

INSPECTION REPORT

WARREN SCHOOL

Lowestoft

LEA area: Suffolk

Unique reference number: 124905

Headteacher: Mr C Moore

Reporting inspector: Mr M G Whitehead
21061

Dates of inspection: 12th – 15th May 2003

Inspection number: 249416

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community special
Age range of pupils and students: 3 to 19 years
Gender of pupils and students: Mixed

School address: Clarkes Lane
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Appropriate authority: The governing body
Name of chair of governors: Mr J Loftus

Date of previous inspection: June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21061	Mr M G Whitehead	Registered inspector		<p>What sort of school is it?</p> <p>The school's results and pupils' and students' achievements</p> <p>How well are pupils and students taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
19650	Ms S Thomas	Lay inspector		<p>Pupils' and students' attitudes, values and personal development</p> <p>How well does the school care for its pupils and students?</p> <p>How well does the school work in partnership with parents?</p>
3055	Mr C Tombs	Team inspector	<p>Science</p> <p>Physical education</p> <p>The Foundation Stage</p>	
23300	Ms L Evans	Team inspector	<p>Geography</p> <p>History</p> <p>Modern foreign languages</p>	How good are the curricular and other opportunities offered to pupils and students?
8056	Mr H Probert	Team inspector	<p>Mathematics</p> <p>Music</p>	
4989	Mr L Lewis	Team inspector	<p>Information and communication technology</p> <p>Art and design</p> <p>Religious education</p>	
20024	Mr P Wright	Team inspector	<p>English</p> <p>Design and technology</p> <p>Special educational needs</p> <p>Educational inclusion, including race equality</p>	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' and students' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' and students' achievements	
Pupils' and students' attitudes, values and personal development	
HOW WELL ARE PUPILS AND STUDENTS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS AND STUDENTS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warren School is a day special school for pupils and students with severe, profound and multiple learning difficulties whose ages range from 3 to 19 years. There are 106 pupils and students on roll, comprising 69 boys and 37 girls. All pupils and students are of white British background and there are, therefore, none from minority ethnic groups or with English as an additional language. The school is situated in a residential area of Lowestoft. The small amount of land around the school offers sufficient area for outdoor play and incorporates a very attractive sensory garden.

HOW GOOD THE SCHOOL IS

Warren School provides a satisfactory standard of education and is continuing to improve. The education of pupils in Years 9 and above is an area for further development. The classroom teaching for pupils and students of all ages is good overall and the teaching of the children in the Foundation Stage is very good. However, there are some pupils and students for whom the teaching is satisfactory rather than good, and these are pupils and students with additional special educational needs. The leadership of the headteacher is good and the governing body provides good quality support for the work of the school. The management strategies are developing and there are clear plans to clarify the position and responsibilities of staff with management responsibilities. Staff, pupils and students work well together and all pupils and students clearly enjoy their lessons, making good progress throughout. Taking account of the quality of teaching and management of the school, combined with the relatively low cost per pupil, the school provides satisfactory value for money.

What the school does well

- The effective leadership of the headteacher and the strong support of the governing body are enabling the school to develop in a positive and sound manner.
- Teaching and learning are good overall because teachers help pupils and students learn to communicate well and enjoy their lessons.
- Relationships are good between staff, pupils and students and between pupils and students and their peers.
- Provision for children in the Foundation Stage is very good.
- The teaching of art and design is very good and is a strength of the school.
- The physical education provision, which includes swimming and dance, is a strength of the school.
- There is a high quality of display of pupils' and students' work in the classrooms and around the school celebrating their achievements.
- The school provides a good standard of care for all pupils and students despite the fact that this is not clearly reflected in its policies or other documents.

