

Warren Wood Community School

Middlefield Lane, Gainsborough, DN21 1PU

Inspection dates 14–15 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All the pupils achieve well because staff have high expectations for them and work effectively to adapt activities so that they can all take part.
- Teaching is usually good and some is outstanding. Teachers plan stimulating, relevant lessons which focus on the key skills of reading, writing and mathematics as well as including a broad range of other subjects.
- Children get off to a good start in the Early Years Foundation Stage. Staff work effectively together to provide well-planned activities and experiences for all the children.
- Pupils behave well. They are friendly, polite and considerate. They listen carefully and respond quickly to requests from staff.
- Encouraging, supportive relationships and a safe environment help pupils develop confidence and eagerness to learn.
- Parents and carers are highly appreciative of all that the school provides for them and their children.
- Leaders and managers, including governors, are ambitious for the school and for all the pupils. They have successfully maintained a good quality of teaching and achievement since the previous inspection.

It is not yet an outstanding school because

- Teachers do not use the information that they have about pupils' achievements sufficiently well to ensure that tasks are not too easy or difficult.
- Pupils do not have sufficient encouragement to practice and use their different means of communication.
- Not all leaders, including governors, are fully clear about their current roles and responsibilities and some need additional training.

Information about this inspection

- The inspectors visited 16 lessons taught by 6 teachers. All but one of these observations were joint visits with the executive principal, school headteacher, or assistant headteacher.
- Discussions were held with parents, carers, pupils, governors, an officer from the local authority, senior leaders and staff.
- There were too few responses to the online Parent View questionnaire to generate results. Inspectors received the views of parents and carers from responses to school questionnaires, letters and informal discussion, at the beginning and end of the school day.
- The inspectors gathered the views of staff through 25 responses to the Ofsted inspection questionnaire and discussions. They gathered the views of pupils through prearranged and informal discussions, in and out of lessons.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current and recent progress, pupils’ work, the school’s development plan, planning and monitoring documents and documents relating to safeguarding, as well as records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Debra McCarthy

Additional Inspector

Full report

Information about this school

- The school is federated with Aegir Community School. The two schools share an executive principal and there is a shared governing body.
- The Executive Principal and the Assistant Head of School started in their current roles this academic year.
- All the students have, or are being assessed for, statements of special educational needs. These are for a range of moderate and severe difficulties. Almost two thirds have autism spectrum disorders. There are about four times more boys than girls.
- At almost half, the proportion of pupils known to be eligible for pupil premium funding is much higher than the national average. This is additional funding for specific groups of pupils, in this case, those who are looked after or who are known to be eligible for free school meals. Comparisons of the achievement of pupils who are and who are not eligible for this funding will not be reported because individuals would potentially be identified due to small cohorts.
- Very few pupils are from minority ethnic backgrounds. None of the pupils speak English as an additional language. Most have communication difficulties and some use augmentative systems of sign or symbols.
- The proportion of pupils who start at or leave the school in years other than Nursery or Year 6 is much higher than in most other schools. Most of the pupils who join the school in later years, especially Years 5 and 6 have had less successful starts elsewhere and often have emotional and/or behavioural challenges when they start.
- The school offers outreach support to 45 Primary Schools in the Local Authority.
- The school has several accreditations for its provision, including Arts Mark at gold level, the Values Charter Mark and a National Autistic Society accreditation for its outreach work.

What does the school need to do to improve further?

