



5<sup>th</sup> March 2019

Dr Annabel Kay  
Headteacher  
The Warriner School  
Bloxham  
Oxfordshire  
OX15 4LJ

**Assessment Dates: 18<sup>th</sup> and 19<sup>th</sup> April 2018**

### **Summary**

The Warriner School is an oversubscribed, 9 growing to 11 form entry, 11-18 rural village school located in North Oxfordshire. It is situated on a large greenfield site with a 120-acre school farm. They host an LEA managed 12 place Communication, Interaction Resource Base for pupils with high need Autism and a community swimming pool. They are part of The Warriner Multi Academy Trust with 5 primary schools, all of whom are seeking to achieve IQM in line with the inclusive ethos of the Academy's directors. The Warriner School has a reputation locally for being highly inclusive and for that reason, is the school of choice for many children with SEND or medical needs. This is a reputation of which every staff member I met, emanated pride and a sense of achievement.

The Headteacher, Dr Annabel Kay is a warm, welcoming and enthusiastic leader. Unwavering and unapologetic for her vision and practice of inclusivity. She demands that every child is recognised as an individual and that every child leaves with a strong sense of morality and achieves the academic outcomes that will enable them to achieve their desired career paths. Indeed, In March 2018, Ofsted's Section 8 Inspection deemed the school to continue to be securely good and commended the inclusive moral purpose that underpins their curriculum.

Dr Kay, clearly has the support of the MAT, Governors, staff and pupils and parents alike. In fact all stakeholders consistently commended the highly inclusive admissions, support and practice that she had established and embedded. The Headteacher is supported by an SLT of 6, all of whom have a clear sense of purpose and direction and conveyed their passion through their intricate knowledge of the pupils and their intense desire for all pupils to be valued contributors to society. All were acutely aware of the school's strengths and areas of development and were sincere and determined in their pursuit of success for their designated cohort of vulnerable learners.

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All staff whom I spoke to, were immensely proud of their achievements. In 2018 they achieved a progress 8 score of -0.2 and an attainment 8 score of 4.6, which is significantly above the national floor level. Their curriculum is driven by their inclusive moral purpose that was commended in their recent section 8 Ofsted report. It was clearly evident that they do not chase attainment measures but instead encourage students to study a breadth of subjects that are important to them. It was clear the curriculum has been developed to fit the pupils, even if it has a detrimental effect on key performance measures.

Pupils are also proud to be part of the school. They were, polite, enthusiastic and articulate. They reiterated how they were treated as individuals, that they felt safe and they were part of the Warriner family and valued the high outcomes of the pupils before them. They praised the highly inclusive nature of the school, the pastoral care, the SEND provision and the dedication of staff. The behaviour I observed was good in all cases. The culture of high expectations and restorative justice translated into calm, learning focused environments.

The rebranding of Pupil Premium students from 'disadvantaged' to 'Futures', ensured pupils had aspirations and dignity, through the staff respect and acknowledgment of difference to create equality. Mr. Fisher has been with the school for 2 Years and has brought the Future students to the forefront of everyone's agenda. High Prior Attainers (HPA) are also expertly targeted through opportunities for stretch and challenge, such as the Brilliant Club, challenging flight paths and interventions. Progress for all vulnerable learning groups is underpinned by the relentless demand for Quality First Teaching in all classrooms.

The focus on achievement for all pupils stood out as exceptional. The key appointment of a Raising Achievement Manager, meant data was collected, disseminated and scrutinised expertly for all vulnerable learners. The proactive use of Go4Schools means that data is readily available and is shared with all stakeholders through variants of the App. The Raising Achievement Manager, ensures that the message of 'achievement for all, is a shared responsibility for which everyone is accountable' is school wide practice. The leaders were often reluctant to take credit for the impact they had personally made, instead praising the work of others in the team. They were also reluctant to concede that they do anything 'out of the ordinary' as Inclusion is just everyday practice that is embedded in their normality.

The school has forged strong, productive links with the local community, allowing the community to share its resources and expertise. The community regularly uses the working farm and the swimming pool. Most laudable, is the gifting of land to the local SEND free school so they can imitate the SEND provision for the benefit of their high need pupils.

