

RESPONSIBLE • RESPECTFUL • READY

Prospectus 2019

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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.

Applications into Year 7:

Transition from Year 6 into Year 7 is really important to all us. The build-up starts in Year 5 with the open evening followed by open mornings in Year 6 when parents and children are encouraged to visit the school on a normal working day. The Head of Year 7 makes frequent visits to our partnership schools, meeting children and staff, discussing issues and answering questions. Strong links exist between The Warriner Inclusion Unit and primary services, supporting students with special needs.

In preparation for their transfer 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. The parents will also 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.

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 life long.

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. 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.

Dr Annabel Kay

Headteacher



Joining The Warriner School—Transition

“I just wanted to say a huge thank you for making the first year at 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 new found 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 250 new students to The Warriner School, beginning their secondary experience in Year 7. We do all that we can to ensure that the transition process is as smooth and effective as possible and that our newest learners feel safe and happy 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 great start:

1. **Primary Liaison** - Our transition team liaise closely with primary colleagues to ensure that we receive clear and usable information on each child's academic performance, learning style, and specific needs. This helps us to build effective teaching classes and tutor groups early on
2. **Pen-Friends** - Each of our current Year 7 students pen a personal letter to a Year 6 student, welcoming them to The Warriner and informing them of all the exciting stuff that is to come! Our transition team deliver these letters to the primary schools of our new students
3. **Primary Visits** - 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 the young ones have!
4. **Induction Evenings** - In June, new students and families are invited to our Year 6 'Induction Evening' - there are key talks in the hall, guided tours and fun 'getting to know me' activities. The students meet their tutor group and 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. These days are so much fun, and a great way to show what to expect in September.
6. **Starting in September** - New students join their new tutor group, and Warriner life really begins. There are nine specialist Year 7 tutors who are experts in the transition process. Students get new timetables, new diaries, and really learn 'The Warriner way'. Lots of fun activities and challenges allow our students to figure out all the important things that happen at our big school. Teachers will greet their new classes and begin to engage them with fun, interactive lessons.
7. **Settling in Evening** - During the first term, students and families are invited to our Settling In Evening. We chat about what has gone well, which aspects need some attention, and look carefully at the quality of work that our Year 7s have produced at The Warriner, compared to primary school.

From the moment that a family have decided that The Warriner is the place for their child, we do everything that we possibly 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 Headteacher. Any absence from school which is unexplained is deemed unauthorised.

The total percentage of authorised absences for The Warriner School for the academic year 2016-2017 is 5.2%, with unauthorised absences at 1%. The Warriner School Attendance Policy is available on the school website.

The School Day

The school day begins at 08.30 with Registration and ends at 3pm. Students should arrive in school in time for the first bell at 08:25. The morning break lasts for 20 minutes. Lunchtime is from 1.15pm to 1.55pm. 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 and Year 8 and 256 in Years 9 and Year 10 and 228 in Year 11. 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.

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 – www.thewarrinerschool.co.uk

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.

Year 11 Leavers Destinations

Of the current Year 11 cohort the students have made the following decisions about what they would like to do when they leave us at age 16:

- ◇ 125 students are going on to sixth form as further education
- ◇ 103 students are going to college with/without an apprenticeship

This is from a cohort of 228 students.



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 and English. From Year 8 onwards other subjects organise students into broad ability groups.

Performance in Year 7 is an important factor in determining teaching groups in Year 8 so it is very important that students do as well as they can from the moment they start at The Warriner School.

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.

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 relationships, drugs and alcohol, coping with change and 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 under constant review as we continue to revise our curriculum offer. The description below is the pattern for 2018-2019:

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

All students study Science. Most 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 onto one of four 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 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 or History.
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, Triple Science and Computer Science.
The Purple Pathway	Students will study the Core curriculum and will choose two further courses from the Additional courses list. One of these two choices must come from this list of subjects: French, German, Geography, History, Triple Science, and Computer Science. In addition students will chose one vocational course.
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 four 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 that also maps expected progress at every stage of their school career.

