



Assessor's Evaluation for the IQM Flagship Project



School	The Warriner School Bloxham Grove Bloxham Oxfordshire OX15 4LJ
Head/Principal	Dr Annabel Kay (Executive Headteacher) Sharon Nicholls (Head of School)
IQM Lead	Mr Alex Greenhalgh
Date of Review	26 th June 2023
Assessor	Ms Tracy Cockayne

IQM Cluster Programme

Cluster Group	IDEA 2
Ambassador	Ms Hilary Thompson

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Spring 2022		N/A
Summer 2022	5 th July 2022	Yes
Autumn 2022	16 th November 2022	Yes
Spring 2023	30 th March 2023	Yes

The Impact of the Cluster Group

During this round of cluster meetings, The Warriner team chaired a session to share their good practice. On March 30th, 2023, a leadership meeting was held at Tudor Grange in Worcester, which was well attended by schools from across the country. The main topic of discussion was supporting staff well-being. The leadership team (SLT) prepared a document outlining their current initiatives and practices related to well-being and workload management. They also developed a strategic staff briefing to inform the staff about these initiatives and discuss future plans, such as changes to the school calendar. The leader conducted research on managing staff workload, referencing an article from the Association of School and College Leaders (ASCL). The outcome of the meeting was an enhanced understanding of the school's efforts towards staff well-being and a plan to communicate and implement strategies to support the staff effectively.



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Evidence

- IQM Annual Review and Action Plan.
- Meetings with the Leadership Team.
- Meetings QM Lead.
- Meetings with teachers and middle managers.
- The school website.
- Presentations/Training materials.
- Meeting with the school council.
- Meeting with the Pride club.
- An assortment of peer reviews, planning documents and scrutiny reports.
- CPD evaluations.

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

Evaluation of Annual Progress towards the Flagship Project

This evaluation provides an overview of the Flagship project titled 'Edukey Provision Mapping' undertaken by the Warriner School to implement software that enables tracking and mapping of provisions across the school. The project aimed to enhance the school's ability to monitor, assess, and provide personalised support to students with Special Educational Needs and Disabilities (SEND). They have invested in the Edukey i software package to facilitate provision mapping and tracking in schools, specifically designed to support students with special educational needs and disabilities (SEND).

The team articulated how transitioning to Edukey for provision mapping offered numerous benefits of them as a school with a higher than national, SEND population. It has provided a centralised platform for storing and accessing student information, including SEND profiles, personalised support plans, and progress tracking. The SENCO explained how this streamlined approach improves collaboration among staff members and ensures up-to-date and accurate information for effective decision-making.

Edukey's software now also allows the SENCO to monitor the impact and effectiveness of interventions, facilitating evidence-based adjustments and continuous improvement. Through stringent analysis of the data based on the four areas of need outlined in the Code of Practice 2015, the leadership has gained a strategic overview of their SEND provision and can make informed decisions to enhance support. Overall, Edukey has simplified the management of student information, reduced administrative burden, and fostered a cohesive and integrated approach to supporting students with SEND. They appreciate they have started on their journey but they have along way to go to fully utilise all the aspects the programme offers.

The decision to embark on their Edukey journey stemmed from a piece of work completed by a member of the SLT from a local school in the latter part of 2022 as part of their NPQH. The school's SENCO was facing difficulties in tracking provision, monitoring its impact, and managing costs. This prompted them to explore a tool that



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would enable them to track and monitor provision for children with SEND online, tracking impact and budget costs. Following consultations with the SENCO, the school made the strategic decision to research provision mapping software. They researched the offer from Edukey, which was already being used by some of their local primary feeder schools. During the last IQM review, the Edukey project was discussed with the assessor, who recognised its potential impact but cautioned against burdening SEND administrators and SENCOs with additional workload. Considering this advice, they explored alternative options but ultimately chose Edukey based on a recommendation from the DHT, who spoke highly of its effectiveness at their previous school.

During my visit to the school and discussions with the staff, I learned that they have been diligently preparing for the full transition of the Edukey software in a whole-school context since its purchase in March 2022. This involved setting up the system by syncing it with their management system, updating and refining pupil passports, and uploading them onto the system. The comprehensive setup will enable all staff members to access student information related to SEND, including personalised support, in one location. To ensure effective utilisation of the system, the staff members underwent training on how to navigate and use Edukey. This training took place during CPD sessions, allowing them to explore the system and ask questions to the experts. The school also made efforts to make the Edukey link easily accessible to all staff members by adding it to the staff online login page and intranets. Additionally, they adjusted the accessibility levels for staff members who require extra admin access to the system.