After a thorough and rigorous assessment process I am of the opinion that The Warriner School fulfils the requirements and standards required by the Inclusion Quality Mark Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time. I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its

plans of the appropriate areas for development and the completion of the Centre of Excellence documentation and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Status. If The Warriner School chooses to pursue this status and it were to be awarded, the school would be subject to annual review from this point forwards.

**Assessor: Tracy Cockayne**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



## Element 1- The Inclusion Values and Practice of the School

In March 2018, Ofsted's Section 8 Inspection deemed the school to continue to be securely good and commended the inclusive moral purpose that underpins their curriculum. The Warriner School has robust Inclusion Policies, which are reviewed at least annually by staff and the Governing body. All the policies are underpinned by their ethos (and that of the MAT) of Inclusion for all, an inclusive 'morality', that drives the curriculum, practice and support systems. The key mode of delivery of this policy comes through the vulnerable group (SEND, PP, HPA) action plans that are developed by the Middle Managers, with input from the Senior Leadership Team. This encompasses progress targets, teacher expectations, appropriate curriculum qualification pathways, whole school literacy, appropriate assessment that enables SEND children to be successful, TA / teacher collaboration, Futures (PP) and training and much more.

The school provides for a diverse range of pupils with various needs. Although only 11% are PP, there are a high number of high needs pupils, including those with physical impairments. The school is fully accessible to all pupils. They host the North Oxon Communication and Interaction Resource Base, which has specialist places for twelve pupils with EHCPs for ASD. The base staff work closely with mainstream SEND staff to develop appropriate provision, share resources and disseminate autism specific strategies. The school has a strong reputation in the county for the inclusion of Looked After Children and the Designated Teacher is a Lead Practitioner in LAC, sharing her excellent practice and knowledge.

The Warriner School ensures that SEND and Futures students receive high quality careers advice and support their transition to the next phase of their education. In 2018 none of their Year 11 were NEET. This included the high need pupils, in the Autism Focused Provision. All Year 11 students benefit from external interviews and careers guidance. The area has high employment but within the locality there are many opportunities for low skilled employment so leaders ensure aspirations are set high, through effective CIAG. Careers advice is embedded from year 8 through the PIXL Edge programme, allowing students to track their personal achievements to earn Digi badges to celebrate milestones. Building a 'moral character' remains central to the ethos and transition into the wider community. Pupils said they have so much 'CIAG it gets boring' they can see how invested the school is. They benefit from personalised advice through a 1:1 advisor appointment, Fast Tomato, 1:1 Careers day/events but they would also like to see more information about apprenticeships in the future.

I spoke to 8 members of the student council. All reported feeling safe and having one person to go to if they had an issue. They spoke about staff changes and a need for clarity of staffing roles, SLT and the Safeguarding team etc. Some staff are new to the role and have been appointed specifically to address specific gaps in skill, expertise or practice. Some of the innovative appointments include a Designated Safeguarding Lead (DSL) who is a qualified Social Worker. Her passion, drive and vision, will oversee an in-house, multiagency hub for collaborative pastoral and SEND needs, bringing together the areas of behavioral interventions, SEND and ESMH support.

Some of the Student Council had stayed on to 6<sup>th</sup> form, a decision they accredited to the care, teaching, and learning experience at The Warriner School. They all felt they had been supported and challenged to be the best person they can be, not in just academia,



but so they become an active member of society. They all had clear dreams, aspirations and clear progression paths, which they accredited to the expert CIAG; 'Mr. Smith gets more excited about Work experience than we do'.