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.



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 using an online tool called **Show My Homework**. Students and parents receive a personal login to enable them to see their own to-do list and manage their time. SMH also enables school leaders to monitor the frequency and appropriateness of homework tasks.
- ✦ Our homework protocol is available on the school website.



The Broader Curriculum

At The Warriner School we try to 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.

- Annual Drama production open to all students
- Computer Programming Club
- Computer Club for Girls
- Netball Club
- Art Projects
- 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
- Amnesty Group
- Farm Club
- Carnegie Book Shadowing Club
- Creative Writing Group
- Debating Youth Speaks Group



There is also a range of sporting and musical activities, aimed at wide participation and not only at those who represent the school.

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. 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.



Within the Art Department students complete many projects which include painting giant murals around the site, filming and editing their own movies / animations. Students also take part in our Recycled Arts Festival and school Scarecrow competitions. Our artists visit Oxford, London and European galleries.

The Music Department has made regular tours to Europe and performed in many illustrious venues. We are proud of the fact that choirs, ensembles and the orchestra are regularly invited to perform at events attended by the wider community of North Oxfordshire.

Drama at The Warriner School is an enriching and thriving subject with an end-of year school production in the planning.

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 Blenheim Palace, Leamington Gurdwara, The Shree Swaminarayan Hindu Mandir in Neasden, Kenilworth and Warwick Castles, the Black Country Living Museum and theatres in Oxford, Stratford and London, plus visits to London Art Galleries and Museums. The Geography Department offers fieldtrips to all year groups. The school currently offers annual ski trips.

The D&T department, as part of the Product Design A Level course visits the design shows in London. There are frequent trips to fashion and clothing shows and A Level engineering students visit many local engineering and manufacturing companies.



Other Organisational Arrangements

Promptness

Students are expected to be at school for the 8.25am bell. Those arriving at school late MUST report to the General Office to register. Repeated lateness to school or lessons will be followed up thoroughly. Registration begins at 08.30.

Dismissal from School

Appointments for Dentists, Doctors etc. should be made if possible for non-school days or after school hours. Students will not be dismissed from school during the day unless parents have given notice in writing.

Absence from School

Please inform the school before 08:25 each day that your child is absent. If a child is absent from school the Local Authority requires a written note from parents giving the reason. Such notes should be sent to the child's tutor. On return to school the work must be made up as soon as possible.

Lost Property

Articles which have been found may be left in Lost Property (in the Lecture Theatre). This can be accessed before school or during break or lunchtime.

Food

Harrison Catering, our canteen providers, introduced cashless catering in 2014. This means students no longer need to carry cash to school to buy food. Students identify themselves at the till using either Biometric fingerprint scanners or PIN codes. Paying for canteen purchases can either be made via a ParentPay account or students can use the cash loader situated in the dining hall, this is also operated by biometric image or PIN number. It is a **legal requirement** that we have your written permission to use this technology.

Fire Drills

Fire drill Assembly points are displayed in each room and tutors ensure that the students know what the routine for evacuation is. Practices are normally held once per term. It is a serious offence to ring a fire alarm falsely.

Accidents

Any accident within the school boundary must be reported immediately to a member of staff.



The Warriner School Uniform

Male and Female:

- **Warriner blazer**
- **Black v-neck Warriner sweater**
- **Plain black leather shoes.** No trainers, plimsolls or boots
- **Black belts.** To fit standard belt loops with a plain buckle

Male:

- **Plain white shirt.** Tucked into the trousers. Top button done up.
- **Warriner tie.** Minimum of 7 stripes must be visible below the tie knot.
- **Plain black trousers.** Denim or corduroy trousers are not permitted.

