



Assessor's Evaluation for the IQM Flagship Project



School The Warriner School
Bloxham Grove
Bloxham
Oxfordshire
OX15 4LJ

Head/Principal Mrs Sharon Nicholls

IQM Lead Mr Alex Greenhalgh

Date of Review 4th June 2025

Assessor Mr Craig Burrows

IQM Cluster Programme

Cluster Group IDEA 2

Ambassador Ms Hilary Thompson

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	16 th November 2023	No
Spring 2024	7 th March 2024	Yes
Summer 2024	20 th June 2024	No
Autumn 2024	13 th November 2024	Yes
Spring 2025	26 th March 2025	Yes
Summer 2025	18 th June 2025	



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The Impact of the Cluster Group

- Implementation of positive report cards
- Adoption of a SEND CPD survey that was shared and is due to be used in the review in June 2025
- The school visited alternative provision that the school had set up and looked at the curriculum which has further informed Warriner plus plans
- The school have also agreed to hold a cluster meeting to share how they have implemented 'circles' into the school mentoring programme and demonstrate its impact as part of its relational school development

Evidence

- Policies
- Intervention- overviews and impact
- School website
- School tour with the Deputy Headteacher
- Visits to the school's support areas
- Informal observation of pupils and parents arriving to school
- Displays and classrooms environment
- IQM Self-Evaluation document
- Student Council meeting

Meetings with

- MAT CEO
- School Governor
- Intervention leads
- Deputy Headteacher & IQM Lead
- Assistant Headteacher – Teaching & Learning
- Assistant Headteacher – Personal development
- SENDCO
- Senior Assistant Head of Year responsible for peer mentoring
- Members of the Student Council



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Evaluation of Annual Progress towards the Flagship Project

The school has now completed its second year of its Enhanced Pathway provision which has resulted in a Year 8 cohort being successfully integrated into mainstream. Due to the school's excellent inclusion support the number of students with an EHCP naming the school is rapidly increasing and there is currently a large group of Year 7 students who are gradually being integrated into mainstream but also taught by a SEND specialist. This provision has given students a 'soft landing' into secondary education and has been vital in ensuring a successful transition for these students.

The school has also successfully moved to a pupil passport system and use of round robins using Edukey to ensure the success of strategies are being effectively tracked. This system also gives staff working day to day with students the opportunity to give clear feedback on the effectiveness of these strategies in the classroom, they are also used to gain valuable information on any referrals that are put forward by staff.

The school has now trained and developed specialist HLTA's in SEMH, Literacy and Communication & Interaction and are assisting with key interventions across the school. The HLTA's work along side other key staff in working groups such as the literacy working group made up of specialist literacy staff such as the KS3 English Lead. The Assistant Headteacher (Teaching & Learning) stated that these groups "play a significant role in the directing intervention strategy but the best impact comes from the class teacher"

The impact of the 'High-Five' reading strategy is clear and obvious as it reengages struggling readers across KS3. This strategy has ensured more and more students are able to access more of the key vocabulary in lessons and therefore drive their progress. The 'league table' competition element has been instrumental in improving the attitude of boys through healthy competition.

The 'Warriner 16 by 16' strategy is now ready for rollout in September 2025 and is the school commitment to ensuring that all of their students have 16 valuable life experiences by the age of 16. This will also ensure those students in receipt of pupil premium funding are supported to gain these experiences such as a live sporting event.

The school is also continuing its relational and restorative practice journey and key staff have taken training on the Oxfordshire County Council Relational and Restorative Practice course in addition to other members of the pastoral team completing 'circles' training. The circles strategy is really gaining traction and now mentoring groups (this has replaced tutor groups) use this on a weekly basis.

Warriner School continues to lead the way on alternative provision around preventing child exploitation with the Ged Fed Partnership, this resulted in a visit by the Local MP and BBC south on May 23rd to see the project in action.



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Agreed Actions for the Next Steps in the Flagship Project

Some of the key commitments for the next year are below:

Carry out a quality assurance review of the use of Edukey and plan to address gaps in quality of Pupil Passports as a result of any findings. This will ensure that the consistency of the plans is maintained which in turn will ensure the correct support is given to students.

There are plans to map the provision and improve impact of interventions consistently across the HLTA team. This will ensure the higher-level training taken by the HLTAs is used to deliver specific interventions where needed and improve the impact.

Further development of Equalities work by the newly appointed Equalities lead who will lead on this initiative across the school therefor improving consistency an impact.