### Strengths:-

- The SEND Team produce inclusion booklets containing general support strategies and specific pupil profiles each year, which are shared with all staff. Futures, HPA and SEND strategies / approaches are flagged weekly to staff via briefings. They have an extensive programme of teaching and TA training. The latter is open to all local schools. All their teachers flag all futures, SEND and HPA students on the seating plans used. This is done to keep reminding staff that these children need bespoke attention. Futures are prioritised for high quality teaching first and there is an expectation that Futures children have their books marked first and receive a teacher conversation at least every lesson, that SEND pupils have work that is accessible and differentiated for them and that HPA are appropriately stretched and challenged. Inclusive teaching is also one of the elements in The Warriner 5-minute lesson plan to keep this at the forefront of teachers planning.
- Two Assistant Headteachers, one who leads on raising standards and tracks the academic progress of this and other inclusion groups, and one who is accountable for the Futures action plan and monitoring students in receipt of additional funding closely. This tracking includes the identification of barriers in any form, attendance, and interventions delivered to close the gap.
- Though educating mainstream pupils on SEND needs, practice is highly inclusive. Both positive and negative behaviour points are monitored and sanctioned and rewarded as appropriate, for every vulnerable group. There is an allocated post holder, who acts as champion for these vulnerable groups. Their job is to hold all staff within the school accountable for the needs of their cohort of students. To support their literacy, for example, they offer targeted reading opportunities for Years 7, 8 and 9 and have bought reading books for Futures students to have at home. This includes tutor led conversations on the reading material. To reflect that this group of students can arrive in Year 7 with progress gaps already in place, they raise their flight paths above those of their peers to ensure that subject teachers have elevated expectations for Futures children.
- There are a number of leadership opportunities open to ALL students from learning ambassadors within the classroom through to prefects and mentors.
- Members of the Senior Leadership Team and the Governing Body, review representation for all roles to ensure that they reflect the whole school community, particularly key for Futures and SEND children.
- They also review the number of positive behaviour points achieved by their Futures students/SEND each term and flag this up at staff briefing to ensure that they are fairly represented for positive achievements as well as difficulties.
- They employ a group of specialist nurture teachers to deliver the English, Maths and Humanities curriculum in small inclusive groups. These were observed to be highly

effective with a high level of student engagement.

- They also ensure that, for SEND children, where appropriate, all their groups are small to give them the more individualised support that they need. Excellent relationships with teachers, differentiated lessons and challenging work in books, were all seen during the visit.
- They have a number of TAs with a mix of skills and have deliberately set out to recruit younger males into these roles to offer strong role models to students. Velcro support is shunned in favour of helicopter, shared support to ensure all pupils have opportunities to develop their independence.
- Their Study Zone Manager provides additional 1:1 curriculum support to Futures and SEND students if they have a reduced curriculum offer, so that they can perform more highly in fewer subjects.
- Pupils felt that the Headteacher was able to see staff's strengths and allocate the classes accordingly, from Nurture to High prior attainers.
- I saw that staff knew their LAC and YC pupils and knew the barriers to their achievement and tried hard to address these. Staff talked constantly about 'leveling the playing field'. The Designated Teacher was exceptionally passionate, knew her statutory obligations, and spoke confidently about her Post-LAC pupils, who also benefited from her support and monitoring. 2 LAC pupils shared their stories, and cited the work of Warriner staff, for their current success.
- The 6<sup>th</sup> form was developed to deliver A-Levels, not to exclude a certain type of learner, but they could not compete with the excellent vocational courses that the local college offers. Therefore liaison and transitional work ensures all pupils have the right post 16 placement.
- The Curriculum '3 Rs for learning, is in every corner of the school. Proudly displayed on huge wall art in outside spaces and in every classroom. All pupils would recite the 3 Rs and tell me what this meant in practice. There is a real emphasis on inclusivity and opportunities for every child to achieve.
- PHSE is embedded within the curriculum and in bitesize chunks in form times. Pupils were confident to discuss safeguarding issues such as CSE, county lines, FGM etc. Pupils clearly have a breadth and depth of PHSE knowledge. They also have 'Life in Modern Britain' lesson once a fortnight.
- Pupils unanimously reported that Inclusivity extended farther than the WIN building but in all parts of mainstream teaching. They accredit this to the work of the staff in educating mainstream pupils about difference and diversity. Pupils felt safe, that no bullying occurs, but if it is reported, it is dealt with in a swift and effective manner.
- The council have led change after petitioning and gave the example of the 6<sup>th</sup> form 'come and go policy'. They felt that they had a voice but identified that more work could be done. They were very eager to share their plans for Student Council



## IQM Assessment Report



fundraising for a statue and plaque. Their sense of community was commendable. Pupils felt strongly about remembering members of their community that had passed.

- Pupils were able to articulate the culture of mutual respect fostered through the restorative justice. They felt that staff were able to identify underlying issues, not just give punitive sanctions. They did not miss detentions and felt that the new system made them more responsible for their own actions.

### Areas of Development:-

- Pupils wanted more opportunities for student voice, they explained they wanted new Student Councils, and the grandeur of mock elections.
- 'Lunch with a Leader' could bridge the gap between their perceived access to SLT versus Middle Leaders.