Female:

- **Plain white reverse collar blouse.** Top button done up.
- **Plain black trousers.**
- **Plain black pleated skirt.** Hems must be maximum 10cm above the knee.
- **Plain black opaque or flesh coloured tights.** No knee length socks or footless tights/leggings.

Sixth Form:

All students are required to wear business dress. Boys should be in a suit and tie. Girls should wear clothing suitable for a professional office.

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 canteen

Students may remove their blazers during lessons and at lunchtime.

- Students may wear a maximum of one small studded earring in each ear lobe.
- No other piercings are allowed.
- With the exception of a watch no other jewellery is allowed.
- Make-up (including nail varnish) must not be worn by students in Years 7-9. Discrete make-up is acceptable for older students. Long, false nails are not permitted.

- Outer coats should be plain, one colour, and preferably dark.
- 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.
- Hairstyles deemed inappropriate for school will not be permitted.

The Headteacher will be the final arbiter on uniform issues.

Blazers, sweaters, ties and skirts must be sourced from the school's supplier (Cross Embroidery). Sweaters, belts and tights are optional garments

Summer Uniform Rules:

- ✦ In Term 6 jumpers may be worn, but only under a blazer.

The Headteacher may permit students to stop wearing their blazers on a particular day or for an extended period of time during Term 6. Students and parents will be notified.

Compulsory Sportswear

Boys

- White shirt with gold band
- White shorts
- Pale blue socks
- Trainers
- Football/rugby boots
- Swimming trunks or shorts (not Bermuda Shorts)

Shower towel

Optional Extras

Athletics vest, white with yellow bands and school logo, dark blue sweatshirt with school logo. Tracksuit bottoms and waterproof tops can be purchased with school logos from our school supplier.

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

Girls

- Blue polo with school logo
- Pale blue socks
- Navy blue shorts
- Trainers
- Hockey/football boots
- One piece swimsuit

Shower towel



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 points. Students who fail to meet expectations on behaviour, work or dress may receive, as part of our C4L 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 the 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 hairstyles 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 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.

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.

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.

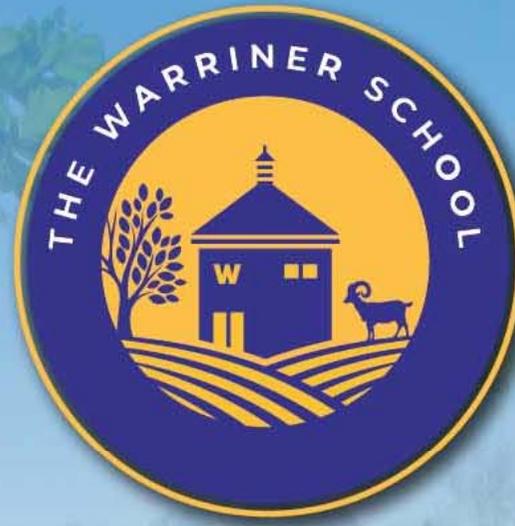
Inclusion at The Warriner School is managed by The Warriner Inclusion Network and works primarily, though not exclusively, with those students who have Special Educational Needs (SEN), additional educational needs and/or a disability. The department liaises closely with primary schools to support the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





RESPONSIBLE • RESPECTFUL • READY

Department Information

The Art department at The Warriner School has an outstanding reputation across the county. The results have been magnificent for the last sixteen years. Students regularly achieve results around 90%-100% at GCSE level with many students gaining an 8/9. We have been nominated three times for the Saatchi Schools Prize for best student artwork. This is a major worldwide competition for schools.

Skilled teachers teach the National Curriculum exploiting the students own strengths. At GCSE level we encourage students to produce their work in very personal projects. Artwork produced by our students is innovative and very exciting.

During our last Ofsted the inspector agreed that the students could speak fluently about their outstanding achievements. We value the creativity of all of our students at different ability levels. Art is about personal expression as well as learning important skills such as drawing. Students will be invited to take part in competitions. These are often fun as well as challenging.