The implementation of the Edukey Provision Mapping project led the school in unexpected directions. It contributed to a sharpening of the interventions they offer, particularly in the reading strategy, and influenced the data collection and utilisation process. The school redesigned the pupil passports, reviewed and refined the SEND register, and completed these tasks as part of the initial stage of the project. Moving forward, the school has ambitious plans for the next phases of the project (2024-25). They aim for all staff members to access and use Edukey to gather information on students starting from September 2023. Specialist staff members will utilise the mapping software to record interventions. This phase will include further CPD on Edukey to support staff in teaching children with SEND in the classroom. Key staff members, including the SENDCO, pastoral teams, core subject leaders, and specialised SEND staff, will contribute to adding interventions. The school is also aware of the challenges posed by staff turnover and the need to continuously embed and refine the use of Edukey amidst staffing changes. Furthermore, they emphasise the importance of considering the implementation of this program alongside other IT systems and the aim to reduce workload. Upon purchasing the Edukey package, the school faced two logistical phases to set up the system. This involved liaising with their IT team to synchronise it with their Information Management System (SIMS) and hiring an efficient administrator within the SEND team to update and upload existing profiles (now known as Pupil Passports). They also granted access to the system to other admin staff, such as those handling safeguarding and medical matters, as they would play crucial roles in setting up aspects of the system and adding documentation in the future.

Despite the challenges, the Edukey Provision Mapping project's importance cannot be overstated. Through investing in a tool that streamlines provision tracking, monitoring impact, and budgeting costs, the Warriner's leadership team demonstrate their



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commitment to providing enhanced support to students with SEND. The project not only improves the SENCO's ability to monitor provisions but also facilitates a whole-school approach by enabling all staff members to access student information and personalise support strategies. The project aligns with the school's strategic focus on SEND and supports its continuous improvement efforts. The successful execution of the Edukey Provision Mapping project thus far is a testament to the school's dedicated efforts. The project team, led by the SENCO, has shown exceptional commitment and resilience in driving the project forward. The administration's decision to invest in the Edukey software, the collaboration with IT staff, and the provision of training opportunities reflect the school's determination to overcome challenges and embrace innovative solutions. In recognition of the school's efforts, it is important to acknowledge the positive impact that the Edukey Provision Mapping project has already had and will continue to have on students with SEND. By implementing this Flagship project, the school has taken a significant step toward improving the provision tracking process, promoting personalised support, and enhancing the overall educational experience for students with additional needs.

Overall, the school's ambitious pursuit of the Edukey Provision Mapping project is a testament to its commitment to fostering an inclusive and supportive learning environment for students with SEND. By embracing innovative technologies and investing in comprehensive training and support, the school is empowering its staff members to provide personalised and effective interventions, monitor student progress, and allocate resources efficiently. Through their unwavering dedication and proactive approach, the school is making significant strides in enhancing the educational experience and outcomes of students with SEND.

Agreed Actions for the Next Steps in the Flagship Project

Based on the discussions with the Deputy Headteacher and the SENCO, the agreed next steps for the school in relation to the Edukey Provision Mapping project are as follows:

1. Full migration of pupil passports: The school will focus on migrating all pupil passports from the previous system (Go4 schools and Teams) onto Edukey. This task will require administrative support, and the school will source the necessary support to ensure a smooth and timely transition. By removing the old profiles and transferring them to Edukey, the school will have all student information consolidated in one system.
2. Adding new Year 7 cohort passports: It is crucial to have all student information, including the new Year 7 cohort, added to Edukey in a timely manner. To achieve this, the school will ensure that administrative support is in place to facilitate the process. This task will be part of the school's transition program, and meetings will be held by the Additional Support for Education Needs Coordinator (ASENCO) and primary feeder schools to gather the required information for the teachers of the new cohort starting in September 2023. Additionally, there will be a review of Education, Health and Care Plans (EHCPs) and sharing of key information in staff briefings.



