



## Assessor's Evaluation for the IQM CoE Award



**School Name:** The Warriner School

**Head/Principal:** Dr. Annabel Kay (Executive Headteacher)  
Sharon Nicholls (Head of School)

**IQM Lead:** Alex Greenhalgh

**Date of Review:** 23 June 2022

**Assessor:** Tracy Cockayne

### **IQM Cluster Programme**

**Cluster Group:** Midlands Inclusion Network

**Ambassador:** Jane Flynn

**Date of Next Meeting:** Autumn Term 2022

**Next Cluster Group Meeting Focus:** TBC

### **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
- Meeting with the Chair of Governors
- Meeting with the School Council
- Meeting with the Pride Club
- An assortment of peer reviews, planning documents and, scrutiny reports



### Summary of Targets from 2021-2022

#### **Target 1 - To ensure students feel safe and supported in school.**

A New Safe at School Policy was approved by the Governing Board, after consultation with students and staff. This replaces the old anti-bullying work, as it incorporates all types of discrimination as well as bullying. The Pastoral Teams use the safe at school protocol to respond to incidents, concerns and reports of bullying, or discrimination. All students have signed a Safe Schools Charter which is displayed in tutor rooms. The Leadership Team has significantly invested in staff CPD around peer-on-peer abuse, drug awareness and FGM training, which has taken place across the academic year. Students have been empowered to lead assemblies on controversial topics adding their voice and ownership on complex issues. Student Drug Sense UK has hosted workshops and community events. A whole school Peer on Peer Abuse Survey has been completed with students in December 21, with over 750 respondents expressing their views. This was fed back to SLT, Governors, and students. This has led to a student created Peer-on-Peer abuse statement. There have also been additional focus groups in collaboration with the DSL and RSE Lead to review the topics studied and how they can reinforce the messages of inclusions and diversity. A relaunch of the RSE curriculum is planned for September 22, with the use of My Concern (an online disclosure platform) data to inform planning. The pupil led School Council has had a Peer-on-Peer abuse sub-committee set up that has produced a student statement also.

#### **Target 2 - To ensure students are supported with emotional health and well-being and staff are trained and equipped to support this.**

The Leadership Team has developed a focused approach to Universal, Targeted and Personalised Support. All children receive universal support through the assembly programme, MHST input to assemblies, work with students on exam stress, the early morning tutorial programme with a wellbeing focus and the RSE curriculum. Targeted intervention is the more bespoke work such as interventions in the SEND Team, small group work, peer mentoring scheme, Aquarius work, police liaison support work. The most vulnerable may need individual personalised support such as the school counselling services, work with School Health Nurse, FABS meetings (Focus on Attendance, Behaviour and Safeguarding) both in Key Stages 3 and 4, and additionally extends to 6th Form pupils. The Warriner Learning Centre (WLC) is now firmly established as a central hub for all pupils to access support regardless of their vulnerability. All support staff engage meaningfully for targeted and personalised support with a suite of interventions.

#### **Target 3 - To further develop SEND Team staffing and ensure deployment is efficient and effective in meeting the growing needs of SEND children at The Warriner School.**

The team has purchased new Edukey software to support SENCO and other key staff in the strategic planning of interventions. They have actively recruited SEND and pastoral staff to support SENCO, namely Teaching Assistants (TA's) and Instructional Teachers and Pastoral Engagement Leads. The innovative creation of the Link provision has been



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ground breaking to support the severely absent and impact the children with low attendance through reintegrating them slowly into the school environment and eventuality back into mainstream lessons. The school has high aspirations to expand the provision in the link, to a full-day provision and to be able to impact more students. Children were proud of this space and spoke highly of the intensive support they had received to step back into school post lockdown.

