



VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW

REVIEW REPORT FOR
THE WARRINER SCHOOL

Name of School:	The Warriner School
Executive Head: Head of School:	Dr Annabel Kay Sharon Nicholls
Hub:	The Cotswold Cornerstone Hub
School phase:	11-18 Secondary
MAT (if applicable):	The Warriner Multi Academy Trust

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Effective
Date of this Review:	05/05/2021
Overall Estimate at last QA Review	Not Applicable
Date of last QA Review	Not Applicable
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	30/01/2018



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

Leadership at all Levels	Effective
School Improvement Strategies	Effective
Approach to recovery and remote learning	Not applicable
Area of Excellence	Not applicable
Previously accredited valid Areas of Excellence	Not applicable

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

1. Context and character of the school

The Warriner School is a larger than average, ten-form entry comprehensive school serving a geographically diverse area including the villages of North Oxfordshire and the town of Banbury. The school converted to academy status in August 2015 and is the founding school in the multi-academy trust. The school sixth form was founded at the same time as academy conversion and has steadily grown in size. The sixth form curriculum is predominantly academic, and some subjects are delivered in partnership with another local school.

The school is proud to host the largest school farm in England with 116 acres and a mixture of livestock and crop enterprises. Pupils are invited to participate in the work of the farm and educated to appreciate the principles of conservation and sustainability which informs its ethos.

The school population is predominantly White British with low rates of mobility. The proportion of pupils who are disadvantaged is lower than the national average. The school is home to a resource base for pupils with autism, which is funded by the local authority. Partly as a result of the success of this provision, the school is now extremely popular with families of pupils with special educational needs (SEND). The proportion of pupils with SEND is therefore above the national average.

2.1 Leadership at all Levels - What went well

- Leaders express a vision for academic excellence, underpinned by clear moral purpose. There is significant evidence of a commitment to the development of pupils' cultural capital alongside the achievement of qualifications.
- The Warriner is a highly inclusive school and has achieved the quality inclusion mark in recognition of its work. Staff are unanimous in their determination that all pupils will leave school with a strong understanding of their role as citizens of the world.
- The school development plan has been co-constructed with senior leaders and priorities are shared with staff. Subject leaders are responsible for aligning departmental action plans with the overarching developmental priorities. This helps to create a climate of purposeful accountability in which actions are carefully tracked.
- The overarching statement of curriculum intent is threaded through the curriculum documentation developed by subject leaders. Knowledge mapping is perceived as being key to achieving successful curriculum progression and leaders are determined that pupils develop a clear understanding of disciplinary skills and language.

- Through careful implementation of the three 'Rs' of respect, responsibility and readiness, leaders have succeeded in growing a positive climate for learning. Pupils recognise the alignment between the attitudes to learning framework and the school values. The positive impact of the framework has also supported staff retention.
- Leaders have developed a highly innovative strategic approach to addressing the barriers to learning faced by disadvantaged pupils. Pupils who are eligible for the pupil premium are identified as 'futures' to encourage them to identify their own potential. A designated senior leader has been nominated to act as the 'conscience for the group'. This ensures that barriers to learning are well understood and precisely addressed.
- Middle leaders have valued the opportunities to undertake deep dive activities designed to explore the curriculum intent and implementation underpinning their subject. The wider curriculum is perceived to be at the heart of the planning process and includes access to trips, visits and workshops with external practitioners.
- Leaders have developed an effective strategy for the growth of the sixth form, including identification of a range of facilitating A Level subjects and a tailored programme of personal development. As a result, outcomes have improved steadily over time and destinations are very strong.
- Governors share leaders' commitment to serving their local community and enabling pupils to succeed. There is clear sighted understanding of the priorities for improvement and of the key messages emerging from performance information. The allocation of governors to curriculum areas ensures that there is support and challenge at all levels of the school's leadership.