## Element 2 - The Learning Environment, Resources and ICT

At The Warriner School they seek to use a range of resources to support the effective learning of all of their students. Their Culture for Learning in which they promote the following values; Responsible, Respectful, Ready, is aimed at ensuring that all students and staff are treated with dignity.

There is full accessibility for children and staff with mobility difficulties; the school is on a fully accessible site with ramp access, wheelchair accessible toilets and accessible changing rooms and adjustable tables in some areas of the school. Timetables are adjusted to enable classes to be taught on the ground floor where appropriate.

### Strengths:-

- Their “Three Rs” approach is published widely across the school, on large banners and wall art, and all members of their community are expected to embrace its inclusive ethos.
- The Headteacher is responsible for the whole school ICT strategy and this includes regular reviews in the resources for inclusion. They are, for example trialing a range of tablets for their SEND students.
- Their Warriner 5 Minute Lesson Plan has embedded within it the need to plan for all learners, developed with staff and is reviewed annually to reflect the changing priorities of the school and the needs of their students.
- All teaching staff and TAs are trained in how best to meet the needs of all learners as part of their compulsory annual inclusive CPD programme.
- Their highly qualified team of nurture teachers work in classrooms that are full of specialised resources aimed at supporting the needs of the children in these classes. TAs are also trained in their use. More broadly, all children have access to a range of online resources such as Hegarty Maths. These allow children to access personalised learning at home and in school and provide teachers with accurate reports on strengths and areas for development for all children.
- Their Inclusion Team work hard to ensure that students have access to the bespoke resources that they need to be successful. These range from enlarged texts, additional scaffolded resources, use of tablets, iPads and E-readers and appropriate access arrangements in all exams.
- All staff are provided with Inclusion booklets, which are reviewed annually with students, staff and parents.
- Access to reading material is a key priority; especially for their Futures students and they have developed reading groups for Years 7, 8 and 9 Futures students to encourage a culture of lifelong reading along with incentivized reading.
- They ensure that all students are able to access their extracurricular programme and will provide transport home from after school activities including catch up





## IQM Assessment Report



classes, homework clubs and sporting events for those who need it.

- They also provide curriculum grants to Futures students to ensure that they have access to the resources that they need at home.
- In addition, they keep a stock of key equipment for students so that they are not disadvantaged in lessons and provide funding support for trips. All enrichment activities/trips that are part of the curriculum are fully funded by the PP for Futures students; Additional opportunities (e.g. Woodlands) are funded at up to 50%.
- They also encourage the whole school, staff and students alike to see the completed work and displays. They are particularly proud of the work of their art department and this is displayed widely across the school.
- Go4Schools can be shared on their recent investment of a large interactive screen. These show profiles for SEND/Futures students alongside seating plans and data. All staff have access to technology to access information to really know their pupils.

### Areas for development:

- There are no significant areas of development identified for this area.



## Element 3 - Learner Attitudes, Values and Personal Development

The Warriner's Culture for Learning (C4L) approach promotes positive attitudes to learning for all of their students. It has been adapted for their 6<sup>th</sup> form students and is also an expectation of all staff who act as role models. C4L promotes the positive, consistent and inclusive behaviours. Their C4L ethos and expectations are displayed in all classrooms and at key locations around the school. They also use a growth mind-set approach, which builds upon this ethos in many of their primary schools. This is introduced throughout Year 7 and begins with Year 6 induction. They also share this with Year 6 parents at their induction events.

Restorative Justice underpins the behaviour policy and is supported by all staff. All staff have been trained and they have termly refresher / reminder training. This whole school approach is supported by their behaviour policy and aims to deliver a consistent approach across their community. A key priority for this academic year has been the removal of detentions and instead, staff are expected to have a restorative conversation in order to support the building of positive relationships and attitudes. These were observed on my visit, as low key, reciprocal conversations that de-escalated issues quickly allowing pupils to return to the classroom. Persistent disruption is not a regular occurrence, there have been 6 pupils permanently excluded in the last 2 years, 5 out of 6 were mid-year transfers who had already been excluded from their previous school or been sent from the PRU. Also, these were for one off events, not persistent disruption, which reflects the culture of the school.

