

# Warren Wood Community School

## Inspection report

---

<b>Unique Reference Number</b>	135361
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	360717
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Kathy Hooper

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Page
<b>Headteacher</b>	Karen Gittins
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Middlefield Lane Gainsborough DN21 1PU
<b>Telephone number</b>	01427 615498
<b>Fax number</b>	01427 615498
<b>Email address</b>	enquiries@gainsboroughfederation.lincs.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 March 2011
<b>Inspection number</b>	360717

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. Eight lessons and seven teachers were observed, and meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at pupils' work and records of their progress, school policies, planning, and evidence of monitoring across the school. They scrutinised 17 parental questionnaires, 18 responses from staff and 29 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How does the teaching ensure good achievement for all the different groups of pupils such as more-able pupils, those who are known to be eligible for free school meals and looked-after children?
- What have been the benefits for pupils, the school and other schools of the federation, and in what ways does it promote value for money?
- How focused is monitoring in ensuring that provision is consistent and what has been its impact on the personal development of pupils, including their understanding of a multicultural society?
- Why has the school judged provision for the Early Year Foundation Stage to be less good than the rest?

## Information about the school

As a result of the amalgamation of two all-age special schools, a hard federation was formed. In September 2009 a new primary school and a neighbouring secondary school were opened. The federation has an executive principal and a shared governing body and there are separate headteachers of each school. Warren Wood caters for primary-aged pupils with global, severe, and profound and multiple learning difficulties. As a new school, this is its first inspection. It is smaller than average, but there are plans to increase the number to 96. Just under half of the pupils have difficulties on the autistic spectrum. All have a statement of special educational needs. There are approximately three times as many boys as girls. The school has a higher than average number of pupils known to be eligible for free school meals and a lower than average number of pupils of minority ethnic heritage. As part of a service level agreement, the school provides outreach support for the teaching of pupils with autism in other schools. The school has achieved a number of awards including Five Star Hygiene, Rooted in Reading, International Schools - Intermediate, Arts Mark Gold, Autism Inclusion and Primary Basic Skills Quality. It has National Healthy Schools status and is working towards becoming a Sustainable School.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Warren Wood provides a good standard of education for its pupils. They all make good progress in their learning and in their personal development. One parent of a Year 6 boy commented that, 'His speech and behaviour have improved because he is around people who understand him and his disabilities.' The school is organised and harmonious.

Pupils' learning and progress are good because teachers know the pupils exceptionally well, through frequent and regular monitoring of their progress. All pupils enjoy coming to school and know that adults care about them. They have a good understanding of how to keep themselves safe and healthy. Behaviour is good. Although a minority have challenging behaviour as part of their learning difficulties, pupils are helped to understand each other's needs, and adults manage behaviour very well. Pupils become increasingly independent, making choices and understanding their responsibilities to themselves and others. They gain insights, maturity and confidence from working with the local communities and through links with schools abroad.

Teaching and learning are good. Pupils say that they learn a lot and know how to improve. This is because activities are well matched to their individual needs. In occasional lessons, teachers talk for too long, making insufficient use of resources in order to fully engage all pupils throughout the whole lesson. Difficulties with the new build have temporarily disrupted the use of information and communication technology. The school's well-balanced curriculum is imaginatively extended through a range of art, musical and sporting activities arranged outside lesson time. Individual needs and circumstances are well supported and pupils flourish because they feel safe and secure.

Leadership and management of the federation and the school are good. At all levels, staff are highly committed to the promotion of best practice. Morale is high because everyone enjoys being part of this exciting new school. The executive principal provides excellent leadership and has established exceptionally robust systems for promoting common practice across the two schools. It is not always clear, however, what impact developments have had on outcomes for pupils and how they have influenced priorities on the school development plan. The governing body has been a significant force in ensuring smooth transition. It has worked very effectively with parents and carers and the community to allay concerns about the changes. Parents and carers are well engaged. Pupils have benefited enormously from the school's energetic promotion of community cohesion. However, the school has not measured the impact of its initiatives on the community. The Early Years Foundation Stage children receive a good standard of education. This is due to informed leadership and management and extensive oversight of individual needs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The federation ensures maximum flexibility in the deployment of staff and resources to meet the increasingly wide range of needs of its pupils. The school has a good capacity to improve. Its track record thus far is impressive and pupils achieve well.

