



Assessor's Evaluation for the IQM Flagship Project



School The Warriner School
Bloxham Grove
Bloxham
Oxfordshire
OX15 4LJ

Head/Principal Dr Annabel Kay

IQM Lead Mr Alex Greenhalgh

Date of Review 13th June 2024

Assessor Ms Tracy Cockayne

IQM Cluster Programme

Cluster Group IDEA 2

Ambassador Ms Hilary Thompson

Next Meeting Troedyrhiw Community Primary School

Meeting Focus Community Engagement including parents

Cluster Attendance

Term	Date	Attendance
Summer 2022	5 th July 2022	Yes
Autumn 2022	16 th November 2022	Yes
Spring 2023	30 th March 2023	Yes
Summer 2023	23 rd June 2023	No
Autumn 2023	16 th November 2023	No
Spring 2024	7 th March 2024	Yes
Summer 2024	20 th June 2024	

The Impact of the Cluster Group

On November 16, 2023, representatives from The Warriner School attended a cluster group meeting at St. Bede's in Redditch. The focus of this meeting was staff mental wellbeing. Key topics included the review of school wellbeing policies and the Human Resources (HR) support offered to staff within the Multi-Academy Trust (MAT). The appointment of a staff wellbeing lead and the importance of regular feedback to school staff was also discussed. This meeting provided The Warriner School with valuable insights and strategies to enhance their staff wellbeing initiatives, contributing to a more supportive and positive working environment.

On March 7, 2024, The Warriner School participated in another cluster group meeting held at Westacre Middle School in Droitwich Spa, which centred on transition strategies.



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The meeting featured feedback on school transition activities across Key Stages 3 to 5, shared through various school presentations. The insights gained from this meeting have been instrumental in refining The Warriner School's transition programmes, ensuring smoother and more effective transitions for students moving from primary to secondary education. These meetings have been crucial in promoting continuous improvement and fostering a collaborative approach to education within the cluster group.

Evidence:

- Tour of the school facilities.
- Observation of Year 7 Enhanced Pathway Provision.
- Review of Quality First Teaching Practices in Classrooms.
- Internal suspension room ('Return to Learn') and EdClass setup.
- Pupil passports on Edukey.
- Specialist intervention plans: literacy and social, emotional, and mental health (SEMH).
- Oxfordshire County Council (OCC) review report on Enhanced Year 7 Pathway Provision.
- Equalities work documentation (period positivity, anti-bullying, Pride initiatives).
- Quality First Teaching Review by the Oxfordshire Schools Inclusion Team (OXSiT).
- Pupil Premium (PP) strategy documentation.
- Relational practice pilot project documentation.
- Behaviour management and 'Return to Learn' protocols.
- Feedback data on Continuing Professional Development (CPD) from Key Stage (KS) 3–5.
- Chief executive officer (CEO) of the school.
- Head of School.
- IQM Lead.
- Higher Level Teaching Assistants (HLTAs) (literacy and SEMH specialists).
- Special Educational Needs Coordinator (SENDCo).

Additional Activities

During my visit, I had the pleasure of meeting with the School Council, whose members were exceptionally engaged and committed to making the school a better place. They spoke passionately about their roles in leading various initiatives and were particularly vocal about how they have empowered student consultation since my last visit. The Council's dedication to ensuring that student voices are heard and valued has clearly had a positive impact on the school community, fostering a sense of ownership and collaboration among the students. Their enthusiasm and proactive approach are commendable, reflecting the school's commitment to student-led improvement and inclusive decision-making.



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Evaluation of Annual Progress towards the Flagship Project

The Warriner School has made remarkable strides in enhancing its educational and support frameworks, showcasing exceptional progress and impact. The successful migration of all pupil passports to Edukey, along with the removal of outdated profiles from Go4Schools and Teams, marks a significant achievement, ensuring a streamlined and efficient system for managing student information. The timely creation and upload of Year 7 cohort passports for the 2023–24 academic year further demonstrate the school's effective and proactive approach to administration. The Special Education Needs and Disabilities (SEND) team's recruitment of Higher Level Teaching Assistants (HLTAs) and the implementation of structured interventions.

The Education Endowment Foundation (EEF)

EEF research in literacy and SEMH has already led to notable improvements. These interventions, particularly the reading strategies and booster literacy programmes at Key Stage 3, are beginning to show promising data, highlighting their effectiveness in supporting student learning.