### Flagship Project.

#### **Flagship Project: To create a whole school provision map to create individual provision-map for SEND pupils, Futures, and all vulnerable cohorts.**

Unarguably there is a great deal of personalised intervention happening every day at the Warriner. The Leadership Team has identified a need to map this across the school. Provision management is a strategic organisational approach that provides an 'at a glance' way of showing all the provision that the school makes which is *additional to* and *different from* that which is offered through the school's differentiated curriculum. The leadership understands the demand for auditing how effectively provision (resources, intervention, and skills) matches the pupil need, and creates an opportunity to highlight any gaps in provision and accurately cost provision. After much research, the Leadership Team have purchased Edukey Provision Mapping. This is more than just an admin exercise, it is an ambitious mission to drive a culture where provision is needs led, regularly evaluated, and appropriately adapted. With a whole school approach, it will ensure the SENCo, and the Senior Leadership has sufficient time and resources to work strategically. All children with a need or vulnerability will have a pupil passport, essentially a one-page pupil profile that describes their needs, strategies for inclusivity and achievement, all personalised to the individual student. Passports can be a useful tool for ensuring a child-centred approach and offer an opportunity for teachers to engage children in meaningful discussions about learning. Used effectively, they can help to ensure teachers are continually assessing, planning, implementing, and reviewing their approach to teaching all children. The leadership have created a time line for implementation but readily accept, the change of accountability may take one to three years to have everyone on board, making it an excellent focus for their flagship project.

#### **Agreed Actions for the Flagship Project**

- To develop a clear understanding of current good practice models in other schools.
- To identify a member of staff to oversee the administration of the project (not the SENCo).
- To offer CPD focussing on the process of identifying an intervention and how to add it onto the provision mapping database.
- To introduce a process for rigorous evaluation and to manage expectations that not all provisions will continue, if expensive for minimal impact for example.



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- Leadership to consider the use of class charts for creating maps and this will enable provision maps and pupil passports to be linked to children on their seating plans
- To research the purchase of Round Robin (an Edukey add on) to assist in the writing of passports, the efficient collection of pupil's data and GDPR compliance.

### **Expected impact of the project over the next twelve months**

- Leadership will have benefited from the opportunities to visit other schools using provision mapping software. The Administrative Lead will start by auditing the intervention and provisions already in place. Each department will have identified the person in their area that will collate intervention records.
- SEND and Futures pupils will have a bespoke and personalised passport that meets describes their individual needs and supports their individualised targets. and give personalised strategies for teachers.
- Staff knowledge and understanding of supporting children with vulnerabilities will be enhanced through complementary CPD linked to the needs described on children's passports.

### **The Impact of the Cluster Group**

#### ***13.07.21 An insight into the challenges within an inner-city secondary school.***

The learning from this meeting was the recommendation to use Drug Sense UK to run staff CPD. This was calendared and led during September 21. Since this training, the school has set up student workshops and a parent community event. They were able to creatively fund this working alongside the Banbury SCIBS. (Safeguarding children in Banbury network of schools).

#### ***03.11.21 Inclusive practice in an inner-city Primary (part of the Oasis academies).***

The Warriner staff were very interested to see how the ethos and community element had been part of the school's vision and related this to their own practice. They also learned about the host schools' use of IT and how they had implemented this into their everyday classroom practice. Their use of devices has been tabled for discussion at future leadership meetings.

#### ***02.03.22 Inclusive practise in a state mixed secondary comprehensive.***

This session was hosted by the Warriner Team as a platform to share their own good practice. They focused their outstanding work with children in receipt of Pupil Premium, Transition from Y6-7: their futures cohort. They additionally showed visitors their work on the Warriner working farm, a unique feature of the school, demonstrating their innovative curriculum for children with different needs that may need a vocational career in their rural area. Feedback to staff indicated this was well received and a refreshing take on relabelling of the disadvantaged pupils to empower them not categorise them.



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### Overview

The Warriner School is an oversubscribed, 8 growing, to 10 form entry, 11-18 years rural village school located in North Oxfordshire. It is situated on a large greenfield site with a 120-acre school farm. They host a Local Authority managed Communication, Interaction Resource Base for pupils with high need Autism, and a community swimming pool. 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. Everything the school does is underpinned by their moral purpose to drive educational excellence through their vision to challenge everyone to be the best that they can be.

As you walk into The Warriner, you walk beneath a sign celebrating their achievement with IQM, celebrating their inclusive ethos. As you walk through the doors amongst a buzz of activity, there are many familiar faces all eager to speak about the progress of the school post-Covid. First to greet me was the Head of Year 11, who excitedly told me how it was the Year 11's last day and exam, and simultaneously, the Year 10 work experience week. He passionately informed me that children no longer go out to work experience places, as this meant that children were restricted in opportunity and simply experienced work within the familiar class structure. Instead, a host of speakers from different enterprises and employment come into The Warriner, allowing anyone to be inspired by the career talks. I was informed that the hive of building activity is due to a new specialist school being built on the grounds opposite The Warriner, and although the two schools will not be linked there are exciting collaborative opportunities for staff and students are already planned. The MAT has also invested in a new electric heating system as The Warriner is an eclectic mix of old and new buildings. The environment is welcoming, displaying pupils work proudly, and the students and staff alike are proud of the new buildings such as the 6<sup>th</sup> Form Centre and the Warriner Learning building.