They have been a pilot school for many OCC safeguarding pilot schemes. Students have developed a homophobia awareness play that has toured a number of secondary schools, multiagency learning events and a DVD copy has gone to all OCC schools. Students have developed child sexual exploitation awareness material with OCC staff and attend public events to raise awareness; they lead on anti-bullying events for OCC.

The vision for an inclusive pastoral hub is in its early stages. The appointment of a social worker who will ensure all the supportive mechanisms in school come together. A building has been identified as a 'pastoral and wellbeing hub' where SEND, support, behaviour, ESMH will all be brought together through a triage system. The coordinator is also the DSL so she will have a tight grasp and holistic overview of the dynamic needs of pupils and families.

### Strengths:-

- Acute identification of progress gaps and key appointments have been made to focus the staff body (Futures appointment). Staff use Go4schools, to ensure data is collected and scrutinized effectively, so interventions can be targeted to accelerate progression.
- Progress remains above national rates, but Dr Kay was eager to explain staff disappointment that there was a slight dip from the previous year. She refuses to accept any change to the cohort to exclude SEND, high needs pupils who are unable to complete a full curriculum of 8 options.
- The curriculum is innovative creative and motivating. Recognizing learners strengths, option paths are offered in three differentiated levels. EBacc is offered to



higher attaining pupils, although there is no ceiling on option choice. There is an entry level pathway and vocational pathways that have been developed for pupils with different needs for full engagement with the curriculum. The curriculum is rewritten at Whitsun, and all years are promoted to start their new year group, and all pupils can start their option subjects early. This means there is no dead time and pupils are ready and settled into their new lessons in September.

- Flight paths displayed in all classrooms and around the school. All staff are acutely aware of their cohorts targets and outcome driven. Flight paths are adjusted at each review of data entry. Those exceeding twice are uplifted and those that are struggling also have adjusted targets. Flight paths include entry levels for SEND pupils where appropriate, so all pupils can access qualifications at the right level. This also includes work with RADY, and all PP pupils have their targets uplifted to close the gap that widens as pupils progress through school. There are no stickers sharing targets, yet pupils are aware of their targets. This is a testament to communication and personalization of targets and student specific dialogue for all pupils.
- The Warriner School is a PIXL school and recognised that achievement has moved past benchmarks and have embraced strategies related to 'character and culture with the firm belief that this in turn will raise outcomes for all. Through enhanced PHSE, thematic humanities, there is an emphasis on resilience reasonability and character traits.
- They have a comprehensive PSHE programme that is year group specific, which is delivered through a fortnightly timetabled lesson as well during daily 20-minute tutorial periods.
- The behaviour ethos is shared with parents at their open evenings, parents meetings and via emails. They strive to ensure that every child and member of staff in their school community is respected and valued and reinforce this when appropriate at assemblies.
- There are many opportunities for Parents to engage with their child's learning and progress. They are given 'data shots' 4 times a year, which track pupils progress against flight paths, indicating where pupils re exceed targets, meeting targets, or need further intervention. Intervention plans are also shared and parents are able to speak to key staff. Reports of all Futures pupils are sent by post.
- All staff and pupils use "Tootoot" (an online concern reporting system) is used so that children are able to report concerns out of hours or anonymously, reporting directly to the Headteacher. All children in their school know to whom they can report any concerns that they have. The school has invested heavily in staff and pupil wellbeing. A well-being Charter mark may be something they pursue in the future.
- The SLT have invested in Inset in 'thinking hard'. They do not want staff and pupils to simply work harder but think 'smarter'. They want all stakeholders to adopt a skill set that supports their wellbeing but not just simply asking them all to put in more hours for the same outcome.



- All staff have been trained in LGBT issues and they have an Equality and Diversity lead who runs assemblies, awareness events and has set up a thriving LGBT self-support group. The LGBT awareness notice board is deliberately prominently placed within their reception area so that it is highly visible. Pupils could tell me about 'Wednesgay', a place for like-minded pupils to meet and discuss issues and socialize.
- Pupils have access to many extracurricular opportunities and clubs. In a Year 7 assembly, pupils were asked to indicate their engagement with 6 different lunch time clubs. There are many clubs that are targeted at supporting vulnerable learning groups with hard or soft skill progression.
- They have invited motivational speakers/role models into school to speak with their students. These have included Para Olympians and a Stonewall role model.

