



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:	Cotswold Cornerstone
School phase:	Secondary
MAT (if applicable):	The Warriner Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	09/05/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	05/05/2021
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
Quality of provision and outcomes	Effective

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	Developing
Previously accredited valid areas of excellence	Not applicable
Overall peer evaluation estimate	Effective

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

The Warriner School is a larger than average rural 11-18 secondary school, with nearly 1500 students on roll, of which 130 are in the sixth form. The school serves a geographically diverse area including the villages of North Oxfordshire and the town of Banbury. The school is part of the Warriner Multi Academy Trust.

The core values of the school are that students should learn: to be responsible, to be respectful and to be ready. The core values are underpinned by having high expectations for all to build positive relationships and to make students feel valued.

The school proudly hosts the largest school farm in England. Students participate in the work of the farm and are educated to appreciate the principles of conservation and sustainability.

Leaders aim for the school to be inclusive. The school has a specialist provision funded by the local authority, for students with autistic spectrum disorder (ASD). There are currently 13 students in this provision who take part in mainstream school lessons supported by teaching assistants. Consequently, the proportion of students with special educational needs and/or disabilities (SEND) is above the national average due to popularity with parents of students with SEND.

2.1 Leadership at all levels - What went well

- Senior leaders have a clear vision and strong moral purpose for the school to be highly inclusive. The school has achieved the quality inclusion mark in recognition of its work. A strong sense of purpose permeates the school. This is underpinned by the drive for every student to do well and is evident in the improved progress that students make over time.
- Governors, ably led by the chair of governors, have a clear understanding of the school's vision and priorities. They challenge and hold leaders to account effectively to drive improvements further. For example, governors have monitored closely the 'deep dive' processes of curriculum subjects.
- Senior leaders forensically analyse information across all key stages. They accurately identify the school's strengths and areas for improvement. Consequently, leaders deliver a consistent message to subject leaders through an agreed approach to line management.
- Leaders are highly effective in supporting teachers to improve their subject knowledge and pedagogy. A comprehensive professional development programme is in place that supports all staff from early careers teachers through to those aspiring to headship. Training for teachers is both individualised and linked to school priorities. For example, leaders recently

- organised a TeachMeet to support the sharing of good practice on literacy.
- Openness and transparency are key features of leaders' approach to school development planning. Development plans are shared by subject leaders so that good practice is transferred between departments.
 - Leaders engage well with the local community. For example, the on-site farm is used to involve the local community, such as at lambing time. Local primary schools regularly visit the farm to enhance their learning experience.
 - Staff use restorative approaches effectively which have led to a reduction in fixed term exclusions. Bespoke packages meet students' individual needs, especially those students who may be at risk of exclusion. Pastoral leaders engage well with parents online to ensure that they are kept well-informed of their child's behaviour. A consistent approach to behaviour sanctions is in place that is transparent to students. The phrase 'relentlessly optimistic' is used by staff to ensure that positive approaches are used with students. Consequently, the behaviour of students is conducive to effective learning. Hard to place students from other schools are successfully integrated into the school.
 - An effective personal, social and health education programme, taught by specialist teachers, prepares students well for the challenges faced by young people, such as in making them aware of cyber safety and healthy lifestyles.
 - Students' commented that the school is very inclusive. For example, recent learning on peer-on-peer abuse ensures that students know what it is, and how to deal with it.
 - An effective careers, education and guidance programme, supported by local businesses, helps students to make the right choices for their futures. As a result, there are very low numbers of students not in education, employment or training.

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

... leaders ensured that teaching staff were more consistent in providing feedback to students, particularly for the disadvantaged students.

3.1 Quality of provision and outcomes - What went well

- Subject leaders articulate clearly the intent of their curriculum. For example, in languages the development of vocabulary and grammar within the programmes of study helps students to build upon their knowledge so that they become more confident in using the language in conversations and writing.
- Teachers have strong subject knowledge that enables them to plan learning

well over time. As a result, the majority of students make strong progress. For example, in a Year 11 drama lesson, a creative revision activity based around stage design resulted in students being highly engaged, being able to analyse and evaluate and to use tier two and three vocabulary with confidence. One student with SEND easily justified the choice of 'round staging' in set design and the use of non-diegetic sound.