Warriner sits in a Multi Academy Trust (MAT) with 7 other primaries and is the only secondary school. Such is their drive for self-improvement, they have joined a consortium of schools under the banner of 'challenge partners' who hold peer reviews. They sit within the Cotswold Hub and the latest peer review focused on improving practice and leadership to support disadvantaged students. This highlighted the impressive, embedded culture of improving provision and outcomes for disadvantaged pupils, which are still referred to as 'futures students.' The team has presented this approach to Newman University and the delegates of the Midlands Raising Attainment in Disadvantaged Youngsters (RADY) network. They are constantly striving to share their good practice across their local network and beyond.

All teachers and members of The Warriner community are aware of the drive for inclusion and play an active part, with an audible voice, and conscious actions. Staff planners have a one-page reminder of the values, the non-negotiables, and the areas where consistency can be assured to make sure inclusion is driven into every classroom. The staff handbook has doubled up as a planning document ensuring almost unconscious consideration of the different demographics in each class. Staff were fully included in the process of creating the one-page non-negotiables, therefore the staff feel a sense of ownership and were able to articulate that this is something they want to do as opposed to something directed at them.



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Post-Covid, there is a real drive on curriculum development. They have created a system of review that mimics the deep-dive approach of Ofsted. These are completed by a Senior Leader and a Governor. I was presented with reports and action plans that were detailed and informed departments of the steps they needed to take to develop pupil outcomes. Most notably the PHSE deep dive needed 2 days, rather than just one, as they scrutinised not only the discrete lessons, but also the diet of the lessons delivered through tutor time. This has led to realisations that there is a variance in delivery and there is a need for expert outside teachers to cover and support the more sensitive areas in the RSE curriculums. The team welcomes criticism and does not shy away from areas of potential weakness. Instead, they set their resolve, seek external support if needed, and start acting on their improvement plans.

There are road maps for every pupil, so they are aware of the knowledge they will need for success in their KS4 exams. There is a clear curriculum intent, and the delivery has been adapted to new frameworks and exam specifications. All subject areas must have fully developed, knowledge-based curriculum plans by September. School trips have bought 'cultural capital' back into the spotlight after being confined by Covid for so long. Also, school clubs, a PE enrichment timetable and mixed year group activities are additionally firmly back on the agenda. The Futures Strategy remains dominant across all school improvement dialogue, and the pupil premium report showcases the impact of their funding spend. There is also a role entitled 'student motivation' as rewards feature strongly in the school day. The team continues their forensic approach towards the analysis of data, drilling down achievement to the different vulnerable groups. There are 4 data drops a year for 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, Impact. The SLT have regular FABS meeting (focus on attendance, behaviour and safeguarding) both in Key Stages 3 and 4, but also extended this to 6<sup>th</sup> Form pupils. No underachievement goes unidentified and intervention plans are swiftly created. The 6<sup>th</sup> Formers have their own 6th Form Centre here, I observed many children working independently. They were all engrossed in their study, using both indoor and outdoor space that centres around the development of their independence. It has a kitchenette, classrooms, collaborative space, and although there was no supervising staff as they were teaching, the students were focused on their studies.

There is a new provision called the Link for school refusers. They are ahead of the new government directives for impacting the 'severely absent' pupils. Coming back from Covid, they observed a tangible increase in anxiety and mental health concerns that presented as school refusers. They quickly realised that their existing provision was not enough, and they had to look beyond the study zone or already established provisions. Therefore, they have staffed and established a unique setting where children can attend flexibly, cover the curriculum, and start their integration back into mainstream with support and guidance, at their own pace. The Link is located at the back of the school, permitting discrete handover from parents and the consistency of the staffing means that there is a triad of trust between the student, parent, and the school. The children are referred into the setting with a comprehensive support plan of complementary mental health support by the SENCo and Attendance Officer. The Attendance Team is growing as an absence highlighted that there was no succession planning within the



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Attendance Team. Therefore, with the Governor's support, this team has been developed and there are plans for the team to be more active in the community. Many of the children are bussed in from over the county as a rural school, so this has had its own barriers. Now with the growing team, they will have more capacity for home visits, pupil collections and meetings to reinforce the message on attendance.