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3. CPD training for embedding Edukey: To support the successful implementation of Edukey, the school will provide CPD training to staff members. This training will focus on embedding the Edukey software into daily practices and ensuring that staff members are proficient in using its features. The school plans to incorporate the training into the ongoing CPD calendar, making it an integral part of professional development for all staff members.
4. Specialist support for key staff: The school has identified key staff members who will play a crucial role in adding interventions to Edukey. These individuals will receive specialist support to effectively utilise the mapping software and record interventions accurately.
5. Induction for new staff and refresher for existing staff: As part of the school's induction process for new staff members, they will receive training on Edukey to familiarise themselves with the system. Existing staff members will also have the opportunity to refresh their knowledge and skills in using Edukey. The school plans to share feedback and frequently asked questions (FAQs) from the CPD sessions conducted in March 2023, further supporting staff members in utilising Edukey effectively.

By implementing these next steps, the school aims to ensure a seamless transition to Edukey, comprehensive student data management, and ongoing support for staff members in utilising the software to its full potential. These actions will contribute to the successful integration of Edukey into the school's processes and promote the effective tracking and monitoring of provision for students with SEND.

Overview

The Warriner School is an oversubscribed, now a 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 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. I have had the privilege of closely monitoring the Warriner School's remarkable journey towards achieving Flagship status over the course of four years. Throughout this period, I have witnessed transformative actions, undertaken by exceptional senior leaders who have thrived in their roles. Today, I had the opportunity to meet with newly appointed staff members as well as those who have been promoted in recognition of their outstanding efforts, all of whom have played a significant role in propelling the school forwards. The dedication and commitment demonstrated by the senior leaders at the Warriner School have been instrumental in driving positive change and elevating the institution to new heights. Their visionary leadership, coupled with strategic decision-making, has fostered an environment of growth and success. It is evident that the collective efforts of these leaders have had a profound impact on the school's overall trajectory. During my meetings with the newly appointed and promoted staff members, it became clear that they embody the school's values and share the same passion for excellence. Their contributions, coupled with their fresh perspectives and expertise, have further propelled the school's progress. It is heartening to witness the collaborative spirit and



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the collective drive to achieve excellence among the school's staff members. I know from previous visits that this hasn't always been the case but the challenges have been overcome to achieve what we see today.

During this visit to the Warriner School, I had the opportunity to witness first-hand the remarkable developments and expansions made in the provision over the past 12 months. One notable area of improvement was the 'Return to Learn' room, which serves as an alternative to external exclusions by providing internal suspensions in a dedicated, bright and well-maintained space. The transformation of this space was evident, with the removal of booths, outward-facing desks, and the creation of a more inclusive environment. A significant change that has positively impacted the program is the appointment of a dedicated lead staff member for 'Return to Learn.' This strategic decision ensures consistency and builds trust among the students, as they can develop a meaningful rapport with a specific staff member which elicits trust in her and the behavioural system. Unlike a rotating duty roster, the Return to learn lead actively engages with the students, seeking opportunities for them to continue accessing their full curriculum entitlement. The redesigned space even includes areas for art and design, allowing students to engage in activities they enjoy without missing out on their lessons. While the program serves as a disciplinary measure, the students understand its purpose and strive to receive praise by excelling in their work. Furthermore, the school has extended its support beyond its own students by offering the space to neighbouring schools as a directed suspension option. This proactive approach has proven effective, as evidenced by the fifteen students who have been referred from a neighbouring school. It is worth noting that half of these students have chosen to return to the Warriner School, indicating that the program serves as a deterrent compared to 'the isolating experience of a traditional 'stay at home" suspension. The inclusive and non-punitive atmosphere of the room is a testament to the school's shift towards a relationship-based model of behaviour management, highlighting the positive impact it has had on the students' overall experience. The visit to the "Return to Learn" program exemplified the Warriner School's commitment to providing a supportive and inclusive learning environment for all students, even during disciplinary measures. The dedication to ensuring continuity in education, the implementation of cooperative games and the willingness to extend support to other schools are clear indications of the school's progressive approach to behaviour management and the overall well-being of its students.