What could be improved

- The roles of curriculum co-ordinators in order to enable improved monitoring and management of their subjects.
- The discrete teaching of information and communication technology (ICT) and its use to support other subjects.
- The development of a policy to ensure the co-ordination and consistency of assessment procedures in all subjects.
- The development of the curriculum for those aged 14 to 19 years.
- Ensuring that the school meets the needs of pupils and students with specific additional learning difficulties and is consistent in the use of alternative augmentative communication.
- Ensuring that there is a clear policy concerning the induction of new staff.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2001 when it was judged that it no longer required special measures. Since then, there has been good improvement in the quality of classroom teaching. There has also been significant improvement of resources in several areas, particularly the Foundation Stage classes, science, history and mathematics. There has been some improvement in the school's policies and schemes of work but there are still some that are not complete. There has been little improvement in the provision of ICT, although the school has clearly acknowledged this in its development planning. There has been some improvement in assessment practices in the school but there has yet to be a consistent whole-school approach. The 14 to 19 curriculum has been neglected somewhat in favour of a focus on ensuring progress and continuity for children in reception to pupils in Year 9. There has been continued improvement in art and design, physical education, music and in the Foundation Stage provision.

STANDARDS

The table summarises inspectors' judgements about how well pupils and students achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	by Year 11	by Year 13	Key
speaking and listening	A	B	B	B	very good A
reading	A	B	B	B	good B
writing	B	B	B	B	satisfactory C
mathematics	B	C	C	C	unsatisfactory D
personal, social and health education	A	C	C	C	poor E
other personal targets set at annual reviews or in IEPs*	A	C	C	C	

* IEPs are individual education plans for pupils and students with special educational needs.

It would be inappropriate to compare the attainment of the pupils and students in Warren School with that of pupils and students in mainstream schools. Throughout the school, pupils and students, all of whom have severe learning difficulties and many other associated difficulties, achieve well. Progress is at least satisfactory in all areas and many pupils and students make good or very good progress in areas concerning literacy skills. This is particularly so for the young children in the Foundation Stage, where they make very good progress in speaking and listening, reading and in meeting targets on individual education plans or in their personal, social and health education. Pupils and students aged 14 to 19 years make satisfactory progress and they have recently embarked on accredited courses leading to Award Scheme Development and Accreditation Network (ASDAN) and the Accreditation for Life and Living skills (ALL) To date, there have been no candidates taking examinations and this will take place for the first time in the next academic year. Teachers make individual assessments of pupils and students based on the national SATs tests, which give them a clear indication of attainment levels and progress. This has a motivating effect upon pupils and students.

PUPILS AND STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' and students' attitudes to their work are good overall and, in some lessons, they are very good. Pupils and students enjoy their work.
Behaviour, in and out of classrooms	Good. Pupils and students who are mobile move around the school quickly and respectfully. Behaviour in the playground and at lunchtime is

	good.
Personal development and relationships	Relationships are very good. Adults work well with the pupils and students, which helps them to learn effectively.
Aspect	Comment
Attendance	Good. Pupils and students enjoy coming to school, and the main reasons for absence are medical.

Pupils and students of all ages are interested in what they do. Where their ability allows, they listen carefully to their teachers. When teachers keep pupils and students fully involved, they concentrate well and enjoy what they do. They begin to lose concentration when the work is not appropriate for their age or experience. The very good relationships between pupils, students and staff promote learning effectively.

TEACHING AND LEARNING

Teaching of pupils and students in:	Nursery and Reception	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Very good	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in English, science and personal, social and health education is good overall. The quality of teaching in mathematics is satisfactory, as is the effectiveness of the teaching of numeracy skills in general. The teaching of literacy and communication skills is good overall. The high quality lessons resulted from teachers' strong subject knowledge and expertise, their very effective organisation and management of the pupils and students in the classes and the high expectations that they had of the pupils and students. Where teaching was less than satisfactory, the planning was inadequate, the lessons proceeded at a slow pace and the teaching lacked enthusiasm and rigour. In a very small number of lessons, insufficient attention was paid to ensuring that all pupils and students could take a full part in the lesson and the work was not carefully matched to their capabilities. On the whole, the school does well in meeting the needs of the pupils and students, although there is room for improvement in the quality of signing by some members of staff and also in further training and development concerning the skills required to teach pupils and students with autistic spectrum disorders. Pupils and students generally learn well because they are motivated by the enthusiasm and skills of the teachers who make the lessons relevant to their individual circumstances. In the few instances where the teaching was weak, pupils and students became unresponsive, their motivation waned and occasionally their behaviour deteriorated; this was where there was a lack of strategy to meet the needs of the pupils and students with autistic spectrum disorders.