The introduction of the Enhanced Year 7 Enhanced Pathway provision, which provides a tailored transition for vulnerable students, has been a standout success. This initiative has been positively reviewed by the Oxfordshire County Council, with an available report validating its impact. The school's commitment to SEMH support has been further strengthened by training a whole school mental health lead (SMHL) and implementing mental health first aid training, ensuring comprehensive mental health support across the school. The dedication to equality work is evident in initiatives like period positivity, anti-bullying campaigns, and the creation of safe spaces for Pride, all of which contribute to a more inclusive and supportive school environment.

In terms of teaching quality, the integration of Quality First Teaching principles has been exemplary. Reviewed by the Oxfordshire School Inclusion Team (OXSiT), these principles include effective questioning techniques, high student engagement in lessons, articulated learning, and annotated seating plans. These efforts have significantly enhanced teaching efficacy and student outcomes. The school's Pupil Premium (PP) strategy has also been refined through the 'learning without labels' approach, informed by Mark Rowland's research. This strategy focuses on providing only essential data to teachers about SEND and struggling readers, fostering a more supportive and focused learning environment.

As a lead institution in Oxfordshire County Council's (OCC) pilot project on relational practice, The Warriner School has demonstrated its commitment to innovative and supportive educational practices. Senior Leadership Team (SLT) members have undergone training in relational leadership and circle training, and the school has adapted its Continuous Professional Development (CPD) and detention systems based on these principles. These adaptations are being continuously reviewed for impact, underscoring the school's commitment to relational practice and restorative approaches. Staff wellbeing has been a top priority, with the development of a comprehensive support package influenced by input from the Inclusion Quality Mark (IQM) and the HR team. This program provides accessible support options for all staff members, enhancing overall staff morale and wellbeing.



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Additionally, the school has established an internal suspension room, 'Return to Learn', and advanced the use of EdClass, which currently supports nine students. These initiatives aim to address student anxiety and reduce external suspensions, ensuring that students receive the necessary support to reintegrate into the school environment effectively. Regular behaviour wash-up meetings have been instituted to prioritise and streamline decision-making processes. Collectively, these initiatives reflect The Warriner School's unwavering commitment to continuous improvement, inclusivity, and creating a supportive and effective learning environment for both students and staff.

Agreed Actions for the Next Steps in the Flagship Project

The Warriner School has outlined a comprehensive plan for the upcoming years, focusing on refining current practices and implementing strategic improvements to enhance student and staff experiences. One of the immediate next steps is to ensure that all existing documents on Go4Schools are removed, consolidating all relevant student information onto Edukey. This consolidation will streamline data management and make it easier for staff to access and update student records.

Starting in September 2024, the school plans to continue its good practices while also adapting student passports. This will involve refining intervention packages and assessments, such as using the Boxall Profile, to more accurately measure the impact of interventions. Additionally, the school aims to improve the fluidity of students between literacy interventions and booster sessions, ensuring that each student receives tailored support based on their evolving needs.

The transition of Year 7 students into the mainstream and their subsequent support as they move into Year 8 is another critical focus. Planning is already underway to provide enhanced provision for a high-needs cohort joining the school in September 2024. This proactive approach will ensure that these students receive the necessary support right from the start, facilitating a smoother transition and better integration into the school community.

In terms of SEMH and mental health, the school intends to maintain and enhance its profiling of mental health and wellbeing support. This will involve closer collaboration between the PSHE lead and the School Mental Health Lead (SMHL) to ensure that mental health initiatives are effectively integrated into the broader school curriculum and support systems. Additionally, the Deputy Head Teacher (DHT) and Equalities Lead will focus on profiling equalities and raising awareness in line with DfE guidance, ensuring that the school remains an inclusive and supportive environment for all students.

To enhance classroom dynamics, the school will emphasise teacher circulation and the use of annotated plans that highlight specific strategies to be used by teachers. There will also be efforts to improve the practices of Teaching Assistants (TAs) in the resource base, ensuring they are well-equipped to support students effectively. This reinforcement will be a key focus from September 2024 onwards, aiming to elevate the overall quality of classroom support.