At the end of every year we hold a large exhibition or arts festival. In the past students have painted giant murals on the playground, taken part in recycled arts festivals and have created a Christmas grotto in the school hall. We have even projected art large scale across the school buildings.

Students have their work on display all over the school site even outside in the playground. Many of our talented students go on to successful careers such as filmmakers, graphic design or fashion. Our previous students are so successful going to top universities. They have found success in all creative areas including metal sculpture work and film animation.

The colleges look forward to interviewing our GCSE candidates and have given our school extremely positive feedback about their artwork. Students build up very sophisticated skills over a short period of time and we are immensely proud of their achievements. Students can choose to carry on with their creative education at this school. We have successfully brought candidates through with A-C grades. Some students achieved 100% marks.

To conclude the creative courses are alive and well at the school and we hope that your child enjoys and produces successful work.

Business Studies

We offer Business Studies at A-Level through the Edexcel Exam board. Business Studies has been a very popular choice at A-Level attracting two groups in Year 12 and two in Year 13.

We aim to inspire our students by offering a course that is relevant to the world of work.

At A-Level, this course will further challenge students' knowledge and skills and students will develop a critical understanding of organisations and their ability to meet society's needs and wants. We will cover marketing and people, managing business activities, business decisions and strategy and business on a global scale. Students sit three written exam papers at the end Year 13. The course is designed to encourage students to acquire a range of relevant business, ICT and generic skills, including lines of enquiry, decision making, problem solving, the challenging of assumptions and critical analysis and evaluation. We aim to motivate and inspire students to achieve their very best.



Computer Studies

Computer Studies 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 Studies, covering a diverse range of skills, with the initial focus for Year 7 being how to stay safe in this digital age. In Year 8 we develop their skills further, in areas such as: scripting and programming techniques, computer systems and digital communication.

During Year 9, pupils are introduced to the various applications used in Key Stage 4, such as Photoshop, Dreamweaver and Python. 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 predicted a B Grade or higher in Maths, offering pupils the opportunity to understand how computers work. Creative iMedia qualifications provide opportunities for those who are more creative to pursue pathways in digital media industries, including web design, gaming and film editing.

Computer Science is offered at Key Stage 5, where students learn the skills to display industry-standard programming techniques, preparing them to undertake Computer Science at higher level or use programming skills in areas such as Engineering, Mathematics and the Sciences.

Many extra-curricular opportunities are offered by the Computer Studies Department including: Lunchtime Computer Club, after school 'catch-up' sessions and Girls2Tech.

Design and Technology

KS3 Design and Technology at The Warriner School is taught through combined Year 7 and 8 rotations, where all students will experience each of the subject areas once, students then also experience each subject area again during Year 9. 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 acrylic clocks, wooden photo frames, LMP Casting, board games, CD/music covers, travel activity packs, screen printed packaging, movie standees, gift cards, event branding and advertising, metal padlocks, incense burners, screwdrivers and a range of cooked and cold dishes and menus. Students at Year 7 will also undertake some programmable technology projects in Textiles.

At KS4 we offer a suite of qualifications: AQA GCSE Design and Technology (Covering Wood, Metals, Paper and Card) and L1/2 NCFE Creative Crafts, AQA Art and Design – Textiles Design

At KS5 we offer: OCR '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 a Laser Cutter, 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 and Solidworks 3D.

As part of a multi-million pound new build we will soon be moving into purpose built Resistant Material and Engineering workshops. This will allow us to offer a greater range of materials and processes, and ultimately an all-round better design and make experience for the students at the school.



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, we produce school productions that are open to all, this year over 10% of our whole school population are 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.

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.



Farm—Animal Care and Animal Management ¹⁹

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

This equates to one GCSE pass, at grades between 5-9, but with the possibility to still achieve a qualification below grade 5. 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.