During the inspection, 96.2 per cent of the teaching observed was satisfactory or better and 40.1 per cent was very good or better. In 3.8 per cent of lessons, teaching was unsatisfactory; this represented three lessons out of the 78 that were observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the Foundation Stage is very good, and it is good for pupils in Years 2 to 6; it is satisfactory for the rest of the pupils and students. There are strengths in physical education, art and design and music. The curriculum for 14- to 19-year-olds is not yet fully established and there are several areas where planning is not yet fully developed.

	There is insufficient emphasis on the teaching of religious education for students after the age of 16; in this single respect, statutory requirements are not being met.
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Aspect	Comment
Provision for pupils and students' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' and students' cultural development is very good, social and moral development is good and spiritual development is satisfactory. Staff provide good role models and take every opportunity to reinforce an understanding of right and wrong.
How well the school cares for its pupils and students	The school places a high value on the care and wellbeing of pupils and students. The good practice which happens in the school, is not reflected in detail in the policies. The school recognises this and the school development planning includes it as an area for development. There is some weakness in assessment, which stems from the lack of whole-school co-ordination of this important area.

The school has an effective relationship with parents. Parents' attendance at reviews and consultation meetings is very good. The home/school diaries are a good means of communication between staff and parents and are highly valued by the parents. Curriculum opportunities are very good in physical education and for the Foundation Stage classes; they are good in music. The variety of subjects and the balance of time are good for pupils between Years 2 and 6 and are satisfactory for all the older pupils and students. Curriculum planning for ICT, history, geography, design and technology, careers and citizenship is being developed; this does have an adverse effect on the curriculum for the older pupils and students. The curriculum for the older pupils and students is an area for development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership for the school. Most subjects have effective co-ordinators, but this is an area where there is room for further development in order to enable them to monitor teaching and the progress of pupils and students.
How well the appropriate authority fulfils its responsibilities	The governing body provides strong support for the headteacher and awards him great respect in his position. They take an active part in the management of the school and the development planning. However, the school does not meet statutory requirements concerning the post-16 curriculum and this is a responsibility of the governing body.
The school's evaluation of its performance	The headteacher and governing body have a clear understanding of the strengths and weaknesses of the school and are planning to address the difficulties. These have been exacerbated by the frequent long-term and short-term absences of some staff.
The strategic use of resources	Resources are used well on the whole, though there are some areas where insufficient use is made of the facilities available. The school has a sensory room that is not being used as effectively as it could be.

There is a good number of appropriately qualified staff to meet the demands of the curriculum. The accommodation is good and the resources to support teaching and learning are also good. The swimming and gymnasium facilities are very good. The cost per pupil per year when compared with that of similar schools is below average and, in the light of the sustained improvement in teaching and learning since the previous inspection, the school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• The behaviour of the children is good.• Teachers have high expectations of the pupils and students.• There is good teaching and the teachers are approachable and friendly.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of work to do at home.• The use of the sensory room.

Inspectors largely agree with parents' positive views of the school. There are some occasions when the expectations of the teachers are not high enough. The number and range of activities outside of lessons are satisfactory. The sensory room is not used as effectively as it could be and this is a lost opportunity for pupils and students with profound and multiple learning difficulties.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' and students' achievements