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The school is in the first year of a three-to-five-year plan with Relational Practice, which will involve further developing staff knowledge and understanding throughout the 2024–25 academic year before making more structural changes. Continuing Professional Development (CPD) will have a relational focus, helping staff to build stronger, more supportive relationships with students and each other. Staff will be encouraged to access this training as needed, ensuring that everyone is equipped with the skills and knowledge to support the school's inclusive and collaborative ethos.

Finally, the school remains committed to reducing external suspensions, particularly for SEND and Pupil Premium (PP) students, who are disproportionately affected. This ongoing priority will involve refining behavioural support strategies and ensuring that all students receive the necessary interventions to stay engaged and successful in their education. Through these detailed next steps, The Warriner School aims to continue its trajectory of improvement, fostering an environment where every student and staff member can thrive.



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Overview

On my recent visit to The Warriner School, I had the opportunity to witness firsthand the school's commitment to fostering an inclusive and supportive educational environment. Located in the picturesque village of Bloxham, Banbury, The Warriner School is a vibrant community with a strong focus on academic excellence and student well-being. With 1590 students on roll, the school prides itself on providing a diverse and dynamic learning experience.

During my visit to The Warriner School, I first met with the SENDCO and two HLTAs. The second HLTA is a new appointment and, despite the loss of the previous SENDCO, this change has provided an opportunity to restructure and revise some policies and procedures, as well as the strategic oversight of SEND provision. One notable change is the renaming of the Special Educational Needs (SEN) base from Warriner Inclusion Network (WIN) to Aspire, which aims to promote more positive language. This rebranding has been well-received by both staff and students, giving the base a fresh identity.

The SENDCO provided detailed insights into the enhanced pathway. The Warriner School is part of a collaborative effort with two other schools in Oxfordshire, tasked with supporting vulnerable students across the borough. This pathway serves as an intermediary between primary and secondary education while ensuring students remain fully included within the school. Currently, it caters to 16 pupils, though 2 students attend as their parents are still seeking specialist provision through the tribunal. These students join their peers for lunch and form time, promoting inclusivity, but receive teaching in core subjects from a specialist SEND teacher. The classroom maintains a primary school atmosphere, creating a sanctuary for students with complex needs, including anxiety. The high attendance rate within this cohort reflects their positive engagement and sense of safety in this environment.

The Enhanced Pathway is not a catch-all provision for all students with Education, Health and Care Plans (EHCPs); many remain integrated into mainstream Year 7. The pathway is designed for those who need specialised support and a gradual transition back into mainstream classes. This process involves a bespoke transition timetable, ensuring that students are not moved all at once but are carefully reintegrated based on individual needs. This approach allows staff to become familiar with each student's needs, preventing abrupt transitions that could be disruptive. Both hard data (academic attainment) and soft data (engagement, participation, confidence and communication) are used to monitor progress. The ultimate goal is to prepare students for full-time mainstream education, with almost all students expected to be in full-time Year 8 lessons with intervention support as needed. The Teaching Assistants accompany students into mainstream classes, providing a safety net and ensuring they do not feel isolated from their familiar support structures.

The leadership structure at The Warriner School has evolved to better meet the needs of its students, fostering a culture of shared responsibility facilitated through Edukey. With this platform, Special Education Needs and Disabilities (SEND) is now seen as everyone's responsibility, promoting a more collaborative approach to student support.



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The SENDCO, now supported by two assistant SENDCOs, is focused on managing the extensive paperwork associated with the school's 60+ EHCPs, necessitating a reduction in their teaching time to handle these administrative demands effectively.

Recognising that some students arrive from primary schools without EHCPs but with significant needs, the SENDCO and Inclusion Lead have developed the 'Enhanced Pathway 2' model. This initiative ensures that lower-achieving students and those with additional needs are not overlooked. Enhanced Pathway 2 provides a supportive environment with a literacy and numeracy-based curriculum, enabling staff to follow the assess, plan, do, and review process. This structured approach helps to gather the necessary evidence to apply for EHCPs, securing future support for these students. The Warriner School's investment in these enhanced pathways is seen as a financially prudent decision, reflected in improved attendance, engagement, and assessment outcomes. The school has created a welcoming space for school users within the hub, which is well-resourced and non-intimidating. This environment encourages attendance and participation from students who might otherwise struggle in a traditional setting.

The school's outward-facing ethos drives them to continually seek best practices from other schools while also sharing their successful strategies. The willingness to take risks and innovate underscores The Warriner School's commitment to ensuring no child is missed and every student receives the support they need to succeed.

