



Assessor's Evaluation for the IQM CoE Award



School Name: The Warriner School

Head/Principal: Dr Annabel Kay

IQM Lead: Alex Greenhalgh

Date of Review: 11th May 2021

Assessor: Tracy Cockayne

IQM Cluster Programme

Cluster Group Midlands Inclusion Network

Ambassador Ms Jayne Flynn

Date of Next Meeting 27th May 2021

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

- IQM Annual Review and Action Plan
- Meetings with the Leadership Team
- Meetings with IQM Lead
- Meetings with teachers and middle managers
- School SEF
- The school website
- PPT Presentations/Training materials
- Presentations by Governors



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Summary of Targets from 2019-2020

The School's targets from the previous year were based on the focus of the whole school development plans of increasing the awareness and provision surrounding Mental Health and Wellbeing and the voice of the child and parent voice.

Target 1 To increase Pupil Voice.

In adverse situations, such as worldwide pandemic, the Warriner's leadership team have valued pupil voice to ensure the children's safety, well-being and progress to minimise the lost opportunities for learning. They have completed two whole school surveys into student wellbeing and mental health, both in June 2020 and March 2021. The results of these surveys have been used to shape school policy and procedure. There was also a remote learning survey completed as part of this process. They stood unflinching in acknowledging where children may have felt disenfranchised through a lack of access to the teachers and their school. Yet through effective planning, the distribution of devices, and indeed opening the doors to the children of key workers and vulnerable children, pupils were assured that they mattered and remained the focus of all that they do at the Warriner. The school currently plans to use this new, uncensored, honest voice to develop the Anti-Bullying Policy and Charter. They know that such open critical dialogue can be difficult to accept, but the leadership are determined to ensure every child is able to voice their opinion, trust they will be valued, and it will be used to inform and accelerate the progression of the school ethos that every voice matters.

Target 2 To further develop language for learning.

There has been a focus in departmental time on a MAT wide reading and writing agenda and focus. The pandemic has meant that this focus shifted quickly onto delivery of high-quality remote learning. Staff were upskilled through bespoke CPD to reflect the differing familiarities of online provision. Subject deep dives, including SEND have taken place with key actions implemented and although several have been suspended for 2020-21 the leadership have ensured that the focus is not lost and priorities are reassessed, but the purpose of promoting effective teaching and learning remains paramount. There is a comprehensive calendar of deep dives, offering internal peer scrutiny and externally from the MAT and beyond. There is revived dialogue of evaluation of curriculum intent, as focus is shifted to what children need to learn and why, to bridge the gap of lost learning during the pandemic.

Target 3 To further develop parenting courses.

The Warriner's leadership team had an extensive and ambitious plan to establish parenting courses this academic year. Staff were committed to the training and parents were responsive to engaging with the offer. Unfortunately, this has been delayed due to the pandemic. The Parent Talk programme is in place and ready to attract its first cohort in 2021-21. The leadership are also committed to securing the support of the PTA. However, there has been a wide range of other support for parents in the last 12 months. Due to the pandemic, focus was shifted from the smaller cohort that would have benefited from these courses, to reengaging with all parents through refining the



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methods of communication. Sharing information and signposting to supportive agencies, such as the foodbanks and Citizens Advice Bureau, was important as the needs of the demographic shifted as they were affected by the pandemic, both sociologically and financially. They reported significant increase in welfare checks of SEND and Future's students during lockdown, and vulnerable children were invited into school. The school organised reintegration of vulnerable children back into school before the reopening on 8th March with 175 children accessing school. The school successfully rolled out laptops and other hardware for SEND/Future's (PP) students, using their own resources as the DFE devices could not reach the pupils at a pace demanded by the Warriner. The leadership recognise that effective parent/carer liaison must be their primary focus, moving into their next phase.

Agreed Targets for 2020-2021

Appropriate and challenging targets have been set by the leadership team, to work alongside their school development plan.

Target 1 To ensure children feel safe and supported in school. A new antibullying/Safe at School strategy is to be purposefully developed and implemented school wide. Potentially including the Antibullying Quality Mark.

Target 2 To ensure students are supported with their emotional health and wellbeing and that staff are trained and equipped to support with this. This will include the training and differentiation and provision of universal and targeted support.

Target 3 To ensure that the SEND team staffing, and deployment is efficient and effective in meeting the growing needs of SEND children at The Warriner School. This will include a thorough review of the provision's intent and impact and a deep dive of SEND outcomes.