- Help pupils achieve even more by raising the quality of teaching through:
 - refining and making better use of assessment, so that activities are just right for all the pupils and neither too hard nor too easy for them
 - encouraging and enabling pupils to use signs and symbols in a wider range of situations.
- Make sure that leaders and managers at all levels, including governors, are clear about their roles and responsibilities and are sufficiently well trained to carry these out effectively.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their individual starting points at all ages. They are positive about school and are keen to do well.
- The number of pupils in each year group is relatively small and differences between individuals are huge. However observations and data indicate that pupils enjoy equal opportunities to learn and discrimination is overcome. Consequently, there are no significant differences in the achievement of any group, whether boys or girls, or whatever their special needs and disabilities.
- There is a strong emphasis on basic cognitive skills, language, literacy and mathematics and this is why these skills develop well. Displays and pupils' work show that pupils throughout the school progress well in a wide range of subjects, including art, music, personal and social development and religious education. Sometimes, when activities are a bit too easy or difficult for some pupils, their progress slows.
- Children in the Early Years Foundation Stage achieve well because they have broad, relevant tasks and activities which engage their interests well. Staff work well together to ensure tasks are accessible to all, for example, using a large tray on the front of a wheelchair to enable children with physical disabilities to explore soil and plant seeds.
- Pupils who are known to be eligible for pupil premium funding progress well, because the additional money is spent well to meet their specific needs. For example, specialist equipment purchased for those who need it has increased both their attendance and achievement. Because they achieve well, the gap between their attainment and that of others is narrowing.
- Pupils who are relatively more able achieve well, because staff have high expectations and pupils develop positive proactive attitudes to learning. For example, some of these pupils asked to do more work and probing questions in a Year 6 mathematics lesson on mean, mode and median. Pupils who are able to are very proud to take part in national tests and assessments.

The quality of teaching is good

- Teachers and teaching assistants have good subject knowledge, as well as appropriately high expectations for all. They understand well how to teach pupils with learning difficulties and pupils' smiling faces show how successful staff are in encouraging a love of learning. One older boy said how much he liked the school because 'I can do work at my level, at my old school it was too hard'.
- Pupils' strengths are identified and built on and challenges are supported and addressed. Teachers spot pupils' interests and promote them fully, for instance, in music. Pupils who need them, have additional specialist resources to help them overcome particular difficulties such as magnifying screens to help them see the computer.
- Strong teamwork and good understanding of young children contribute to effective teaching in the Early Years Foundation Stage. All areas of learning are covered well.
- Spiritual, moral, social and cultural development is promoted well. Pupils learn about a range of

cultures and beliefs, such as Indian stories and dance, Christian celebrations and historical events. Their learning is enriched well by visitors, such as local police officers, as well as trips, such as going to see life-size dinosaur puppets at a local theatre.

- Effective links with and support for parents and carers help extend pupils learning and development outside school. More formal homework is used sensitively and appropriately to complement this.
- Detailed pupil profiles and helpful targets for development, which are sometimes stuck to pupils' tables as a constant reminder, help teamwork between staff, other professionals and visiting helpers.
- Written marking of pupils' work and verbal guidance is up to date and extensive, praising pupils' efforts and prompting them to learn even more. Occasionally it is hard to see how pupils have responded to teachers' comments or learned from their detailed remarks.
- Assessments are frequent and detailed. However, they are not easy to access and analyse. As a result, teachers do not use them well enough to ensure that activities are not too easy or too difficult.
- Learning and communication are enhanced by techniques such as symbols and signing. For example, symbols, clearly displayed in each class, help all groups of pupils, including those with autism spectrum disorders, to know what they will be doing throughout the day. These approaches are not used in all activities however, which reduces their impact overall.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. A range of values, including 'caring', 'friendship' and 'simplicity' are upheld throughout the school and successfully underpin everything that it does.
- Pupils are respectful and attentive, as seen in two whole school assemblies during the inspection. They occasionally lose focus and engagement in lessons, especially if tasks are too easy or too difficult for them.
- Challenging behaviour is managed effectively. Staff get to know pupils quickly and well. Teamwork is strong and together, staff skilfully anticipate and manage difficulties. There have not been any fixed term or permanent exclusions in the past two years.
- Attendance is rising and is better than in most similar schools. Most absence is due to pupils' complex and vulnerable health.
- Pupils respond well to requests from staff, quickly do as they are asked, are punctual to lessons and are keen to learn. Respecting each other and their environment is reflected in the almost immaculate school building.
- The school's work to keep pupils safe and secure is good. Leaders give a high priority to the safety and wellbeing of everyone.
- Practical arrangements, such as the arrival and departure of children, are well organised and safe. Pupils are greeted and dismissed warmly by staff, who are deployed effectively around the site. Staff diligently help pupils relate and greet others appropriately and safely. Pupils are

encouraged to be as independent as possible, preparing them for later life and learning, but they are also supported well whenever needed.