The children have led the diversity agenda, creating the 'everyone different - everyone equal' mantra that is displayed around the school. The School Council has been redeveloped and is now a force, linking the SLT with the voice of the pupils. They are immensely proud of their work on peer-on-peer abuse, and they have created their own student statement displayed in every classroom. The message is clear; a lack of tolerance will not be tolerated. The School Council has also been revitalised by the Deputy Head of School. The School Council is democratically elected by their peers. They have formed subcommittee on areas passionate to them such as bullying and peer on peer abuse. They also sent out a whole school survey, where over 750 children responded, creating an action plan for change as a result. This survey is going to be repeated so they can see if there has been a measurable impact. The School Council were inspiring. They have identified areas of change and feel that they have been responsible for actions with demonstrable impact. An example has been the renovation and repairs of toilets in the science block. They have also ensured that the gender-neutral toilet in the sports hall remains unlocked to spare any students the indignity of asking for a key. They have created a Respect Charter. 'The everybody equal, everybody different' campaign has been student-led from its implementation, and the students have led assemblies, created posters, created a logo, and campaigned for acceptance. The Student Council have also met with other schools to share their success and present how they have led on inclusion. The only criticism the children had was that they would like council badges to wear on their uniform such is their pride of being on the council and being recognised as the representative of the pupil's voice. They also had a self-awareness that they need a greater representation of minority groups on their council too reflect the growing diversity of the school. There has also been a revitalisation of the house system and each house has specific responsibility within the school, such as the school's environment. The School Council have also persuaded the SLT to host a school Instagram account to highlight the work that pupils do within the schools and to celebrate cultural events and themed weeks. There will be a Student and Staff Editor to moderate the content, but the Council were very excited about this new modern adventure. The Student Council also campaigned for the relaxation of the dress code from business dress to smart casual. They argued that the change would not impact learning, and the pupils in the 6<sup>th</sup> Form presented as independent, smart, and responsible. The SLT were not able to describe a time where they had to address a pupil for inappropriate wear.

Pre-Covid, I met the Assistant Headteacher who was trying to develop the Warriner Learning Centre into a multipurpose area designed to bring all student support services together. At this time, I witnessed his struggle against resistance for change. On today's visit, it was almost incredulous to see the unified, purposeful, flexible, and well managed space it had become. Every room is used for a specific need and is always ready for change and adaptation. Already they have identified that their 'return to learn' space needs to be bigger to serve more pupils, and change is already in motion. The new WLC's overarching purpose will be to provide high-quality support for the most



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'vulnerable' children in the school regardless of whether they are Safeguarding, SEND, or Futures. The school has moved from eight form entry to ten. As the school's numbers have increased so too has the number of vulnerable pupils. As The Warriner has a reputation for inclusivity, they are often first choice for the most vulnerable. Therefore, the Warriner Learning Centre (WLC) has cemented itself firmly in the centre of the school as a place where any child can go for support. The current effectiveness of this provision is due to the commitment, 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. They have committed to growing the pastoral staffing, they are realising their vision for pastoral engagement.

The 'Wednesgay' Club has been revolutionised and has been renamed Pride Club. It has grown experientially, not because of the growth in numbers, but rather the sense of safety offered by the school has permitted a greater sense of self-identification and ownership of their labels and pronouns. The children are expertly lead by a member of staff who managed their actions, their political righteousness, and their sense of identity. The children are passionately and knowledgeably vocal about LGTBQ+ rights. They are passionate about teaching people about inclusivity and have plans on speaking to the History Leads about adapting the curriculum to cover the Stonewall Riots. Although critical of the LGTBQ+ issues within the PSHE curriculum, they are also aware that staff needed to be supported by expert speakers. The pupils can articulate that homophobic and transphobic comments are declining as awareness increases. They spoke about a Pride event at school, where they were encouraged and welcomed to display flags. The school also works with outside agencies such as Mermaids and TOPAZ in Oxford, who provide specialist support for those pupils with gender identification needs.