Overview

The Warriner School is an oversubscribed, 8 growing to 10 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 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 7 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. They stand firm in their mission to continue to grow a family of likeminded schools underpinned by our moral purpose to drive educational excellence, through their vision to challenge everyone to be the best that they can be.

Much has changed since my last visit. Leadership roles have changed, they have been revised on the basis of pupil need, and there is a strategic deployment of responsibilities. During my last visit I had limited access to school staff, with the IQM lead shouldering all the responsibility. Today's visit was more cohesive in its message, as the moral stance was constantly being referred to by the many staff I had the



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pleasure of speaking with and there was an overwhelming sense that the team had come together as last year's plan envisioned, but not quite developed. Dr Kay's legacy is still evident in the culture she established where she demanded that every child is recognised as an individual and that every child leaves with a keen sense of morality and achieves the academic outcomes that will enable them to achieve their desired career paths. I witnessed their intense desire for all pupils to be valued contributors to society as they build their sense of personal responsibility through the inclusive moral purpose that underpins their curriculum. The school provides for a diverse range of pupils with various needs. Although around 12% are PP, there are a large number of high needs pupils, including those with physical impairments. The school environment is fully accessible to all pupils, celebrates the success of all pupils, and it much loved by the pupils and the community it serves.

The IQM visit had immediately followed a three-day review of leadership and governance through a peer review. The Warriner engages with 'Challenge Partners' who offer a paid partnership of peer reviews. Feedback commented on the shared moral compass of the leadership and how that compass led them all in the same strategic direction. There are clear values of academic excellence but also the commitment to developing the skills and confidence of learners at all levels; their inclusive ethos, always emanating through excellent practice and provision. Pupil premium students remain to be referred to as Future's students, ensuring the children are discussed in the tone of aspiration instead of disadvantage. High expectations for all pupils ensure that all abilities are encompassed in the learning culture, which extends beyond the classroom into the pastoral and safeguarding responsibilities. The report also concurred with the school's evaluation that governors were not only supportive but were pioneers in driving their inclusion vision. Governors act as a critical friend, holding leaders to account, all exceptionally knowledgeable in their area of responsibility.

The biggest change since my last visit has been the development of the Warriner Learning Centre (WLC). The appointment of a New Assistant Headteacher for Inclusion has been a tactical appointment to move the inclusion of key groups and their provision forward. In my previous visit, there were many intervention teams, which were dispersed around the school as different entities, which have now been integrated under one roof, as one team. This was not met wholly with enthusiasm and some delicate and difficult conversations have been had to ensure that the singular empires were now working collaboratively and effectively. The new WLC's main overarching purpose of the hub will be to provide high quality support for the most 'vulnerable' children in the school regardless of whether they are Safeguarding, SEND and Future's students. Additionally, and most importantly, this will be under a single line manager, to promote a cohesive approach to intervention. The current effectiveness of this provision is due to the commitment and resilience, fierce determination and vision of the Assistant Headteacher. His appointment has not only moved the provision forward but has enhanced the belief that the school can effectively meet the needs of the most vulnerable students. There is an equal provision for study, as there is mental health and counselling and bespoke pastoral support. Regarding CPD, staff have shown initiative often sourcing CPD opportunities, with some doing so in their own time. The passion for supporting pupils is their driver for self-improvement.



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The WLC has also allowed a change in culture for pastoral leads. To the most vulnerable 5% of students, whether that be in terms of disaffection, behaviour, safeguarding or disadvantage, the WLC offers bespoke intervention and support. This has enabled the pastoral team to be able to focus on the 95% of the cohort who also need a champion. This has been motivating for both the children and the staff, and their role is now focussed on aspirations, success and rewards. The staff within the WLC produce personalised pupil profiles and intervention plans and have strengthened the relationship with parents through effective communication being made through one key person. They chair and contribute to meetings, so the child's voice is accurately represented and heard; they truly are champions of the children. These key worker links were vital during the lockdowns, as staff worked tirelessly to retain their points of contact, so children felt they had someone with them, even though they were apart. The attendance approach has also shifted from one that was penal based to one of support. The attendance officer works tirelessly to address the underlying reasons for poor or nonattendance. They can resolve some financial barriers but also those stemming from the deterioration of mental health due to the pandemic. Pupils are offered bespoke timetables with delayed starts. The effectiveness of these plans has seen school refusers numbers diminish significantly. As always, with the Warriner's focus never shifting from its safeguarding responsibilities, the attendance officer is also DSL trained, ensuring that any safeguarding concerns are escalated quickly and expertly. Relationships have been built on mutual trust and children have been empowered to attend in individualised packages, some of these out of school hours. The message of inclusion does not just fit into the 9am-3pm parameters, and staff continuously go above and beyond. Since Easter students are recording 94% attendance which is significantly above the Oxfordshire average.