1. The attainment levels of all pupils and students are very low when compared with the national average, as is to be expected of pupils and students with severe and profound learning difficulties. It is for these reasons that judgements will focus on the progress that is made by pupils and students and the learning experiences that they enjoy. Many of the pupils are working towards Level 1 in National Curriculum terms. For example, by the end of Year 6, in English lessons, higher attaining pupils use short phrases and have extended their vocabulary of words and symbols. They contribute willingly to lessons, and answer teachers' simple questions about what they are doing. In mathematics, pupils in Year 7 learned about the properties of a cylinder: they have no corners and can be used for building; they will also roll down a ramp. Pupils make satisfactory progress overall in science, increasing their knowledge and understanding of how animals and creature move and they learn about the food chain and its importance to life.
2. Older pupils and students have now begun to successfully follow courses planned by the ASDAN and the ALL skills. These contain different modules, for example 'Towards Independence', 'Transition Challenge' and 'Bronze and Silver Awards'. To date, there have been no awards made.
3. The development of communication skills is a strength within the school and most pupils and students are making good progress. Some pupils and students with more profound difficulties and autistic spectrum disorders have greater difficulties to overcome. It is for these pupils and students that there is a greater need for consistency in the use of alternative augmentative communication. Pupils and students also achieve very high standards in physical education, dance and swimming.

Pupils' and students' attitudes, values and personal development

4. Pupils' and students' attitudes to their work are good. In some lessons, they are very good, particularly when pupils and students are fully involved in what they are doing. Pupils and students of all ages are interested in their work and enjoy their lessons. Pupils with profound and multiple learning disabilities in Year 1 enthusiastically learnt how to transfer paint to canvas and enjoyed creating a textural painting using a paint roller. Further education pupils and students concentrated well in mathematics. They were very keen to learn the principles of weighing by balancing out vegetables and fruit. Where work was not relevant to their age and experience, pupils and students lost concentration and learning was not as good. Pupils and students without speech difficulties are polite and eager to speak to visitors.
5. Behaviour throughout the school is good overall. In almost all lessons, pupils and students were well behaved and showed respect for each other. In the minority of lessons, where teachers did not manage pupils' and students' challenging behaviour well, learning was slow. Those pupils and students who move around the school independently do so quietly and carefully. At break-times, pupils and students respect each other's space and play purposefully.
6. Relationships between staff, pupils and students are very good. This helps pupils and students to learn more effectively. Staff respect them and place a high value on their

achievements. Pupils and students show concern for each other and celebrate each other's successes. In assemblies, there is spontaneous applause for pupils' and students' performances.

7. As they progress through the school, pupils and students show an increasing maturity and independence. Year 9 pupils in physical education, for instance, showed good levels of responsibility. They worked well and did not interfere with each other's work. In design and technology, they shared equipment sensibly. Lower school pupils take the register to the office each morning and afternoon.
8. Attendance is good. The main reason for authorised absence is medical. There have been no exclusions in the last year.

HOW WELL ARE PUPILS AND STUDENTS TAUGHT?

9. The quality of teaching overall is good and for children in the Foundation Stage it is very good. English lessons are well planned for the pupils and students and enable them to work independently for short periods of time. There is good support for reading and the work is carefully matched to the individual attainment levels of the pupils and students. There is a good focus on writing skills and opportunities are made for discussion and the use of ICT. Teachers are constantly aware of the different needs of pupils and students and suggest alternative activities, which ensures that they are interested and busy all the time. Teachers and teaching assistants move around and work in different parts of the room. One very good lesson, taught by a very enthusiastic teacher using a variety of props, was conducted at a brisk pace with a variety of activities. The teacher had sent a letter to parents explaining what they were going to be covering during the lesson. There had been a very positive response by the parents, who sent in artefacts from home and, consequently, the pupils learned very well through the sensory experiences.
10. The teaching of art and design is a strength within the school. There is very effective learning in which the pupils and students make very good progress in consolidating their skills when working with clay, collage, print and paint. There is very effective support provided by the teaching assistants. Lessons are taught by an art specialist who brings rigour and quality to the subject. The specialist art room and very good resources enhance learning tremendously. There was a lovely, purposeful ethos within one lesson observed, which included examples of direct teaching of skills, for example, holding a brush and using conversation with carefully framed questions to extend pupils' knowledge and understanding. In another very well-planned lesson, the teacher was able to communicate the lesson in a way which allowed pupils to experiment with colour, structure and pattern. Consequently, the pupils responded by being fully occupied and productive throughout the lesson and their behaviour was excellent. The teaching assistants were very actively involved with the teaching. The teacher's initial input was short and sharp, allowing pupils the maximum time to work at their chosen tasks. This lesson was full of learning opportunities and pupils were making imaginative patterns in clay using a wide range of tools. Materials were plentifully available and the pupils were prepared to experiment with a wide selection of equipment. Another impressive lesson began very quietly and pupils began working with clay very quickly, squeezing it through their fingers. The teacher quietly modelled an animal and pupils were quick to follow. She allowed them plenty of time for practice, enabling pupils to produce their own shapes; teaching assistants also helped with the pupils and made sure that the one pupil with profound and multiple learning difficulties was able to take as full a part in the lesson as everyone else. There were lots of good examples of supportive signing.