During my visit, I also spoke with two highly passionate and knowledgeable HLTAs. The first HLTA focuses on functional literacy, modes of regulation, coping with change and maintaining a close relationship with the Teaching and Learning Lead. Using data to identify struggling readers, she addresses both sight words and comprehension. The school has invested in literacy boxes, which have shown a significant positive impact. The interventions offered range from one-on-one sessions to small groups and she is adept at adapting teaching methods down to phonics levels, thanks to her previous experience as a primary school specialist. Utilising a multitude of resources, her interventions are data-driven and impact-focused.

The second HLTA specialises in SEMH and describes a variety of interventions aimed at improving student wellbeing and addressing the increasing need for mental health support across the school. Recognising the importance of social skills post-COVID, she runs valuable sessions that, while not easily measured by traditional data methods, are crucial for student development. She supports students with autism through back-chaining and solving problems using social stories. The range of interventions extends beyond those for students with EHCPs to targeted support for all students who need it.

All interventions are recorded on Edukey, allowing any staff member to access information about a student's needs, as outlined in their passport and understand how to meet those needs effectively. The school ensures that these records reflect both what is necessary and what additional or different support might be provided. The HLTAs are also involved in the weekly FABS (Focus on Attendance, Behaviour and Safeguarding) meetings. These meetings bring together all relevant parties to discuss student needs, triage issues and create action plans. Additionally, the HLTAs participate in 'wash-up' meetings at the end of every day, where they review the day's events and ensure everyone has the same information. This comprehensive and collaborative approach ensures that every student's needs are met in a timely and effective manner.



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The Warriner School is always looking to incorporate good practices and is now collaborating with The Mulberry Bush following a visit to another specialist school. This partnership allows them to access a SENDCO helpdesk for personalised support. The process begins with an initial session to discuss the pupils' needs, followed by an observation session and culminates in a third session where strategies are suggested and tailored support plans are developed. This structured approach ensures that each individual has a comprehensive support plan. The school has also applied this model to benefit other pupils, recognising the real advantages of external observation and input. This method was described as a mini-Team Around the Child (TAC) meeting, similar to those used in safeguarding, as they move towards a fully collaborative and representative approach. This initiative demonstrates the school's commitment to leveraging external expertise to enhance their provision and support for all students, ensuring no child is overlooked and every need is met effectively.

It was also exciting to discuss the progress made with Edukey at The Warriner School. They have now started to develop a whole-school provision map, allowing all staff to access and add interventions as needed. The staff find the round-robin feature particularly useful for collating evidence for annual reviews. Pupil profiles can be sent directly to class teachers, ensuring that only relevant information is shared, thereby preventing information overload. Every piece of data is purposeful and they are actively looking to reduce the information on pupil profiles to help manage the staff's cognitive load. Students are allowed to interact with, and add to, their profiles, ensuring that the process is inclusive and student-centred. This approach aims to be pupil-led, emphasising the importance of student input in their educational journey. Parental voice is also included, with parents being asked for their input, fostering a sense of partnership in all directions. Additionally, the school has invested in a SEND administrator to assist with the input and management of this information, streamlining the process and ensuring accuracy. This comprehensive and inclusive use of Edukey highlights The Warriner School's commitment to utilising technology to enhance support for all students.

The Warriner School has also grown its TA team by finding innovative recruitment strategies amid a challenging hiring climate. They utilised social media, word of mouth, and even held a recruitment event at the school on a Saturday, inviting the community to meet the Head of School and the Chair of Governors. This event was very successful. Additionally, they noted that staff retention is high this year, as they have prioritised recruiting based on the need to reduce stress on existing staff and support their health and wellbeing. The SEND team has expanded to a strong 19 members, allowing for greater responsiveness to student needs without compromising individual support. The school ensures that SEND provision complements the work done in the study and this collaborative approach has helped maintain their good Progress 8 scores. In the recent Ofsted inspection, The Warriner School was rated as a strong 'Good' in all areas, demonstrating their commitment to inclusion and educational excellence.

In Key Stage 4, the SEND team has successfully run the Business and Technology Education Council (BTECs) in Travel and Tourism, providing pupils with the option to lose one subject to focus on additional core pre-teaching and catch-up sessions while still ensuring they are entered for all their required subjects. The curriculum for Study Zone (Aspire) sessions is designed and delivered by specialists with TA support, ensuring there is no compromise in the quality of the curriculum or teaching and



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learning strategies. This comprehensive approach underscores the school's dedication to maintaining high educational standards and is true to its moral purpose of inclusion for all students.