### Areas for development:-

- There are no significant areas of development identified for this area.

## Element 5 - Learning and Teaching (monitoring)

Their most recent section 8 Ofsted inspection commended the moral purpose that underpins their curriculum. Through working with the MAT primary schools, they have been able to develop a much greater understanding of primary education. This learning has been used to support their extensive transition programme. Year 7 Maths, English, Science and MFL staff work closely with the MAT schools on moderation and curriculum. In Year 7 humanities is taught by one teacher to ease transition and reflect Primary models. They also have nurture group teaching for those who need it, not just pupils with a special need.

At KS4 vocational courses (media, construction, agriculture and fashion) have been developed to broaden their curriculum. The GCSE options process has four pathways aimed at high, middle, vocational and low ability students. More able students are expected and supported to study a language and achieve EBacc. The KS4 students have access to additional support at lunch and after school. There is the provision for some students to study fewer subjects so that they may receive extra core curriculum support. All students are able to choose any subject from their broad curriculum offer. This curriculum offer is reviewed every year and modified to meet specific cohort needs. The current Year 9, for example, have a group of boys for whom vocational agriculture would be appropriate so this has been added to the offer. They have also included dance for a group of highly creative students.

They have a comprehensive teaching and learning monitoring and evaluation programme that is delivered by senior and middle leaders as well as members of the local governing body. This involves termly book checks with a focus on vulnerable groups (HPA, Futures, and boys), bi-termly lesson dips and bi-annual health checks in which everyone is formally observed teaching. They also undertake comprehensive department reviews based upon data triage. Any areas for development identified by their monitoring and evaluation process, triangulated with outcome data and practice, and these are followed up via performance management meetings. Their CPD programme is also shaped by identified themes, based on the progress gap identified in key group of learners.

### Strengths:-

- After May half term the whole school begins the new academic year. This is to increase teaching time for KS4 and to ensure that the end of the summer term is not "dead" time. Option subjects find this very impactful and all staff prefer the slick start in September.
- SLT have prioritised CPD for Teaching and Learning, most notably, work on quality first teaching, which they refer to as 'bread and butter' teaching. External CPD, in house training, inset focused on 'thinking hard', a key value and leaders spoke of an emphasis of not creating work for teachers, by not asking them to work harder but smarter through collaboratively creating cross-curricular resources to stretch and challenge, or support learning.
- They have also invested in sharing good practice; lesson study groups are peer-to-peer development opportunities allowing staff to observe and support other members of staff formalized 3 times a year.



- In the core lessons I observed a Primary trained teacher who had been appointed or internally promoted, to deliver differentiated core lessons to vulnerable learners, not all of these learners were of lower prior attainment but all required something additional and different for them to access the curriculum.
- There was a clear marking policy followed by all staff. FAR marking is embedded school wide, – Feedback, Action, Response. There was evidence of dialogue marking, green teacher alongside red pupil self-assessment and response. Pupils know their data isn't through a visual tracker but through 1:1 conversations and individual target setting.
- Performance Management is referred to as 'Health checks'. These are calendared formally twice a year and are led by SLT but supported by Middle Leaders. Support packages are implemented where needed. Every member of staff, including SLT have comprehensive Health Checks. Book-looks are scheduled 3 times a year to compliment regular learning walks and informal observations. There are also form dips to assess the impact of all learning time. The calendar of quality assurance is shared with all staff and regular feedback ensures that Senior Leaders have a real grasp on the quality of teaching and learning. Blue Sky is used rigorously to document and support performance management.
- There is a real culture of sharing information. Go4schools offers pupil profiles for SEND and Futures (PP) pupils with clear strategies personalized to support individual progress.
- The curriculum is tailored to pupil needs and interests. Due to not being able to appoint a catering specialist, hospitality is delivered off site through collaboration with a local college. 15 pupils have bespoke packages. SLT were able to tell me that 4 pupils access Alternative Provision but none do so full time. The mix and match approach of mainstream and Alternative Provision meant there was a truly bespoke curriculum for vulnerable pupils.
- There are many opportunities for baseline testing such as spelling tests and programme in year 7, or soft skill testing in the Resource Base. It was clear that all assessment is targeted and the data then used to form intervention plans before reassessment. Assessment was more than just GCSE outcome predictions. Middle leaders are asked to record data 4 times a year, scrutinize the information and form gap closing interventions.
- Dr Kay has demanded that all staff encourage a love for subjects e.g. science practical's every lesson. She was very passionate about progress stemming from enjoyment and pleasure in the classroom. I believe this ethos drives much of the progression in attainment and the establishment of high expectations of all staff and pupils.