I also had another opportunity to observe the practices in the 'Link' provision which serves as a base for students who are not yet ready or resistant to mainstream education. Strategically located on the edge of the school premises, the Link has a designated drop-off and collection point for parents. The timetables for these students are entirely personalised, ensuring that they receive specialised instruction from mainstream teachers in core subjects, thus benefiting from subject specialists and high-quality teaching. Additionally, the students in the Link have access to the school's farm, which is gradually evolving into an alternative provision (AP) offer. An exciting development at the Warriner School is the provision of 12-week placements on the farm to external schools and their students. These placements focus on re-engagement and behaviour management, particularly addressing the growing need for provision related to emotionally based school avoidance (EBSA), therefore they are aiming to develop programs for Key Stage 4 students that lead to BTEC qualifications in animal care and



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other accredited courses, offering further progression opportunities. The Link is staffed by dedicated professionals who possess trauma-informed expertise, working closely with the students and their families to facilitate their successful reintegration into mainstream education. This year, the Warriner School has placed a stronger emphasis on reintegrating students through structured reintegration meetings, goal setting, and clear expectations. As a result, more students have transitioned back into mainstream classes, even if on a part-time basis or for specific lessons. Looking ahead, the school has ambitious plans for the upcoming year, including staff training to lead forest school initiatives, bringing another dimension of alternative provision to the Warriner School. The income received from external schools for the farm's AP provision is reinvested, enabling more students to benefit from the resources and opportunities available.

As part of their ongoing commitment to inclusivity and innovation, the Warriner School has recently rebranded its SEND base, previously known as the Warriner Inclusion Base (WIN), to better align with their goals. The base is now called 'Aspire' reflecting their aspiration to provide a nurturing and empowering environment for students with additional needs whilst ensuring every child also achieves. During a curriculum review, it was identified that the life skills program could be more challenging, leading to the introduction of a BTEC in Travel and Tourism. This change has generated excitement among the students, although the staff initially had reservations about departing from the status quo. The successful implementation of this curriculum change is a testament to the strong leadership at the Warriner School. The SENDCO (Special Educational Needs Coordinator) has effectively led the staff through this transition, ensuring that they embrace the new approach. Positive reports on predicted outcomes have emerged, highlighting the dedication of the leadership team to maintain a curriculum that is both challenging and inclusive. The school's commitment to continuous improvement and innovation is evident, as they consistently seek ways to enhance their curriculum offerings and provide engaging learning experiences for all students.

There has been a significant shift in the way staff members at the Warriner School approach behaviour management, moving away from a punitive approach and towards a restorative one centred around kindness and relationships. The school has conducted extensive research, drawing on the works of Tom Bennett and David Whitaker, to create an inclusive ethos and a culture of behaviour based on kindness and relationships. To ensure staff buy-in at a leadership level, all members of the senior leadership team were provided with the book 'The Kindness Principle: Making Relational Behaviour Management Work in Schools' to read. Their intention is to share these principles across the entire school in the coming year. The Deputy Headteacher recognises that staff felt they needed a consequence model where responses are codified but he said he found that working through a 1-5 detention scale model was not effective. Instead, they encourage staff to have meaningful conversations to restore relationships autonomously. As part of this shift, each Head of Year has been assigned a pastoral assistant, moving away from the previous system where all pastoral assistants were pooled together. This realignment of responsibilities has required fair and equitable distribution, even if it meant separating some assistants from their preferred line managers. However, for students with special educational needs, their designated support worker was allowed to continue providing ongoing support within their trusted adult's new group. Staff members have reported that the new structure provides clarity on whom to approach for help, and the pastoral managers have become more proactive



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as they are no longer solely focused on reactive interventions. Furthermore, with the assistants now spread throughout the school, there is always support readily available. While this new approach is currently being trailed until spring, based on the positive outcomes observed during discussions, it is anticipated that this change will become permanent. The ongoing success of this shift towards restorative practices and the positive impact it has had on the school community suggests that it will be embraced as an integral part of the school's behaviour management strategy.

This year, the Warriner School has made an investment in the Brilliant Club, a programme that specifically targets pupils who are eligible for pupil premium funding, referred to as 'futures' children at the school. These are students who demonstrate the potential to reach university. During my visit, I had the opportunity to meet with a group of young people who shared their experiences with me. They explained that they had been paired with PhD students who served as their mentors, guiding them through the process of writing an assignment on disease management as if they were part of the World Health Organisation (WHO). As part of this program, the students attended seminars, lectures and university visits, providing them with valuable insights into university life. The students demonstrated exceptional dedication and commitment to this venture, putting in significant effort to complete and submit their assignments. I was informed that some of them received first-class awards for their outstanding work. Their achievements will be celebrated during a graduation ceremony at the University of Warwick. The feedback from these young individuals highlighted that their participation in the Brilliant Club had opened doors for them and instilled a belief that attending university is a realistic and attainable goal. The investment in the Brilliant Club has not only provided these students with a unique opportunity to engage in higher-level academic work but has also fostered aspirations and confidence in pursuing higher education. This initiative reflects the school's commitment to nurturing the potential of every student and empowering them to explore future educational pathways.