The attendance team at The Warriner School is inspiring in their dedication to ensuring every child attends school. They noted the significant challenges post-COVID, with current attendance at 89.6%, down from 94% before the pandemic. Despite their extensive interventions, the current attendance rate reflects the increased mental health concerns among students, long Child and Adolescent Mental Health Services (CAMHS) waiting lists, and limited family support. The rural location of the school also poses challenges; if students miss the bus, they have no other means of getting to school. Additionally, there has been a rise in absenteeism in families where a parent works from home. The number of part-time timetables has risen from 10 to 50 due to the complex needs of the cohort. Frequent home visits are conducted, but given the distance, these can take up a significant amount of time. The team has to be considerate in how they challenge parents, aiming to retain relationships while using part-time timetables to complement their efforts. The local authority lacks a strong legal department, resulting in few legal sanctions for attendance issues. With upcoming changes to attendance guidance in September, it will be interesting to see if this situation changes and if legal sanctions make an impact.

The team also manages students on roll who have never attended the school, such as two pupils with EHCPs whose parents are awaiting specialist provision through tribunal. They take their safeguarding duties seriously, checking in weekly to ensure these students are known. They have shifted the language around attendance from percentages to days missed, finding this approach more effective in conveying the impact of lost learning opportunities. The Link, their provision for school refusers, has been extended to 12 places with a new building and expanded afternoon sessions to support reintegration into afternoon lessons.

Nothing stands still at The Warriner School, with everything evolving to meet changing pupil needs. They have introduced a forest school, managed by staff recently completing Level 3 training, which is also offered to other schools in the community. They are part of the Department of Education's (DfE's) attendance hub, collaborating with similar schools to address common issues in rural settings. While their overall attendance rate may seem low, their persistent absence rate is slightly below the local average. They actively seek pupil voice through surveys to address attendance issues, inviting parents to engage in relational approaches to overcome barriers. They use phone calls and text messages rather than emails, finding these more effective in reaching parents. Trips are scheduled on Fridays to minimise attendance impact and they offer incentives such as the Warriner Wheel, where students can win vouchers for 100% attendance. The school hosts BBQs and quiz nights to engage families and open dialogue about attendance.

Despite the challenges, they support students with medical issues, ensuring they have every opportunity to attend and be fully included. The attendance team, both Designated Safeguarding Lead (DSL) Level 3 trained, attends all safeguarding conferences, refers to GPs and external agencies, and is relentless in finding ways to improve attendance. They have also seen an increase in Elective Home Education (EHE) due to parents seeking Education Other Than School (EOTS). While The Warriner cannot support EOTS due to resource constraints, they manage this legally and ensure



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no child is off-rolled without proper checks. Their determination and proactive approach are commendable.

During my visit, I had the pleasure of meeting with the school council, whose pride and enthusiasm for their achievements were palpable. The council members are diverse and passionate advocates for their needs, championing causes such as deaf awareness, ASD awareness and anxiety, all while striving for a wholly inclusive and representative school environment. They have led the update of the Attitude to Learning initiative, visible throughout the school, and played an active role in designing the anti-bullying charter after attending a Young Leaders Conference organised by Oxford City Council. The school council is also deeply involved in financial decisions and actively consults on how to spend their budget. They proudly recalled their protest against the removal of skirts to establish a non-binary uniform, recognising the school's intent for inclusivity. Despite initially supporting the change, they ultimately voted unanimously to retain skirts, demonstrating a thoughtful and consultative approach. Their pride in the uniform extends to the introduction of a more practical darker PE kit, replacing the older, less functional white kit, and tailored shorts.

In their pursuit of fairness, the council streamlined the house points system, ensuring consistent reward distribution. They emphasised recognising students who demonstrate good behaviour daily and contribute positively to school life. They also spearheaded the creation of the "16X16 Pledge," a list of 16 experiences every student should have before turning 16, fostering a sense of achievement and school spirit.

The council's excitement about the upcoming sports day was infectious. They have grand plans to make it the best one yet, featuring stands to raise money for the Cambodia trip, bouncy castles, and other inclusive activities to ensure everyone can participate. Looking ahead, the council is committed to improving the school meal process, advocating for an affordable "meal deal" option to ensure all students have access to nutritious meals.