11. Religious education was taught in a calm and enthusiastic manner, which produced very good responses from the pupils who were fully involved in the learning process. One lesson seen was planned very well and pupils were captivated by the content; they were anxious to get on with their work at the table. The teacher was praising pupils for the way in which they were working and there was a healthy buzz of activity within the room. The lesson concluded with the very good plenary session. The careful, calm, firmness of the teacher, and her knowledge and understanding of the subject and the special educational needs of the pupils, was excellent. In another very good lesson seen, all pupils were able to take part; the non-verbal pupils were encouraged to respond through an electronic communicator, and the one pupil in a wheelchair played a leading role when acting the story of a Sikh Guru. The teacher made very good use of artefacts, including a turban, and played Indian music to set the scene.
12. Science teaching is strong; the teacher has particularly good subject knowledge of horticulture and this is shown in the confident way in which he explained and demonstrated to the pupils. The skilful questioning confirmed the understanding and learning that was taking place in the lesson. There was very good management by the teacher of a pupil with disruptive autistic spectrum disorder by repositioning him and his teaching assistant. The teacher produced a simple but appropriate and effective worksheet for the pupils. This showed clearly that they had learned about the different parts of a plant and that plants need the sun and water in order to grow. Teachers were very effective in managing difficult behaviour and, in spite of numerous interruptions, maintained pace and continuity of learning.
13. Teachers have a very clear understanding of the individual needs of all pupils and students and, on the whole, they take these needs into account during lessons. This is very effective in ensuring that any additional special educational needs are catered for and that pupils and students do not miss any part of the lesson because they are unable to take part. There are a small number of occasions when teachers fail to meet the needs of pupils and students with profound learning difficulties.
14. In the small number of lessons where the teaching was unsatisfactory, the expectations of the teacher were low and, consequently, the pupils and students were not well motivated or enthusiastic about the activities. Occasionally, the contribution of the pupils and students was limited to colouring some worksheets which offered no possibility of additional challenge for the most able in the group, nor was the task broken down into simpler stages for the least able. There are times when the use of alternative augmentative communication for the pupils and students with the more severe communication difficulties is not effective. There is a need for much more consistency and sharing of good practice concerning these picture and symbol exchange systems, which work so well for the pupils and students.
15. Other instances were observed when the pupils and students within the group who had physical difficulties or presented difficult behaviour because of their autism were given insufficient or inappropriate attention. Because of this, they were unable to take a full part in the lesson. Where these shortcomings were predominant throughout the lesson, the teaching was judged to be unsatisfactory. When the weaknesses occurred for only a part of the lesson, then the quality of teaching was judged to be satisfactory as the strengths outweighed the weaknesses.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS AND STUDENTS?