Staff have excelled increasing the avenues of communication, and the lessons learnt, will be used to continue the high engagement of parents. Staff made information videos to replace letters, which were exceptionally well received, mainly due to the accessibility to all parents. Safe and Well checks, through phone calls and home visits, also increased the amount of information coming in. This resulted in an increase of disclosures being made and the referrals to social services and early help continuing throughout the lockdowns. Transition of new pupils was offered virtually, through recorded tours of the school and introductions of key staff. Some families who were traditionally disengaged, were more open to speaking virtually, engaging through social media, and increasingly receptive of the video messages.

During the lockdown, The Warriner offered a hybrid model of teaching. Remote lessons continued virtually in the form of live lessons and recorded content. The school had invested in visualisers for every classroom before the pandemic, and staff were given CPD focussing on upskilling those not so familiar with the technology. Teachers were brought into school, to deliver lesson online from the classrooms but also to deliver face to face content for the 175 students of key workers and those who were vulnerable. This approach meant they were well equipped to manage the disruption of closing bubbles resulting from positive Covid cases, limiting lost learning hours. Those that remain in need of bespoke support and are not ready to reintegrate into the mainstream, are still able to participate in the lessons that are streamed to the autism base or learning centre. 2 students also benefited from assistive technology in the form of robots based in the classroom that are linked to the pupils at home. This allowed



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students to still be immersed in the classroom routines with their peers. To ensure everybody could access the work remotely the leadership carried out a school wide audit of those families that had and did not have access to ICT. Those children without access, were classed as vulnerable, were invited into school until a device could be secured for the family. They removed school devices from study areas, and bought devices, as the roll out from the DfE was delayed and the numbers were greater than anticipated. Parents have expressed great satisfaction and gratitude for the expedited school response.

The lockdowns afforded the leadership time to offer specific, pupil need led CPD opportunities. Numicon training was delivered so staff could integrate the intervention technique into the classroom experience, meaning more children could benefit, and pupils were less withdrawn. Read, Write Inc/Fresh Start was also developed within the English department, again, so children did not have to be withdrawn for intervention, but also ensuring that larger groups would benefit from this greater level of differentiation. The curriculum is highly differentiated and accessible to learners at all levels. There is a geography class which is smaller and taught to level 5, to enable learners to focus on the content they need to achieve their potential. Food technology was also adapted so that it was able to cover life skills. ASDAN's Certificate of Personal Effectiveness and BTEC Animal Care are also offered to give a breadth of the curriculum and choice to those that may want to pursue a vocational pathway at their own level. There is also collaborative work with the local SEND college, where their pupils participate in the A-level offer at the Warriner and become valued members of their 6th form. One of these students represents students at the Junior Leadership Team (JLT).

The team describe a forensic approach towards the analysis of data, drilling down achievement to the different vulnerable groups. There are 4 data drops a year to which subject leaders are held accountable. Subject leads are asked to develop strategic plans to close the gap or challenge the higher attainers. They use the 'Four I' approach: Information, Issue, Intervention, and Impact. The Leaders have regular FAB meeting (Focus on Attainment and Behaviour) both in Key Stages 3 and 4, but also extended to 6th form pupils. This ensures that any barriers to learning, behaviour or attendance are scrutinised with intervention plans initiated. Knowing the learning gap remains of high importance, not just to assess outcomes, but to judge the impact of the pandemic, they have invested in Puma and Pira (Hodder) for accurate gap analysis in English and Maths. They have developed a catch-up curriculum within the classroom and complimentary intensive workshops. This includes an 'out of hour' offer to ensure all children have an equality of accessibility. IDL, an online learning platform, has also been procured to support SEND learners and has seen high levels of engagement since the first lockdown. The pupils' mental health is a priority; therefore, no pressure is exerted on them, and staff have had CPD to ensure the language they use, does not allude to the gap or the pressure of lost learning opportunities. CAMHS also delivered training on managing low level anxiety within formal learning opportunities and social situations. Pupils articulate their appreciation of the support and their gratitude for the additional opportunities, but do not appear to feel pressured or report an adverse effect on their mental health. There is universal support from tutors, pastoral staff and a curriculum enriched with opportunities for self-awareness and development. This compliments the targeted supported offered by trained councillors and therapeutic staff. The PHSE curriculum was delivered though out lockdown virtually, but the topics were adapted



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ensuring that the most sensitive issues, which needed face to face lessons, were able to continue once the classrooms reopened.