### Areas of Development:-

- Choose a language for learning and embed consistently e.g. Blooms. Blooms is easily differentiated and adapted for inclusive use in all your classrooms.



## Element 6 - Parents, Carers and Guardians

At The Warriner, leaders at all levels strive to include parents in every aspect of their child's education. Information is shared regularly through a plethora of mediums, such as the website, social media, letters, phone calls, the Go4schools app, reports, etc.

The Warriner invests heavily in their tutor teams, as they believe that the relationship between a child's tutor and parents is key to their all-round success. Staff are available for teacher, parent consultation at any time. They strive to include parental voice in all decision making.

I spoke to a parent of a child with Special Needs. In an attempt to triangulate information given by staff, I asked her about the 'offer' for her child. She has experienced no pressure to fill a performance measure-based curriculum and was unaware of the progress 8 measures. I was confident that her child had a bespoke supportive but challenging curriculum. She shared her original expectations that her child would not have been able to access GCSEs but when the staff believed he could, her perspective and expectations changed. She is now pushing staff to convert the grade 3s into grade 4. She truly believed the school had enabled her and her child, to exceed her original expectations.

### Strengths:-

- Parents are pleased with the progress that their children make, and are aware that it is the 'school of choice' for pupils that may have vulnerability such as SEN, PP, and LAC etc.
- Pupils with Special Needs or vulnerability are given a key worker to liaise daily/weekly with parents. Proactive meetings are held regularly to review 121 support, IEP reviews, Behaviour plans.
- There is a high engagement at parental events, such as parent evening which is estimated to have 98% participation recorded. Pupil voice questionnaires are often distributed at these events.
- The attendance officer is highly proactive, calling, writing and making home visits to ensure 3 points of contact are always made to vulnerable pupils and families.
- Early Help Support/ interagency support is coordinated by a newly appointed Safeguarding Lead who has extensive experience as a qualified Social Worker.
- Young Carer support is available to pupils and their parents. There is a lead member of staff that is accountable for individual cohorts but also all staff have high levels of engagement with vulnerable families.
- There is a weekly group call, Termly newsletter, monthly Letter from the Head-teacher and daily updates through tweets and social media posts.
- There is a clear complaints policy accessible through the website. I was advised that this had not been used, as positive home school relationships meant that issues were



mediated and resolved in the earlier stages.

- The new Year 7 cohort is allocated a form tutor who is a transition specialist, these Form Tutors remain attached to their form from year 8-11 to allow close relationships with parents to be formed.
- Parents believe swift action is taken to address incidents of bullying through its restorative justice and education programmes and ethos of inclusivity.
- The WIN and the SEND provision was highly praised, one parent explaining she had moved into the catchment area on the basis of its inclusive reputation.
- There is an extensive, supportive transition programme to welcome pupils and parents into the Warriner community. There are opportunities for prospective parents to engage with the school before they even start, through swimming, working farm events, and primary liaison.
- The Governors have undertaken annual on-line parent surveys, this year this was superseded by Ofsted. Going forward they will offer parents questionnaires at each parents' evening in order to try and increase percentage coverage. Their prefect team will lead on this to encourage parents to complete the Ofsted based form whilst waiting for key appointments.
- Hard to reach parents are proactively contacted before any parents' meeting to help them to book their appointments before booking goes live and to support any transport needs.

### Areas for development:-

- To increase the participation in Parenting Courses.
- To develop a Parent Panel, who meet regularly to develop a stronger parental voice.





## Element 7 - Governing Body and Management: External Accountability/Support

The MAT vision is one of inclusivity; all the schools in the MAT, both Primary and Secondary, are committed to achieving the IQM quality mark. The MAT is aware that by having a vision and culture of inclusivity, there is the potential negative impact on the school progression measures but feel that the sacrifice is important so 'no child is left behind'.