- Pupils develop an adequate understanding of different types of bullying. They are adamant that it rarely happens and know that they must tell an adult if anyone does, or says anything, they do not like.
- Pupils feel safe because the site is secure and they know that adults will help them whenever they need it.
- Parents, carers, staff and pupils are positive about behaviour and safety. One parent reported how positive her son is about school, saying: 'he skips in every day'.

The leadership and management are good

- Leaders and managers evaluate the school accurately and have high expectations of and for pupils and staff. Strategic decisions have ensured that, despite some changes of staff, the school has maintained a good quality of overall effectiveness, teaching and achievement.
- Leaders have a secure knowledge of the quality of teaching across the school. They have successfully maintained this as good, through well-focussed training and supportive advice. Through her warm encouraging approach, the head of school is helping staff become increasingly reflective and effective in their work. This openness and desire for improvement underpins the school's positive capacity for further improvement.
- Teamwork across the school is strong. All staff, including the site manager and school meal staff, contribute to pupil's achievement, health and safety. Pupils enjoy their freshly cooked, locally sourced lunches and well-kept accommodation inside and out.
- Subjects and activities across the school are broad and balanced. There is a strong emphasis on academic learning and achievement, as well as on all-round development, celebrating all the good things that each pupil learns and does.
- The Early Years Foundation Stage is led and managed well. Provision is moving from strength to strength. Leaders have rightly identified the need to develop the outdoor area and are working towards making this even more suitable for all the children, especially those with physical disabilities.
- Leaders spend the additional primary sports and pupil premium funding well, providing more opportunities for pupils, improving staff skill and meeting individual needs. This is proving beneficial for the achievement, attendance, health and well being of eligible pupils.
- Leaders have contributed significantly to the federation through direct work at Aegir School. The previous assistant headteacher here is now the head of school there. There are strong partnerships and staff have benefitted from shared training and discussions about pupils needs at different ages. Outreach support and advice to others schools and pupils elsewhere is positive and effective.
- The local authority has provided good challenge and support, especially with the arrival of the new executive principal, helping him in the overall review of the school.

- Parents and carers are highly appreciative of all that the school does. They learn a lot about how to help their children, through home visits from staff, discussions and workshops. They feel valued and supported. One, voicing the views of most said: 'there is lots of care, support and love here', whilst another said: the school is a 'lifeline for us as a family'.
- The highly experienced new executive principal is keen to move the school even further forward. He is undertaking a thorough review of all aspects, including leadership and management. Some roles and remits of leaders are changing and these are not all completely clear or well-implemented as yet because there has not been enough time for thorough training. Leaders have not yet ensured that teachers' understanding and use of data are strong enough to improve teaching further.
- **The governance of the school:**
 - Governors have received training and are well informed about how well the quality of teaching and the achievement of pupils compares to schools elsewhere. Their understanding of this is kept up to date through visits to the school, discussions with school leaders and reports.
 - Governors are supportive and challenging, asking pertinent probing questions about finances, achievement and support. They are ambitious for the school and quick to tackle any areas of weakness and underperformance. They fulfil their statutory duties. Systems for safeguarding meet requirements.
 - Governors manage finances well. They know how the primary sports funding and pupil premium grant are used and the positive impact which this spending has on pupils. They are fully involved in the performance management of the executive principal and head of school. Largely because they are not fully clear of current roles and responsibilities, governors' oversight of how teachers are financially rewarded for their work is less well developed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135361
Local authority	Lincolnshire
Inspection number	430713

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

Type of school	Special
School category	Community special
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Michael Page
Headteacher	Gary Nixon (Executive Principal)
Date of previous school inspection	8 March 2011
Telephone number	01427 615498
Fax number	01427 610224
Email address	enquiries@gainsboroughfederation.lincs.sch.uk

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