The school has recently welcomed a dynamic Assistant Headteacher with extensive experience in teaching, learning, and continuous professional development (CPD). One of their notable achievements has been the implementation of a comprehensive whole-school reading strategy. This strategy has been disseminated throughout the school via CPD sessions, presentations to the school council and consultations with all stakeholders, resulting in a cohesive school-wide approach to reading. To support this initiative, various measures have been put in place. Rewards for reading have been introduced and dedicated time has been allocated within the curriculum to prioritise reading. The Assistant Headteacher provided me with a detailed implementation plan that covers the current year and the following year, ensuring that high-quality reading experiences are accessible to all students as part of quality first teaching. Additionally, impactful interventions have been developed to support struggling readers. Regular staff feedback quizzes are utilised to assess the impact of the reading strategy, and the feedback has been overwhelmingly positive. Recognising the need for further embedding the reading strategy in sixth form lessons, the school is actively working on a strategy specifically tailored to that age group. For students who struggle with basic English language skills, particularly in relation to phonics or sentence-level abilities, the Assistant Headteacher is considering the possibility of temporarily withdrawing them from modern foreign language (MFL) classes, such as German or French, based on the



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severity of their needs. Parents have expressed appreciation for the feedback provided on their children's reading ages, noting a reduction in screen time at home as a result. Furthermore, sixth form students have reported that reading positively impacts their emotional and mental well-being. Reading progress is assessed three times a year through the use of the PIRA assessment and successes are celebrated while intervention plans are devised for those who require additional support. As part of the transition process for Year 6 students, reading lists are provided for the summer and this practice is being extended to all year groups. The Assistant Headteacher's dedication to promoting a culture of reading across the school demonstrates their commitment to improving literacy skills and fostering a love for reading among students.

The Assistant Headteacher is also committed to transforming the school's approach to continuous professional development (CPD) for the better. They have made changes to the performance management criteria, shifting towards a more reflective approach. Teachers are encouraged to assess their own strengths and areas for improvement, with one target aligned to the School Improvement Plan, such as enhancing outcomes for students with special educational needs (SEN). The remaining targets can be chosen by the teachers themselves, including leadership goals aligned with their career aspirations. The focus is on continuous improvement rather than simply proving competence. This new approach to CPD has been well received by teachers, as evidenced by the feedback questionnaires presented to me. The school has embraced a coaching model, fostering meaningful conversations and partnerships to support staff development. The aim is to cultivate an open-door culture, with brief ten-minute drop-ins replacing lengthy observations. The Assistant Headteacher hopes to expand this model to include support staff next year, creating a "grow great support staff" approach to CPD. They believe that there is room for further enhancement of CPD in the upcoming year. By encouraging self-reflection, empowering teachers to set meaningful targets, and fostering a coaching culture, the Assistant Headteacher aims to promote continuous growth and development among the staff at the Warriner. This shift in the CPD approach aligns with their vision of nurturing great teachers and supporting their professional aspirations. The decision has been made to discontinue Health Week (a week of lesson observations) at the Warriner, which had caused anxiety among staff members. Considerable discussions have taken place at the leadership level regarding the reduction of teacher workload and the enhancement of staff culture of improved mental health and wellbeing. As part of these discussions, a thorough review of the staff calendar has been conducted to ensure that assessments, parents' evenings, and other commitments are evenly distributed among staff members.

I had the opportunity to meet with the PRIDE Club, which has undergone a transformation to become more inclusive and better reflect its purpose. Previously known as the Wednesday Club, it has been renamed the Pride Club. I met with a group of Year 7 pupils and one Year 9 pupil who represent the LGBTQ+ community at the Warriner. They shared their experiences of finding a safe space where they can access support and challenge negative behaviours. Despite their young age, they displayed remarkable wisdom and understanding. When asked how to address a non-binary teacher, one student confidently responded, "You ask them!" This group of students is mature and aware of their identities and needs, and they expressed gratitude for finding acceptance and support at the Warriner. Although they mentioned isolated incidents of phobia, they recognised the school's efforts in education and addressing such



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behaviours. Form tutors have delivered inclusive-focused presentations to all students, and the PRIDE Club advocates for more LGBTQ+ education in PHSE (Personal, Health, and Social Education). They expressed a strong desire to learn about historical LGBTQ+ history, which they were assured would be integrated into the curriculum in later years. The repeated use of the word 'safe' by the group emphasises the sense of security they feel within this inclusive community.

