of Year 9, with pupils having either three lessons per fortnight of French, or three of French and three of German. 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.)

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, grammar 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, Blooket and Cram. 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. We also attend French and German plays aimed at GCSE students.

In the Sixth 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, Cubase 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 concerts, 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.

Philosophy and Ethics

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 the NEWS – what are the issues behind the stories?

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 and varying worldviews, 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 RSHE 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 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.

Physical Education

Physical Education encourages students to achieve both physical competence and confidence. It provides opportunities for students to be creative, competitive and to acknowledge different challenges as individuals and in teams. Through high quality physical activity, the department promotes positive attitudes towards an active and healthy lifestyle. To this end, fair play, honesty, co-operation and respect for others are expected at all times. Where students are taught in mixed ability groups, tasks are differentiated, so that all students are able to experience success with an emphasis on students supporting each other through teamwork, leadership and resilience. Students are regularly assessed using collaborative tracking four times each year.

Key Stage 3 - Students are able to experience a selection of both traditional games and alternative modern activities, these include: hockey, netball, football, rugby, softball, ultimate Frisbee, gymnastics, rounders, trampolining, dance, athletics, fitness classes, cross country and swimming.

Key Stage 4 – Students select individual activity pathways, which focus on lifelong health and fitness activities and an understanding of the importance of a healthy, active lifestyle.

Key Stage 5 – Students have access to all of the sports facilities at The Warriner School and take part once a week. The focus here is on recreational play with students offered a range of activities each week.

The department enjoys an extensive range of facilities including: sports hall, gymnasium, fitness suite, extensive sports fields, 25m indoor swimming pool for use year round and a MUGA for netball, tennis and many other games based activities.

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 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.



GCSE physical education: Within Years 10 and 11 students have the opportunity to select GCSE as an option for Key Stage 4 as a two year examination course. Year 12 and 13 students can extend their GCSE into A Level physical education.

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 2021

	Entries	7+	5+	4+	1+
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English	225	25%	62%	77%	100%
English Lit	221	24%	62%	76%	99%
Maths	224	24%	58%	77%	100%
Animal Care (equivalent)	37	8%	24%	57%	86%
Art	55	35%	80%	96%	100%
Biology	61	51%	87%	98%	100%
Chemistry	61	49%	85%	97%	100%
Computer Science	50	44%	76%	92%	100%
Dance	7	71%	86%	86%	100%
Drama	28	50%	79%	89%	100%
French	69	45%	90%	99%	100%
Geography	69	42%	75%	84%	99%
German	46	35%	74%	87%	100%
History	121	31%	73%	86%	100%
iMedia (equivalent)	49	10%	35%	57%	96%
Music	18	44%	72%	83%	100%
Physics	61	44%	89%	98%	100%
PE	58	43%	78%	90%	100%
RS	31	35%	65%	77%	100%
Science Synergy	52	0%	12%	46%	100%
Science Trilogy	110	21%	66%	88%	100%
Sociology	42	45%	74%	88%	95%
Technology	74	9%	45%	70%	96%



A Level Examination Results 2021

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

Subject	Entries	A*-B	A* - C	A*-E
Biology	17	71%	94%	100%
Business Studies	13	46%	92%	100%
Chemistry	13	54%	77%	100%
Computer Studies/Computing	5	100%	100%	100%
Drama	5	80%	100%	100%
English Language	13	85%	100%	100%
English Literature	15	73%	100%	100%
Fine Art	4	75%	100%	100%
French	3	100%	100%	100%
Geography	8	63%	100%	100%
German	2	50%	50%	100%
History	11	64%	100%	100%
Law	8	50%	75%	100%
Mathematics Further	4	75%	75%	100%
Mathematics	19	63%	100%	100%
Mathematical Studies	5	60%	100%	100%
Music	1	100%	100%	100%
Physics	14	64%	93%	100%
Product Design	1	100%	100%	100%
Psychology	26	46%	85%	100%
Sociology	12	58%	83%	100%
Sport/PE Studies	9	67%	78%	100%



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