### **What does the school need to do to improve further?**

- Enhance the quality of provision by ensuring that:
  - pupils are actively involved throughout lessons and are given tasks that are precisely matched to their abilities
  - effective use is made of real objects to support pupils' understanding
  - pupils have more opportunities to use new technology.
- Strengthen the school's self-evaluation by:
  - identifying in the school development plan how actions are intended to improve outcomes for pupils
  - showing in the community cohesion plan how actions are intended to enhance the local community.

### **Outcomes for individuals and groups of pupils**

**2**

All pupils make equally good progress in their learning. In Key Stage 1, pupils learned to use adjectives as a result of smelling, feeling, and seeing different objects such as a pineapple. Year 6 pupils were beginning to structure the end of a story and others tallied data onto a chart to collate the number of pets everyone in the class has at home. In all lessons, pupils are anxious to learn and particularly enjoy those activities where they can be actively involved.

Pupils are often hugely supportive of each other, learning from an early age to consider others. Thoughtless outbursts are reconciled well and pupils are encouraged to reflect upon their actions. Pupils are confident with known adults, and behaviour is good. Pupils are well engaged in decisions about the school. There is a productive school council, peer mediation, and 'bright ideas' and 'worries' boxes in classrooms. Pupils have a good understanding of how to keep themselves healthy and relish early morning movement sessions. They benefit from a wealth of visitors and visits involving the community and the arts. Exciting experiences, in the classroom and the community, develop their social skills, and help them to reflect on their own circumstances and those of others. Attendance is satisfactory and similar to that of other schools nationally.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

In the best lessons, each pupil is well engaged in learning and the level of enjoyment is very high. The teachers use imaginative resources, and make activities fun, enabling pupils to learn in different ways. Group and individual activities are planned according to pupils' individual barriers to learning and their targets. In a Key Stage 1 lesson, pupils explored real resources hidden in a bag in pairs to help them to think of adjectives. In a Key Stage 2 lesson, pupils used finger puppets and objects depicting African fruits to understand the characters and events while listening to the story of Handa's Surprise. Good use is made of signs and symbols to support communication. In occasional lessons, too much reliance on verbal instructions and information means that pupils, and other adults, sit passively for too long. Information and communication technology is generally under-used. Rigorous assessments of pupils' progress are regularly moderated and monitored. Pupils receive good feedback, balancing strengths and areas for development, so that they understand how to improve.

Pupils enjoy a wide and balanced curriculum, greatly enhanced by visitors, for instance, artists and community workers, such as the police and fire brigade. A good range of clubs is organised to address individual preferences and the school day has been adjusted to enable the attendance of those who live furthest away from school. Gifted and talented

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

pupils have been targeted and provision made to enhance their strengths in areas such as dance, art, theatre and sports. Pupils benefit from a plethora of links, interacting with senior citizens, gardening with disabled adults, fund raising and collecting books for people in Africa.

Pupils' individual needs and circumstances are at the heart of the school. Staff are well informed and consistent in their practice because of the robust communication and monitoring systems in place. Termly monitoring of progress ensures well-targeted support is promptly engaged. As a result, all pupils thrive. Parents' concern about the next stage of their child's education has been prompted by revision of the local authority's key principles regarding travel.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Skilful leadership and intelligent management have enabled this new school to establish itself surprisingly rapidly and new ways of working have been established without compromising the achievement of pupils. Staff are enthusiastic, committed, and have high expectations. Middle managers are effective, already pointing to improvements they have been initiated in teaching and learning. A sophisticated system for monitoring pupils' progress and school developments ensures full involvement of staff at an appropriate level, and generates a rapid response where necessary. This allows a complex organisation to work very smoothly. Furthermore, it ensures that pupils have equal opportunities; individual needs are addressed and no one is disadvantaged. However, the data produced does not always allow senior managers to evaluate the overall impact of initiatives on pupils and teachers. Priorities in the development plan, while appropriate, are not sharply focused on outcomes for pupils.