Roll out of the 16 by 16 programme in 2025-26 using the 'Big Start' event for new Year 7 students, this will capture the enthusiasm of the new cohort and give them exposure to the many opportunities that are open to them across many different faculty areas. This will then be tracked by using Go4 Schools to track engagement and impact of the programme.

Review and improvements being made to the mentoring programme for 2025-26 which will target specific students and increase the number of student mentors and mentees to meet increased need. The possibility of more sessions is also being explored but is dependent on space.

As part of the well-being offer for staff the school will implement a flexible 'well-being' day for staff in 2025-26.

However, the main plan for the next year is to roll out the Warriner Plus programme which is aiming to meet the needs of both the school and local schools in the area. With the relocation of much of the alternative provision from Banbury to Oxford there is a high need to quality provision and the school have taken a very pro-active step in addressing this need in consultation with the County Council. A business case was submitted to the council, and they have agreed £75,000 in funding to set up the alternative provision on site.

The school have already started to advertise with posters; flyer drops to local community areas and schools as well as adverts on social media platforms. In addition, key staff have visited local school to give an overview of how the provision will be set up and run. The school already have a steering group set up which includes school staff, governors and Oxfordshire County Council.

Work has already started on the provision with rooms identified and resources bought or donated which have included motor bikes. The school working farm will also be utilised as part of the project. The main aim for the summer is to ensure robust policies for referrals, induction and reintegration are in place ahead of its formal launch in September. The project needs to fill 50% of the places to ensure ongoing financial viability.



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Overview

The Warriner School serves a wide catchment area attracting students from varied cultural and social backgrounds that contribute to the school's strength and also present with challenges. The oversubscribed school prides itself on its community ethos and positive relationships between staff and students that underpins everything they do. Adults conduct themselves in a respectful way to model student's responsible behaviour, aware that this contributes to young people character development.

The positive and respectful relationships between students and adults have a massive impact on decision making and their effectiveness. At this school, student voice translates into young people truly voicing their opinion without fear of repercussion and with expectation to be heard and acted on. One student commented "staff don't judge us they support".

Inclusive and relational practice is at the very heart of teaching and learning at the school. As a school heavily built on positive relationships staff pride themselves on knowing their students very well not just from an academic stance but personal and social one too. The annotated seating plans are a true testament to this as they not only highlight academic data and need but key personal and social points about each individual student demonstrating how they learn and what is needed to get the very best outcomes from them.

The alternative provision areas are incredibly well resourced and overseen by passionate highly trained staff. Examples of this are the return to learn area where students spend time out of mainstream as an alternative to external suspension, this has led to a reduction in the use of external suspension by 40% when comparing the annual figures over the past 2 years. Another example was the Link, a quiet area away from the main building where students who were previously school refusers or those with severe anxiety could come for a 'soft' return to school and parents could literally drive up to the facility to drop off.

The teaching and learning CPD is driven by the Assistant Headteacher but in collaboration with a number of key stakeholders including Faculty Leaders, key English staff and support staff including HLTA's. Data collected from 'lesson visits' is used to highlight strengths and focus areas; this ensures that the needs of all students are met.

Policies are geared to ensuring that relational and restorative practice for all students and this improves the overall experience for both staff and students

Students are very proud of their school and feel their voice is both heard and valued. One student said, "we work hard to propose ideas because we know we are listened to" and "they really do listen to us and put actions in place quickly". The School Council members talked proudly about the changes they have made this year, examples of this were making blazers optional if a jumper was worn or the introduction of meal deals in the canteen to keep costs down.



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Students talk enthusiastically about the many trips they go on, and the vast array of extracurricular clubs that are available to them. Recognition is important and this again is valued by students and staff who talk very positively about how their efforts are recognised and rewarded

The wellbeing of staff is very high on the agenda of the SLT, and this is really valued by staff who are then inspired to develop not only their students but themselves day in day out. One teacher said that they (Senior Leadership) are “Always looking for creative ways of working” to reduce unnecessary load. There are plans for a flexible well being day for staff in 2025-26.

On a tour of the inclusion provision, the attitudes to learning are good and the support to different groups of students is outstanding. Students acknowledge that others need different support and are focused on their own learning allowing interventions to seamlessly take place in the same classroom. Every member of staff has detailed seating plans that allow them to identify who needs support and in the many dedicated areas on site.

When asked how high does inclusion sit on the school agenda the MAT CEO said that “It’s our moral purpose” and that “when taking every decision, we ask what is the right thing for the children”. The Governor I spoke to went onto say that “The Warriner is a place of belonging and we want every student to be part of the family”

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is 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.

Assessor: Mr Craig Burrows

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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