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. In Year 7, 8 and 9, a few of the topics that we cover are how to survive a zombie attack using map skills, climate change and its impact on Antarctica, energy conflicts, tourism which involves an investigation in Stratford, and natural hazards. In Years 10 and 11 pupils study coasts, the urban environment, weather and energy. Students conduct two 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?



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, with the opportunity to visit the Black Country Living Museum in Dudley. The major component of History in Year 9 focuses on the 20th Century including the Holocaust.

Key Stage 4 - Year 10 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

The role of the Library & Study Centre is to support teaching and learning across the curriculum. It is open from 8:30am to 4.20pm for students to read or to study quietly. Every student automatically becomes a member of the Library & Study Centre when they join The Warriner School. They are allowed to borrow three books for three weeks. Hopefully students return their books on time but reminders are regularly placed in tutor group registers.

Students have the opportunity to become Library Assistants in Year 8 and above if they want to help out at lunch and break times with shelving, issuing books and planning our literary events.

Library & Study Centre Resources

A wide variety of resources are available:

- Reference, fiction, and non-fiction books.
- Ten networked computers which are used extensively throughout the day by students and staff.
- A daily newspaper & magazines.
- Use of the Library area for class topic research to develop independent research skills.
- Topic Book Boxes are also used in departments to support classroom based teaching and learning.
- Kobo eReaders can be borrowed with access to online books

More information about the Library, please look at the school website.



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 variety of strategies.

Students have three or four lessons of mathematics each week, during which they will experience activities designed to extend, challenge and inspire. Teaching incorporates analysis of students' misconceptions and fosters independence by encouraging students to improve gaps in their learning by themselves.

Students in Key Stage 4 follow the Edexcel 1MA1 GCSE Mathematics course. In addition, we offer the Additional Mathematics course, which proves invaluable to students considering A Level Mathematics. Entry Level or other appropriate courses are offered to support students in preparation for GCSE. Revision classes for Year 11 students run at lunch and after school to support students as they prepare to sit their exams.

Students in Key Stage 5 will follow the new 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 Mathematics 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 six 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 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 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. We encourage students to use Duolingo, Tinycards, Language Gym, Quizlet, BBC Bitesize and Kerboodle to enhance their vocabulary and grammar. Pupils can also use online reference materials such as Linguee, Word Reference, Le Conjugueur and Vocabulix.

We run an annual residential Christmas visit to Germany for Year 8. We also have an exchange programme with a school in Bavaria, Germany and with a school in Normandy, France aimed at Year 9 and Year 10 students and provide excellent preparation for GCSE. 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, 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 sex and relationships education)

The aim of PSHE 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 future; such as personal finance, media, first aid, PSHE themes and more. 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 leadership. 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, trampolining, dance, athletics, fitness training including circuits, aerobics, 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 have the opportunity to take part in the Sport England initiative, Sportivate, managed by Cherwell District Council.

The department enjoys an extensive range of facilities including: sports hall, gymnasium, fitness suite, extensive sports fields, a covered 25m swimming pool and tennis and netball courts, with refurbishment including a new Multi Use Games Area (MUGA). 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 on the schools own farm. The Key Stage 3 course is designed to provide a solid basis for study at GCSE and midway through Year 9 students start formally studying the GCSE Science material. 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. 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:

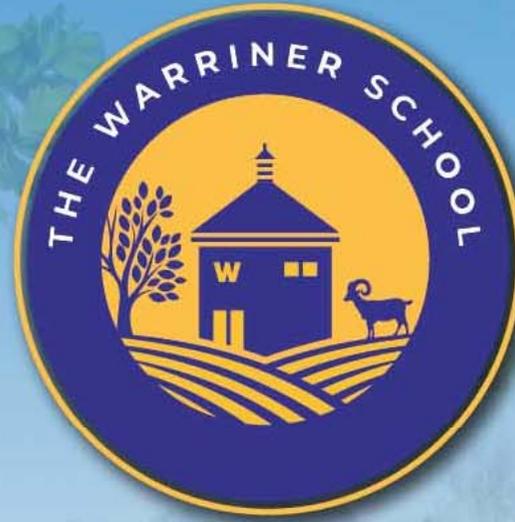
To facilitate access to the mainstream curriculum and to work towards full and independent inclusion in all aspects of school life.