16. The quality and range of the curriculum provided by the school are satisfactory overall and generally meet statutory requirements. Curriculum opportunities are very good for the Foundation Stage classes, with good breadth and balance of subjects by the end of Years 2 and 6. From Year 9 through to Year 14, there are now good internal and external accreditation opportunities through ALL and ASDAN, which have a focus on personal, social and health education, careers and citizenship. There is no overview of the curriculum and accreditation opportunities at present for the 14 to 19 age groups, so that progression in skills, balance of time use and breadth of study areas are not monitored. This has been recognised by the school and a curriculum co-ordinator has recently been appointed. There are up-to-date policies in most subjects; however, a few are in draft form.
17. It is difficult for teachers to demonstrate how pupils and students can build upon their earlier knowledge, skills and understanding. For these reasons improvement since the last inspection is satisfactory. Personal, social, and health education is good by the end of Years 2 and 6 and satisfactory for pupils and students by the end of Years 9, 11 and 14.
18. Strengths of the curriculum are in physical education, including dance, and art and design and science, which are taught by specialist teachers. ICT remains an area which is underdeveloped across the school. Due to staffing difficulties, the swimming pool has been out of action for the last year, which has a significant impact on the breadth of opportunity. In Years 1 to 6, the curriculum is carefully planned, established, balanced and age appropriate. Pupils have access to a good range of activities, and literacy skills are planned and promoted well across subjects, using symbols to assist reading and writing. Numeracy skills are promoted satisfactorily across the curriculum, particularly through geography, French and food technology.
19. In Years 7 to 9, the curriculum is less well developed, and work plans for geography, history and ICT are incomplete. There is no careers education yet in Year 9, and in Years 10 and 11, design and technology and citizenship are not in place. Year 11 pupils have set a precedent through their geography module on recycling, so that classes in the school now collect paper for this purpose. In Years 10 and 11 and in the post-16 groups, pupils and students have been involved in planning a mini-enterprise and successfully raised funds for Red Nose Day by organising a range of activities such as cake making and face painting.
20. A planned programme of visits and visitors has enriched the curriculum and helped to motivate and encourage pupils and students. The immediate locality, seaside and harbour areas have been used well for visits. Regular visits linked to modules of work in history and geography are not established. Over the last year, the whole school has participated in an African arts week, a Jubilee street party and a school sports day. They have had a storyteller over half a term and a visit from Norwich Puppet Theatre. Pupils in Years 3 to 6 have had a visitor to talk about dental care within their personal, social and health education programme. As pupils progress through school, visits to the local community become more frequent. In Years 10 and 11, there have been visits to the library, local college and police station as well as visits from the Police Education Partnership. Students in Years 13 and 14 have regular trips to local shops, and weekly visits to the local college. A few pupils benefit from weekly music therapy and keyboard tuition. There are strong links with a local high school, which has Specialist Sports

School status. Pupils and students benefit greatly from these links and their successes are celebrated and displayed through photographs around the school.

21. The curriculum for pupils and students with additional special educational needs is unsatisfactory in some instances. Signing is at times inconsistently used in lessons or teachers are too reliant on the teaching assistant. However, this is an inclusive school and short-term planning of the curriculum is suitably levelled for different groups of pupils and students. However, the actual activities planned for pupils and students with additional specific needs, such as autistic spectrum disorder, are sometimes insufficiently adapted to ensure they have activities which have a low distraction level. Pupils and students with profound and multiple learning difficulties, at times, need to have activities with a higher multi-sensory focus in order to stimulate their attention. Pupils and students have personal behaviour plans and teachers use them suitably in planning to promote the achievement of goals. Switches and electronic communication aids are used appropriately.
22. Extra-curricular activities at lunchtimes, especially for older pupils and students, are good and are mainly linked to sporting activities. These include badminton, cross-country running, crime prevention club, swimming and water polo when the pool is operational. On Saturday mornings, there is a sports club at Kirkley High School for pupils and students with learning difficulties.
23. A good policy and scheme of work for personal, social and health education are in place for Years 1 to 6. For Years 7 to 14, the personal, social, health and citizenship programme, delivered through accredited modules from Year 9 onwards, is planned separately for each key stage and is satisfactory overall, within the current informal framework. The school meets its statutory duties for sex and drug education. The focus on practical activities and building key skills is highly relevant to students and builds independence skills effectively. The delivery of ASDAN modules has been adversely affected by staff absence. A small number of units have been covered over the year for students in Years 12 to 14. Each work module is thoroughly planned to ensure students have opportunities to absorb new information and have practical experiences, which reinforce learning and prepare them for independence and the next stage in their education. In a food technology lesson observed, students learned about carbohydrates and their function as an energy giver, identified several forms of carbohydrates, planned a menu including them, shopped and cooked a meal for themselves.
24. Links with local schools and institutions are good and are mainly through sport. There are matches against a local special school, and a nearby secondary school has weekly sporting activity links through the Lowestoft School Sports Co-ordinator Scheme. There are work experience placements from local secondary schools. The school has also hosted several courses for sports leaders working with students with special educational needs and this involves practical sessions for pupils and students from the school. There are regular links with Lowestoft College of Further Education for students in Years 12 to 14. A few visit weekly in preparation for placement there on leaving school. The school pays high regard to ensuring inclusion in education.
25. The school provides work experience opportunities for some students within the school but not for all. This is an area recognised by the school for further development. Industry and business partnership links are satisfactory and extending, with talks underway to provide work experience for several pupils in Year 11 linked to a recycling project.