Additionally, they are collaborating with a teacher who has a cochlear implant, serving as a role model for deaf students, to deliver Deaf Awareness Week in 2024. Their enthusiasm and dedication to making a positive impact on their school were truly inspiring. Meeting with such engaged and proactive students was a highlight of my visit, showcasing the vibrant and inclusive culture at The Warriner School.

I then met with the Head of School and the IQM lead to discuss their shift towards relational practice, inspired by the work of Dave Whitaker, who authored "The Kindness Principle." This philosophy resonated deeply with the school's culture and ethos, moving beyond merely being trauma-aware to embedding kindness at the core of their interactions. Following a behaviour review led by the Senior Assistant Headteacher, the school decided to shift from focusing on sanctions to fostering a positive, kind environment. To initiate this change, they purchased copies of "The Kindness Principle" for all SLT members to ensure everyone was aligned with the new vision. The leadership team attended a conference where Whitaker invited schools to participate in a pilot scheme to become relational schools. Recognising that this vision required a thoughtful and evidence-based approach, they committed to a three-year process. This first year has focused on gaining knowledge and training as a leadership group. They have completed five of ten information days on implementing relational practices and



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plan to complete the remaining sessions. Their goal is to base change on solid evidence, learning from other schools that have successfully implemented relational practices, such as "courageous conversations."

The leadership team has also undergone additional training in "relational practice" and "circles," which involves removing desks to facilitate open dialogue and eliminate the power dynamics that desks can create. They have created meeting spaces without desks to put this practice into action and have adopted the "check-in and check-out" method for meetings at the SLT level. Understanding that this transformation is not a quick fix, they are committed to a 3-5 year process to fully embed relational practices in the school's culture. One significant change they have made is to incorporate reflection work into detentions, encouraging students to engage in restorative conversations. They are also drawing on the work of Alistair Gould to examine the impact of restorative practices. While they acknowledge that it is easier to run a zero-tolerance school, they believe that a relational approach is ultimately more beneficial for their students.

The school ran two successful CPD sessions in May 2024 to capture the 'hearts and minds' of staff, improving knowledge and understanding of relational practice. The sessions received positive feedback and saw many staff members embrace the new approach. They plan to extend relational practices into the classroom, integrating them with quality-first teaching. In response to an Ofsted observation identifying inconsistencies in tutor time, they are re-evaluating what form tutors are expected to cover through a "de-implementation" process. This will be replaced with a relational approach that includes time for conversations and mentoring, focusing on what excellence in tutor-student relationships looks like. They firmly believe that relational practices are the key to fostering strong, supportive relationships within the school community.

There has also been a significant shift in the pastoral team, with Assistant Heads of the year moving to non-teaching posts. This change has been highly successful, allowing them to be more flexible and proactive in their roles, effectively reducing the number of children needing to go to the WLC. Furthermore, two enhanced posts are being advertised: one Assistant Head of Year will focus on relational behaviour, while the other will concentrate on interventions. The long-term goal is to phase out detentions, as they aim to become so relational that punitive measures become redundant and are replaced by restorative approaches.

In addition to these changes, the school has become a fully phone-free site. They have invested in YONDR pouches, which are security-tagged cases that allow students to have their phones on them without being able to use them during school hours. This initiative has created a better learning environment, with fewer interruptions and a reduction in social issues caused by phone use, such as social media abuse. Initially, there was some resistance from staff, but through targeted CPD and thorough consultation at all levels, the policy has been successfully introduced. The school has been proactive in communicating the rationale behind this change during transition meetings for the new year, making it a non-negotiable expectation for incoming students. They are also targeting new staff and those who join mid-year to ensure they understand the reasons



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behind this policy. Their strong communication strategy has been key to effectively implementing these changes and ensuring everyone is on board.

I met with the IQM Lead, who informed me about the extensive work of the Equalities and Diversity lead. Ann has been instrumental in fostering an inclusive environment through various initiatives. She organised an anti-bullying poetry competition, promoting creativity and awareness among students. For International Women's Day, she coordinated a cake sale that raised nearly £500 for Womenkind Worldwide, highlighting the school's commitment to global issues. During Pride Month, Ann orchestrated tree decorations and a Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning and Intersex (LGBTQ+) treasure hunt, along with selling rainbow laces and badges, significantly boosting visibility and support for LGBTQ+ students. The PRIDE Club, which she oversees, has a notable attendance of around 30 students, demonstrating its impact. Ann also collaborates with other schools, recently meeting the Pride Group Lead at Chippy School to share best practices. Additionally, she ensured the school council's involvement in an anti-bullying webinar and facilitated the selection of pupils for the OCC inclusion review, underscoring her dedication to student engagement and representation.