2.2 Leadership at all Levels - Even better if...

- ...leaders continued to review the effectiveness of the strategic response to the specific needs of lower prior attaining pupils, in order to ensure that provision is sufficiently ambitious.
- ...leaders explored the range of possibilities for using the school farm to further enhance the curriculum and enrich the student experience.
- ...there were greater consistency in the shape and content of curriculum area development plans, securing their use as working documents designed to measure impact.
- ...middle leaders benefited from further opportunities to develop leadership capacity and skills, including the modelling of effective monitoring and curriculum design.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- Across subject areas there is evidence that curriculum planning is effectively personalised to meet the needs of pupils. Pastoral leaders collaborate closely with academic staff to ensure that there is a consistent approach to supporting pupils who present challenging behaviours. This twinned emphasis on nurture and high expectations is helping to secure a strong trajectory of improvement.
- Staff in the newly shaped learning centre have developed personalised learning plans to support the cohort of students identified as vulnerable. The highly effective SEND Coordinator has also designed comprehensive individual learning plans for pupils including, where appropriate, additional socio-emotional interventions. The 4Is data management process also ensures that progress is closely tracked.
- Leaders have developed a strategic approach to the explicit teaching of subject-specific tier 2 and 3 vocabulary. Staff have benefited from cross-trust training, including modelling of good practice in signposting key terms. The extensive catalogue of continuing professional development opportunities includes signposting of a series of short videos designed to share good practice.
- Warriner staff have developed positive relationships with staff in trust primary schools designed to enhance understanding of curriculum sequencing and end of Key Stage 2 expectations.
- In line management meetings, subject leaders benefit from coaching in the effective interpretation of progress and attainment information and planning of interventions. Raising standards analysis follows key tracking points ensuring that interventions are appropriately designed.
- The careers education programme is highly comprehensive and offers a range of evidence to suggest that the Gatsby benchmarks are being robustly addressed. As part of a 'footpaths' initiative, Warriner alumni provide role models for potential career pathways and advice to students on next steps. Key transition points are also informed by advice and guidance, with strong collaboration between staff who are key to ensuring that pupils are well supported to make appropriate choices.
- Provision for newly qualified teachers is research-informed and highly comprehensive. Staff report their support for the quality of training and development offered within subject areas. The school works closely with a number of providers of initial teacher training and has a strong track record of retaining and growing new teachers.
- Leaders have created a triage approach to improving pupils' attendance. Close engagement with parents and carers ensures that positive messages are regularly communicated, and praise given where appropriate.

- The junior leadership team offers positive role models for the principles of civic engagement and democracy. The sixth form council includes a representative from each tutor group.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

- ...there were further strategic work on the promotion of the love of reading for older pupils, including initiatives such as the virtual book club.
- ...there were further precision in the strategic plans to develop the sixth form, including recruitment initiatives and closer analysis of progress information to promote student achievement.
- ...leaders continued to explore the potential represented by digital technologies to further promote independent learning.
- ...the attitudes to learning framework were further evolved to place greater emphasis on the promoting of positive behaviours.

4.1 Approach to recovery and remote learning - What went well

- Leaders developed a comprehensive response to the challenges posed by the pandemic. Any pupil requesting a place within school provision was warmly supported.
- A consistent approach to remote learning was developed through implementation of a full timetable of live lessons. A detailed digital survey was conducted to identify families requiring support with connectivity or supply of devices. Feedback from both parents and pupils suggests that the strategic response to the continuity directive was highly effective.
- Pupils returning to school have benefited from enhanced access to tutors. Staff have been asked to prioritise the design of opportunities for pupils to engage in team work and discussion.
- During the lockdown period, staff used a range of strategies to conduct formative assessments and provide targeted feedback. In recent weeks, subject leaders have organised baseline assessments to identify gaps in learning and ensure that curriculum plans are appropriately adapted.
- Enhancements to PHSE and Citizenship programmes include an enhanced focus on mental health and well-being. Strong links with counselling services ensure that pupils are able to access appropriate support.



4.2 Approach to recovery and remote learning - Even better if...

...leaders continued to explore the potential represented by digital technology to further promote independent learning.

5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

School leaders are continuing to work with partners within the Hub to develop opportunities for sharing best practice.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can also access the School Support Directory, the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.