Spiritual, moral, social and cultural education

26. The school makes good provision for pupils' and students' spiritual, moral, social and cultural education as a whole.
27. The provision for spiritual development is satisfactory. The positive ethos of the school recognises and celebrates the value of each pupil and student as an individual. There is an emphasis upon the respect and dignity for each pupil and student. School assemblies develop themes related to personal values, faiths, rights and responsibilities. For example, in one assembly during the inspection, pupils were reflecting upon the common features of the Jewish, Hindu, Muslim and Sikh religions. They recorded how they have common features, like places of worship, prayer and holy books such as the Bible and Koran. They experience the use of incense and listen to Perry Oldfield's music, 'The Spirit of India'. Assemblies are also used to celebrate pupils' achievements and to report on their successful experiences and good work. Some assemblies have moments of quiet reflection, but this is not a consistent feature.
28. The provision for moral development is good. The ethos of the school ensures that pupils and students know the difference between right and wrong. The high quality of relationships means that pupils and students, including those with special educational needs, develop an awareness of their responsibility as members of the community. Staff take every opportunity to explain the differences between right and wrong so that pupils and students understand the importance of treating each other fairly; for example stressing the need to share, wait your turn and to be aware of other people's needs and feelings.
29. The provision for social development is good. The policy of inclusion means that pupils and students study all subjects and have good opportunities to socialise with other pupils and students. In religious education, the school fosters and promotes racial, religious and other forms of equality. Lunchtimes, playtimes and out-of-school activities provide pupils and students with informal opportunities to make friends on pleasant, social occasions. For example, during the inspection, pupils and students assembled quietly at lunch at pre-arranged tables with members of their class or year group. Their behaviour is mature and sensible as they discuss their interests over lunch. In most lessons, there are good opportunities for class, group and individual learning which develops and promotes social skills. In some subjects, like music, there are opportunities for pupils and students to participate and perform together in choirs and concerts. For example, pupils and students in the upper school performed 'Athena and Arachne' to 400 people at a Snape Maltings concert.
30. Cultural development is very good. The school provides a full range of cultural experiences, which are available to all pupils and students. Opportunities to study the faiths and beliefs of a variety of ethnic groups are very good. The school has a wide range of artefacts, which are used in assemblies and religious education lessons. For example, in one assembly, pupils identified a rosary, the Star of David, a model of Buddha and the Koran. Music from other countries is played and pupils become familiar with a range of instruments from different cultures, for example Africa. This study is linked to history, geography and literacy with music. Post-16 students explore other cultures in their ASDAN module by looking at its art, literature and music or a musical performance.