- Leaders have made reading and writing a high priority within the school. For example, in an English lesson, the teacher encouraged students to explore comparable words, such as 'similarities' and 'differences' when describing an apple and an orange. As a result, students use subject specific language to enhance their writing.
- Teachers have been effective in supporting students who join the school with below expected levels of literacy. A catch-up programme in tutor time has led to significant improvements in the vast majority of students' standard of reading.
- Teachers use modelling effectively, such as using a visualiser to exemplify the stages of polymerisation in science. Consequently, students were able to understand the processes and develop mastery.
- Mostly, teachers' strong subject knowledge helps them to ask probing questions to check students' understanding, and, by knowing the level students are working at, they are able to challenge them effectively. For example, in history, students were made to think deeply through the use of a 'diamond nine' exercise. In mathematics, students were taken through the stages of a problem which enabled the teacher to pinpoint precisely where errors and misconceptions occurred when students were calculating the perimeter of a shape using fractions.
- Students have the opportunity to engage in a broad range of extra-curricular opportunities, especially in sport. In addition, they are able to undertake the Duke of Edinburgh Award Scheme and LGBTQ students are supported through the Pride Club.
- The quality of teaching in the sixth form is typically strong. For example, in sociology, the teacher's insightful questioning helped to deepen students' learning further. The teacher used starter activities to check their knowledge and understanding of key vocabulary and concepts. As a result, students demonstrated very strong prior knowledge and they were able to quote the work of specific philosophers such as Marx. Students feel very well supported both academically and pastorally in the sixth form.
- Teachers provide a supportive and safe environment in which students can learn. As a result, students say it is 'cool to learn'. They commented positively how staff support them, both in lessons and through additional provision, such as 1:1 mentoring. Students engage very well in their lessons and are keen to learn. They are a credit to the school and exemplify the school's core values.
- Student attendance has been impacted by the pandemic. Staff work closely

with parents to identify issues affecting attendance. Current attendance is improving and is above the current national average.

3.2 Quality of provision and outcomes – Even better if...

- ... teachers checked students' work in books more effectively to ensure that common errors and misconceptions are addressed.
- ... teachers ensured that students act on feedback to improve their learning.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leaders with direct responsibility for disadvantaged students are passionate in wanting the very best for these students. As a result, leaders are relentless in ensuring that students receive the appropriate support to remove their barriers to learning. Consequently, disadvantaged students are beginning to make stronger progress than previously.
- The most vulnerable students who require additional help are able to use the Warriner Learning Centre (WLC) for short term support. Students are able to access live mainstream lessons from the WLC so that their learning continues unabated. As a result, students are able to make a smooth return back into mainstream lessons.
- Leaders in the special needs department and the WLC have established strong links with outside agencies and they are supported well by the pastoral systems. As a result, students receive the appropriate support and guidance to do well.
- The attendance of disadvantaged students remains a priority for leaders. Current strategies and actions taken have led to improved attendance, especially when compared to the current national average.
- Disadvantaged students are confident and generally engage well in lessons. They feel very well supported by their teachers and they are prepared well for making choices for their future education.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... leaders ensured that the strategies to support disadvantaged students raised their attainment further.

5. Area of Excellence

Improving school practice and leadership to support disadvantaged students.

Developing

5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?

The school ethos has an embedded culture of inclusion for all students that includes a strong focus on disadvantaged students. This starts with the strategic leadership of the pupil premium provision.

Disadvantaged students are referred to as 'Futures' students to remove the label of low aspiration often associated with the term disadvantage. The impact of the name change has seen a shift in staff culture and practice to improve outcomes and experiences for vulnerable students. A teaching strategy (Futures First) based on the evidence of good practice, such as the Education Endowment Foundation (EEF) guide, leads to more targeted and specific support for students.

Leaders have introduced a specific learning hub, the Warriner Learning Centre, to provide resources to support students with specialist staff. As a result, within the provision there are counselling, small group mental health, peer mentoring, therapy services, personalised 1:1 mentoring sessions, as well as academic support in the Study Zone.

The school has acquired a strong reputation for inclusion and support locally. Leaders have had success in sharing their strategic approach with other primary and secondary schools. They recently hosted a Midlands Inclusion Quality Mark (IQM) cluster meeting and showcased their work around Year 6-7 vulnerable students' transition and the Futures First strategy.

Leaders' commitment to the strategy was exemplified by the support that was offered to families during the partial closure of the school during the pandemic. The entire staff were charged with the provision of face to face teaching for key groups. On top of this, there was a raft of communication with families to remove obstacles created by the digital divide. The impact of the strategy is beginning to show in early signs of success, with improvements in the progress made by disadvantaged students. However, leaders recognise that there are further actions needed to embed the strategies fully to improve outcomes further

5.2 What are the next steps to work towards accredited status next year?

Teachers need to fully embed the focus on the quality of teaching with disadvantaged students. Leaders need to ensure that teachers use effective strategies that will improve the quality of work in students' books so that they can use these as an effective learning tool.

The attendance of students is improving but there are still too many disadvantaged students who do not attend well enough and this is impacting on their learning. Leaders need to continue to implement strategies that will increase the attendance of students.

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

Leaders would value being able to link with a school where the disadvantaged students make strong progress.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can 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.



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