Next, I had the opportunity to meet with the School Council, a group of elected representatives from each year group. They come together to have real agency and advocate for change within the school. They were eager to share the impact they had on recent issues, particularly the controversy surrounding the ban on skirts. Leadership had mandated a uniform change, which sparked protests and gained attention on social media. The School Council acted as mediators between the leadership, who realised the lack of consultation, and the students who felt their voices were not heard. It has been a learning curve for everyone involved. The students experienced the power of their voices in bringing about change and thrived in this role. They spoke with pride about the changes to the PE kit, which included a return to white and the introduction of a non-binary PE kit, seen as inclusive choices. The students also requested the introduction of tailored shorts into the uniform policy, which was granted and well-received, particularly during the summer months. They identified concerns about the toilets and raised £1,200 through a non-uniform day to fund immediate repairs. Additionally, they requested a graffiti artist to decorate the toilet block, adding a creative touch. The School Council designed a statement on child-on-child abuse, which is displayed in every classroom, emphasising the school's commitment to inclusivity and zero tolerance for any form of abuse. They eloquently discussed issues that affected them, such as the increase in vaping, and recognised their role in making positive changes within their peer group. They expressed their intention to focus on an anti-vaping strategy next year. The leadership values their input on attendance strategies as they believe the students have valuable insights into how to positively impact their peers' attendance.

On a surprising detour on my visit, I had the pleasure of witnessing the innovative methods employed by the staff at the Warriner School to engage with their most challenging students. One standout example was the presence of Tim, an early help lead, who has introduced a barista coffee trailer to the school grounds. This initiative allows students to learn valuable skills in entrepreneurship, including the art of coffee-making, customer service and engaging with others. The coffee trailer has its designated pitch outside the sixth form centre, where it has gained significant popularity among the school community. The success of this endeavour is evident as it has opened doors for one student who represented the school as a young entrepreneur, earning him the opportunity to visit the House of Lords. The impact of this unique approach has been so remarkable that the Deputy Headteacher has recommended Tim's services and this approach to other schools, recognising the potential benefits it can bring to students beyond the Warriner School. The presence of the barista coffee trailer not only offers practical skills development but also provides an avenue for students to showcase their entrepreneurial spirit and engage with real-world experiences. It serves as a testament to the school's commitment to providing diverse opportunities for students to learn and grow outside the traditional classroom setting. By fostering a supportive environment that nurtures entrepreneurship, the Warriner School empowers its students to develop



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valuable skills and gain experiences that extend beyond the confines of their academic pursuits.

During my recent visit to the Warriner School, I had the privilege of meeting with the CEO, who continues to demonstrate unwavering passion for inclusion. I distinctly recall our initial encounter when she served as the Headteacher and her dedication to promoting inclusivity was evident from the outset. In fact, I was so impressed by her commitment that I recommended the school become a Centre of Excellence during my first visit. This commitment to inclusivity has remained steadfast over time, and now, in her current position, she has the opportunity to strategically collaborate with the local authority and effect change at a higher level. The CEO's passion for inclusion permeates throughout the entire school community. It serves as a driving force behind the school's relentless pursuit of creating an inclusive and supportive environment for all students. The CEO's leadership and influence have been instrumental in shaping the school's policies and practices, ensuring that every student feels valued, respected and provided with the necessary support to thrive academically and personally. By leveraging her position and working in partnership with the local authority, the CEO is poised to effect positive change beyond the school's immediate sphere of influence.

Based on my comprehensive review and observations of the Warriner School, I am unequivocally convinced that it deserves to retain its Flagship School status. Throughout my engagement with the school, I have witnessed a remarkable transformation led by exceptional senior leaders who have demonstrated outstanding performance in their roles. Their exemplary leadership has propelled the school forwards in significant ways. As the Warriner School continues on its journey as an IQM Flagship school, it is inspiring to see the positive momentum generated by the exceptional senior leaders and the new appointments. The school's dedication to continuous improvement and its ability to identify and nurture talent have been pivotal in driving its success. The commitment and hard work of all staff members, both new and existing, are central to the school's advancement, and I have no doubt that the Warriner School will continue to flourish under their guidance.

Assessor: Mrs 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