I met with the teaching and learning lead, who also oversees literacy. He is an interesting and well-read academic who approaches everything with a research-backed purpose. He spoke about educational literacy authors as his heroes and emphasised embedding research and evidence-based practice in his strategies. He cited Simon Sinek as his inspiration for ensuring absolute clarity with all stakeholders about his moral purpose and implementation. Passionate about closing the literacy gap, he has embedded numerous strategies, such as the 'High Five Reading' method, which is now integrated across the curriculum. I observed the IRA reading scores that demonstrate progress across the board. He also discussed the influence of Mark Rowland and the concept of learning without labels, highlighting his bold decision to remove prior attainment data from teachers. This move aims to avoid creating artificial glass ceilings of expectation and aspiration and it has proven effective, as evidenced by the progress data.

Furthermore, he has implemented annotated seating plans as a standard, encouraging teachers to consider adaptive teaching strategies and the strategic placement of students for maximum impact. To support staff, he has created infographics of key initiatives and expectations, mindful of both staff and pupils' cognitive load. This simplicity has contributed to the success of these initiatives. The Continuing Professional Development and Learning (CPDL) offer is robust, and staff have particularly appreciated the support and training around literacy initiatives.

Recently, staff received training and infographics on circulating around the classroom, complementing the annotated seating plans. He showed me the literacy intervention offer for all year groups, ensuring there are resources for reluctant and struggling readers and involving parents in the process. They are sensitive to omit letters for those with recognised needs and anxiety, demonstrating how the leadership prioritises students' mental health and well-being. Additionally, there is a professional library for teachers, reflecting his enthusiasm for sharing research-based tactics. New books on relational practice are available, enabling staff to pursue independent learning alongside the extensive CPDL offer by Speech and Language Therapists (SaLT).



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The Warriner School boasts a rich array of co-curricular activities that extend well beyond the classroom, leveraging facilities such as a pool, a working farm and a variety of sports facilities that benefit not only the students but also the wider community. These activities play a crucial role in enhancing students' overall educational experience by fostering personal development, teamwork and community spirit. The school recognises the importance of assessing the impact of these activities, prompting plans for the upcoming year to collect data on attendance and engagement levels. This data will be correlated with academic attainment data and school attendance averages to better understand the holistic benefits of co-curricular involvement. Co-curricular activities at The Warriner School provide numerous benefits. They offer students opportunities to explore interests beyond the curriculum, develop skills in leadership and organisation and build resilience through challenges outside of academic coursework. Engaging in sports activities enhances physical health and promotes a sense of camaraderie among peers, while involvement in projects on the school farm cultivates a deeper appreciation for agriculture and sustainability. Moreover, these activities often contribute to improved mental wellbeing by providing outlets for creativity and self-expression. For the broader community, facilities like the pool and sports fields serve as venues for local events and competitions, fostering partnerships and enhancing community cohesion. Overall, the robust co-curricular programme at The Warriner School enriches the educational journey, equipping students with valuable life skills and shaping well-rounded individuals prepared for future challenges.

The visit to The Warriner School has been truly inspiring, witnessing firsthand the dedication and drive of the staff towards inclusive education. The school's commitment to inclusivity serves as a beacon for others, evident in its proactive measures and supportive environment that cater to the needs of every student. It's clear why The Warriner School is the parental preference for families with children needing specialised support. The exceptional leadership vision is commendable, embracing change wholeheartedly and continuously striving for the best outcomes for their pupils. Their unwavering commitment to innovation and improvement ensures that they remain at the forefront of educational excellence.

I believe that The Warriner School deserves to continue to hold IQM Flagship School status and should be reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status. Their achievements and ongoing efforts to foster an inclusive and supportive school community are commendable and deserving of recognition. I eagerly look forward to witnessing their progress next year in this ever-evolving school, confident that they will continue to set new benchmarks in inclusive education.

Assessor: Ms 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