All the governors are highly supportive of the inclusive ethos Dr Kay has fostered. The Governing body is highly skilled, all having respected roles in the wider community. The Governors really know the school, the needs of the pupils and spoke confidently about the challenges yet spoke with pride about the school's achievements. Parent Governors were proud of their Childs' journey and wanted to ensure that the community also had the experience they summarised as 'they know my child'.

I met with two governors who described themselves as 'forward thinking, as the school never stands still'. Governors meet with Middle leaders 4 times a year, they have the opportunity to present strategic plans to address areas for development, scrutinise the data to ensure they are made accountable for the progression data of all vulnerable learners. They report only positive anecdotes of change and progression of the school since Dr Kay became the Headteacher.

Both the Governing body and the MAT offer financial support, supplementing PP funding to ensure all 'Futures Students' access enrichment opportunities and provide scrutiny for spending through Financial Board meetings attended by the MAT's directors and the Governing Body.

### Strengths:-

- A full Governance Review by an external body was commissioned by the Headteacher. All recommendations made, have since been acted upon and reviewed.
- All Key vulnerable groups have an allocated Governor, including PP, SEN, HPA pupils. Governors are matched to these through interest and skills, to ensure diverse representation within the Governors.
- The Governors were all confident in using Go4Schools data, were able to articulate the needs of key groups and discuss plans for raising their achievement.
- Governors accompany SLT on 'book-looks' and 'form dips', and lesson check ins, to scrutinise the daily diet of key groups of students including PP, SEN, HPA pupils. They also support department reviews for their linked area.
- Governors are part of the school community and partake in a 'Friday Tea' where staff bring goodies on a rota basis and the school community comes together to share the 'Tea' and reflect on the week.
- In addition all Year Groups have a dedicated link Governor, who meet with their Link Head of Year regularly.



- The Chair over sees the “Futures’ Students (PP). There is a named Governor for SEND and Inclusion.
- The Governors could identify changes that they had enforced such as register accountability, 6<sup>th</sup> form policy and attendance reviews. It was clear they scrutinised the data and challenged policies and procedures at every level from the Headteacher to classroom teacher level. They were confident they ‘knew their school, staff and students’.
- There is high level of scrutiny of safeguarding practice. Governors are given DSL training, Safer Recruitment Training and monitor the Single Central Record. Policies are ratified and adopted after final consultation with the Governing body.
- They challenge the attendance of pupils, including PP, SEN, HPA pupils.
- All Governors said they were able to ‘drop in’ without notice, challenge and support practice and this high visibility ensured they were recognizable by staff and students alike.

#### Areas for development :-

- There are no significant areas of development identified for this area.

## Element 8 - The School in the Community

Even though the school is isolated in its rural location but evidently at the heart of the community. The Warriner School has a large working farm on site. They welcome all visitors from the local community to partake in Farm events and hands-on experiences. They have gifted one of their fields to a local SEND free school, so they can benefit from their resources and expertise.

Dr Kay takes great pride in ensuring Religious links are inclusive. Post the loss of a pupil, she fostered close relationships with the local Mosque. They have created a reciprocal relationship where the Imam visits the school weekly and a Teacher visits the mosque to teach English. There are also close relationships with the local Churches and Parish.

The school takes every opportunity to establish relationships that meet the needs of the school's population and the wider community. A rarely used outside pool was covered free of charge by a local swimming group, in return for exclusive delivery of swimming lessons. It was a pleasure to see parents being welcomed with their small children, onto site at the end of the day for their lessons.

### Strengths:-

- The local Church hosts Holiday Clubs on site, accessible to the community including Warriner Students. Cherwell DC also run a Youth Hub for students to attend.
- The wider community supports a wealth of Work Experience placements and The Warriner works collaboratively with local colleges and Universities.
- The school also offers a presence at events in the wider community such as Remembrance Sunday Parades, local debates and other events.
- A 3D printer was donated to the school from a business in the local community.
- A key appointment of a Development Officer who works to build relationships with the local community, e.g. local Parish, District Council, Local Groups.
- Local primary feeders, and external visitors are welcomed for visits and events at the working farm.
- The local Rotary Club supports students with Careers advice and interview preparation through mock interviews.
- There is a calendar of visits from local external speakers such as the Police.
- The school works with other schools within their MAT and Partnership schools to provide Leadership courses at all levels.

### Areas for development:

- There are no significant areas of development identified for this area.