The wider curriculum is also being continuously developed. The Warriner want to promote an oracy rich culture, not just curriculum. All subject heads have been asked to revisit long term plans to ensure that it encompasses the intent of a knowledge rich approach with an emphasis of 'quality first' teaching. There is a higher accountability of insuring strategic implementation maps are followed and that this is reflected in pupil's work and outcomes. There is a whole school approach of what 10 things a good lesson should feature. It is not a dictate, and not all ten things need to be covered, but it is a template for best practice frequently referred to by all staff across the school and subject areas. Leaders have a higher confidence in the consistency and quality of teaching and learning across the school. Year 10 pupils are still promoted to year 11 in half term 6 and start their GCSE timetable. This ensures there is no relaxation of standards and no lost time. There has been a significant commitment to decolonising the curriculum, most notably in the subject area of History, and Philosophy and Ethics, coinciding with the appointment of a diversity lead to ensure all aspects of the curriculum are diverse and represent everyone on society.

As staff become more familiar with technology, the leadership are continuously evaluating the need to embed this into the mainstay, post Covid environment. As pupil numbers grow and the PAN increases, so does the number of SEND pupils. The Inclusion Quality Mark cemented the school's reputation in the locality and has become the preference for many parents who children have a special educational need or disability. The team have effectively forecast the numbers and started to plan for the change in demographic. The pupils with the most complex needs must be able to access assistive technology and there are focus groups working with ICT in securing speech recognition software and appropriate devices. Reading pens and computer readers are available to pupils for assessments, examinations and wider school use. The leadership have also promoted an opportunity for families to purchases devices in subsidised instalments and used the high need fund to supplement this initiative.

The Warriner is committed to working with the local community. There is a 'Motivation, Careers and Community' Lead who unified the naturally beneficial strands. He described the 'Warriner Footpath' alumni programme, collating interviews of former pupils of the Warriner from the past 50 years. 70 videos have been created to demonstrate how those that started at the Warriner went on to prestigious and successful careers worldwide. These videos raise aspirations but also represent the diversity of careers available in Oxfordshire; careers in farming to medicine are all equally represented and valued. The alumni Facebook group currently boasts over 1000 members. Work experiences have also been redeveloped from pupils engaging in one experience to pupils engaging with a wide range of workshops led by experts in their different fields. There are also university experiences though Aim Higher, and sessions in CV writing and interview skills. The Warriner is also represented at community events including village events where they have hosted Arts and Craft sessions. The community is always happy to support the Warriner and often gifts prizes and rewards for the pupils. As the reward fund is self-funded, so not to take form the learning budget, the liaison with the community is of upmost importance. So far this year over 50 prizes or experiences have been donated by the local community. The group also host quiz



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nights three times a year. These are well attended by past pupils and supporters, often with over 20 teams competing. The school facilities are often used by the community, most notably the pool for community swimming lessons. The weekends are a hive of activity, with a multitude of community team sports on offer. In addition, the assembly hall is also used by the local church as their place of worship, as their church is currently unusable. The local Iman is also welcomed into the school to support Muslim pupils; inclusion of all religions is also a key feature of the school.

Pupils' voices remain strong at the Warriner. There is a high engagement with pupil surveys, both anonymously and when there is a pupil identifier. There was an exceptionally high response to the Health and Wellbeing survey, and the identifiers meant that the responses could be cross-referenced by vulnerable group, to identify a trend in strengths and weaknesses. A strategic plan was developed accordingly, to encompass the views, or pupils, parents and staff. The children themselves are also a driver for inclusive changes; a group of year 9 pupils approached the SENCo to ask if they could learn British Sign Language. The SENCo and the pupils are now engaging in an online course in their own time, working side by side offering further evidence that diversity is represented and respected. The Junior Leadership team (JLT) is recognised throughout the school and bridges the gap between the staff and pupils. Their voice is heard, championing issues important to them. They represent the SEND and Future's students and is truly representative of the student body.

Today's visit, although conducted virtually, was an opportunity to see how far The Warriner had come in terms of its plan, despite the hurdles of dealing with a worldwide pandemic. It was overwhelming positive experience, and there is so much more work I could have documented within this report. The staff have worked tirelessly, and determinedly to deliver the best in education and care for their pupils. Their success is largely credited to the skill, drive, and passion of inclusion of this newly created Warriner Learning Centre and the leadership team. I have no doubt that they will continue to strive for excellence in all areas. I recommend, without reservation, that the school be re-awarded the accreditation, and secures another year as a Centre of Excellence status.

Assessor: Tracy Cockayne

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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