The school is well regarded in the community, including the quality of its outreach work, and much appreciated by parents and carers. The governing body has a termly programme of visits and a high profile within the school. Its members' regular involvement in monitoring and evaluation allows them to challenge the school well, especially regarding the use of resources. The school's determined effort to engage parents and carers, through regular consultations, discussions and workshops, has been very successful. One parent stated, 'I would give the school and teachers a platinum star, well done.' Robust safeguarding procedures permeate all aspects of the school's work and practice is assiduously monitored. A thorough analysis of the school's religious, ethnic and socio-economic context has led to good plans for community cohesion and rich experiences for

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

pupils. However, there has been little opportunity to evaluate the impact of the plan and ensuing actions on the community.

The federation is very effective. It extends opportunities for pupils to be involved in a stimulating curriculum and in the wider community, increases professional opportunities for staff, enables resources to be shared, and promotes good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress because of the care and support of sensitive and informed staff. Individual plans ensure that children are engaged at an appropriate level, using whatever senses and abilities are available to them. Good use is made of switches, signs and symbols to promote communication. Children were all well engaged when using different musical instruments, thoroughly enjoying the sounds they made. Some are very familiar with communication aids, such as a touch screen on the computer. Teaching is good because activities and resources are well matched to individual needs. Assessments of learning are insightful and identify next steps. Good leadership and management are evidenced in the quality of record keeping, consistency of practice and improvements in provision. Local mainstream schools also benefit from the expertise of staff. The school has established a good basis for the development of provision.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. The response rate to the parental questionnaire was slightly below the proportion normally received from special schools nationally. Nevertheless, several parents and carers wrote positive comments.

A few parents and carers felt their child was not being well prepared for the future. Inspectors found that transition arrangements are well addressed. The school makes good provision for its pupils enabling them to reach challenging targets and develop a range of personal and social skills. It is making great efforts to engage parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Wood Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 17 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	65	4	24	2	12	0	0
The school keeps my child safe	11	65	5	29	0	0	0	0
My school informs me about my child's progress	9	53	6	35	2	12	0	0
My child is making enough progress at this school	7	41	7	41	2	12	0	0
The teaching is good at this school	9	53	8	47	0	0	0	0
The school helps me to support my child's learning	8	47	7	41	2	12	0	0
The school helps my child to have a healthy lifestyle	9	53	5	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	53	4	24	4	24	0	0
The school meets my child's particular needs	9	53	6	35	2	12	0	0
The school deals effectively with unacceptable behaviour	7	41	8	47	1	6	1	6
The school takes account of my suggestions and concerns	8	47	5	29	3	18	0	0
The school is led and managed effectively	9	53	4	24	3	18	0	0
Overall, I am happy with my child's experience at this school	9	53	6	35	2	12	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 March 2011

Dear Pupils

**Inspection of Warren Wood Community School, Gainsborough, DN21 1PU**

Thank you very much for making us so welcome when we visited your school this week. We really enjoyed our time with you, observing your lessons and other activities, talking to you and looking at your work.

We found your school to be good. You really enjoy learning and taking part in all the many activities the school provides for you. As a result, you learn a lot. With the help of your teachers, you are developing into very polite and responsible young people. You help each other to keep safe and healthy, and to learn. We were very impressed by your new building and by your hard work in lessons. It was great to see the pride you have in your school and your successes.

In order to make your lessons even better, we have asked your teachers to increase the number of different and exciting ways they use to help you learn. We have asked them to do this in three ways.

Show you real objects rather than talking about them.

Make more games out of learning.

Make sure you use computers more often in lessons.

You might help them by telling them when you do not understand.

Yours sincerely

Kathy Hooper

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**