The sessions for CPD have been changed as the early finish for students on these days was disruptive to the students and had an impact on the mental health and well-being of staff and pupils. The Warriner's Leadership are never scared to revise things they have only recently implemented. There has been whole school Trauma and Attachment Awareness Programme funded by the Virtual School. There has been a teaching and learning focus, centred on children's attitudes to learning and their learning behaviours. The school recognise that consistency creates a sense of safety where children can learn. Last year all staff had CPD in restorative justice. This has a reported fantastically positive impact as students are actively seeking to restore relationships, apologise and move forward constructively, learning from their mistakes.

Last summer, a Safe Schools Initiative was launched to replace what was the outdated anti-bullying rhetoric. These are not just words at The Warriner as all children have signed a Safe School Pledge that is displayed in forms rooms across the school. Children can also self-identify or report bullying online anonymously. They used to use a more expensive package, but they have utilised their amazing ICT team who have developed a process on Google Forms, where all bullying disclosures are sent directly to Pastoral staff so incidents can be actioned immediately. There has been a heightening of awareness of having a trusted adult, and most pupils are able to articulate who is their trusted adult within the school, to whom they would feel comfortable making a



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disclosure. In September parents will start leading session for parents on how they can support their children. The whole focus of all these initiatives is that no one should suffer in silence whether that be a pupil, parent, community, or staff member. There is support for everyone.

The SENCo is passionate about students and inclusion. She appeared exhausted by the demands of the SEND population, but nothing less than perfection is her every day standard. She is constantly trying to manage her time between students, parents, the Local Authority but also identifies that the schools' Leadership Team do understand how complex the role of the SENCO has become. As many of her pupils adopt a vocational learning pathway, she has team-taught with the Animal Care teacher on the farm, to ensure students are taught in an accessible and differentiated way. The Base supports children with Autism but is line managed by the Local Authority, so often acts independently to the Warriner Inclusion Centre (WIN) and staff often leave for the better paid resource base. Also, such is the skill of the Inclusion Assistants they too are being supported to make the transition into teaching. Using agency staff is complex as the children do not always get consistently good support, and invariably these supply staff are paid more. Therefore, the SENCo's Team are under immense pressure to get all children the right support. She has ensured all Teaching Assistants are trained in 'developing independence' and they have moved away from Velcro or helicopter approaches. They have used the EEF training materials to ensure that Teaching Assistants are used well by teaching staff, so all staff and pupils know how to use them to facilitate learning and promote independence. The SENCo has also developed a CPD programme of short sessions focusing on specific needs such as ADHD, these involve explaining the issue and giving strategies for including children with that need in the classroom. These are then followed up with learning walks, often alongside Oxford Inclusion Support Staff, to monitor their implementation. Her pride was evident when she describes how she could then see the strategies in place within the classrooms on these learning walks. She has also worked with the Speech and Language Team to plan their literacy provision. Their input has been instrumental in driving the provision forward through support, training and monitoring the implementation. A good SENCo, in modern times, is a luxury and she should be nurtured as such, as the demands of the SENCo role are equitable with the workload of a Deputy Headteacher.

### **Conclusion:**

Last year I commented that 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 strong sense of morality and achieves the academic outcomes that will enable them to achieve their desired career paths. This is now self-perpetuating as the Senior Leadership know where they want to be and have a concrete School Improvement Plan that centres on Inclusion and recognising and supporting diversity. Inclusion is no longer synonymous with SEN but rather in the myriad of difference in demographics and self-identification that makes The Warriner the setting that it is. I understand why staff do not leave The Warriner, and I must applaud their commitment to consistency. The children are growing into independent, strong, and responsible individuals and they truly believe the staff are there for them, whatever the challenge they may be facing in their personal lives. Quite simply, they know the staff care. The familiar faces are comforting and welcoming, but the passion has never faded; they are



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never satisfied that they have done enough. Staff speak with excitement about projects past and future, and I know when I visit next year, there will have been more changes and developments with the students' needs at the heart of it all. Therefore, I recommend, without reservation, that the school be awarded the Inclusion Quality Flagship Award. I remain firm in my belief The Warriner Academy and its Leadership Team, have the drive and capacity to be held as a benchmark for excellence in inclusion in schools within their MAT, their community, student body and society. The team deserve the recognition for their service to a diverse community whose challenges only disguised by the care, drive, and commitment of The Warriner Academy staff.

**Assessor: 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