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

Summary of Results:

GCSE Results

Percentage of students achieving five or more good passes including English and Maths: 70%
 Percentage of students achieving five or more good passes: 84%

A Level Results

21% of all grades achieved are the very top A* and A grades and 43% of all grades are A*, A or B

Due to the recent changes to the way exams are graded it is not possible to compare them to the previous year. Please see over the GCSE and A Level results achieved in the summer of 2018.



GCSE Examination Results 2018

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

NB: Due to rounding figures may not add up to 100%.

Subject	Entries	7+	5+	4+	1+
Art	64	21.9%	62.5%	90.6%	98.4%
Drama	29	3.4%	79.3%	89.7%	100.0%
<i>DT - Food Tech</i>	20	5%	45.0%	60.0%	95.0%
<i>English</i>	202	16.8%	59.4%	76.7%	100.0%
<i>English Lit</i>	203	12.8%	54.7%	79.9%	99.5%
Geography	120	17.5%	50.0%	62.5%	98.3%
History	71	19.7%	59.2%	76.1%	100.0%
<i>Computing</i>	19	47.4%	63.2%	89.5%	100.0%
Maths	204	15.2%	48.5%	74.0%	99.0%
<i>MFL - French</i>	32	9.4%	34.4%	50.0%	100.0%
<i>MFL - German</i>	43	30.2%	69.8%	86.0%	95.3%
Music	26		38.5%	69.2%	96.2%
P.E.	46	17.4%	69.6%	80.4%	100.0%
Phil&Ethics	193	11.9%	44.6%	64.8%	99.5%
<i>Science - Core</i>	119	5.0%	34.5%	66.4%	100.0%
<i>Science - Biology</i>	83	27.7%	60.2%	80.7%	98.8%
<i>Science - Chemistry</i>	83	34.9%	56.6%	78.3%	100.0%
<i>Science - Physics</i>	83	27.7%	57.8%	79.5%	97.6%

	Entries	A* - A	A* - C	A* - G
<i>Business</i>	78	2.60%	46.20%	98.70%
<i>DT - Engineering</i>	22		45.50%	100.00%
<i>DT - Graphics</i>	16	6.3%	31.3%	93.80%
<i>DT - Resistant Mataterials</i>	17		35.30%	100.00%
<i>DT- Textiles</i>	15	6.70%	66.70%	86.70%
<i>ICT</i>	51	13.7%	82.4%	100%



A Level Examination Results 2018

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 GCE / A	25	28%	56%	100%
Business Studies GCE / A	20	25%	60%	100%
Chemistry GCE / A	14	71.4%	92.9	100%
D&T Product Design GCE / A	6	16.7%	50%	83.3%
Drama GCE / A	8	75%	100%	100%
English Language GCE / A	23	43.5%	100%	100%
English Literature GCE / A	8	50%	75%	100%
Fine Art GCE / A	5	80%	80%	100%
French GCE / A	2	100%	100%	100%
Geography GCE / A	11	36.4%	81.8%	100.0%
History GCE / A	9	44.4%	77.8%	88.9%
Information Technology GCE / A	8	50.0%	62.5%	100.0%
Mathematics GCE / A	25	60.0%	72.0%	96.0%
Mathematics Further GCE / A	5	100.0%	100.0%	100.0%
Music GCE / A	5	20.0%	40.0%	100.0%
Physics GCE / A	14	50.0%	64.3%	78.6%
Psychology GCE / A	29	17.2%	48.3%	100.0%
Religious Studies GCE / A	7	42.9%	57.1%	100.0%
Sport/PE Studies GCE / A	5	20.0%	80.0%	100.0%



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