Personal, social and health education and citizenship

31. Overall, the quality of provision in personal, social and health education and citizenship is good. Pupils and students make good progress in their personal, social and health education, and they achieve well. Pupils' and students' self-care and social and emotional development are central to the work of the school.
32. Pupils in Years 1 and 2 look at relationships and how people care for each other. They find out how to care for their bodies and learn to understand that males and females are different. They are taught how to keep safe at home, on the road and in the sun and learn about the right to say 'no'. In Years 3 to 6, the theme of personal safety is continued as pupils consider how to be a responsible road user and learn about the consequences of taking risks. They learn appropriate behaviour when dealing with other people and about the effects of tobacco, alcohol and medicines. Citizenship is addressed throughout Years 1 to 6 by investigating the environment, making decisions and taking responsibility for their own actions. Pupils discuss how to manage friendships and how to deal with unwanted behaviour. Pupils and students in Years 7 to 13 follow ASDAN courses, with older pupils and students gaining externally accredited qualifications.
33. The quality of the teaching is good throughout the school. Good planning, effective question and answer sessions to assess pupils' and students' learning, and a strong emphasis on making choices contribute well to the good teaching. The teachers know their pupils and students well, and understand each child's stage of social and emotional development, and so teach at an appropriate level. As a consequence, the pupils and students behave well in lessons. They show respect for one another, listen to their teachers, take a willing part in activities, ask questions and behave in a mature manner. For example, in a Year 12 lesson, students sat in a circle and were encouraged to express their feelings. Sensitive questioning enabled students to explore emotions in a safe environment where their contributions are acknowledged and valued. There is good use of resources to stimulate response.
34. The curriculum is satisfactory overall. Coverage for pupils in Years 1 to 9 is based on topics taken from the local education authority's approved scheme of work. It builds well on previous knowledge and incorporates sex and relationship education, drug awareness, some citizenship, careers, health education, keeping safe and using money. However, the school is aware that a curriculum audit is now required to ensure curriculum coverage and move the subject on. Mechanisms exist for this, but the process needs to be speeded up. Assessment procedures throughout the school are satisfactory. Pupils' achievements are accredited in Years 7 to 11 and the post-16 groups through the Bronze Award of ASDAN.
35. The management of the subject is shared between two members of staff and is satisfactory. Resources for the subject are satisfactory. This area of the curriculum was not previously inspected.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?

36. The school regards the care and wellbeing of its pupils and students as of great importance. Staff know the pupils and students well. Health care plans are detailed and supported appropriately by advice from external consultants and therapists. A wide range of professional staff such as physiotherapists visit the school to support individual pupils and students.

37. The school relies heavily on the good sense of its staff. The good practice which takes place in school is not always supported by detailed written policies or risk assessments and this is a weakness. Management is aware of the need to review and update policies and procedures and has set this as a target in the school's development plan.
38. The school is well prepared and able to provide for some aspects of education for pupils and students with additional special educational needs; for example, pupils and students in wheelchairs have access to all school classroom and teaching areas. It can also call upon the services of physiotherapy, speech and language therapy and occupational type therapy.
39. The child protection policy and general procedures comply with county requirements. However, there are no formal arrangements for training new or temporary staff. Health and safety checks are carried out as regularly as possible by the headteacher, the caretaker and the governor with this responsibility. Reports are then made to the full governing body and any necessary action is decided upon. Staff pay due attention to health and safety in lessons.
40. Since the last inspection, the school has made satisfactory improvement in the assessment and evaluation of pupils' and students' progress. There are good procedures for assessing and recording children's progress in the different areas of learning in the nursery and reception class. These are used very effectively to plan activities and to modify programmes of work for individual children. In the rest of the school, procedures for monitoring pupils' and students' personal and academic development are satisfactory but lack consistency. Weaknesses in assessment stem from the lack of whole-school co-ordination in this important area. Teachers' use of assessment information to decide how pupils and students should be grouped and as an aid to planning lessons so that more precise targeted support is provided to each pupil is still unsatisfactory. The school is aware of the need to improve consistency and to build on existing good practice and this is a target in the school development plan.
41. The annual review cycle is well established with good involvement of parents and outside professionals, and reports for the annual reviews provide a good summary of progress over the year. Individual education plans are of good quality. Targets are set and reviewed every term and are valuable in assessing how well pupils and students are achieving. This process helps to ensure that assessment informs future planning and teaching. Occasionally, targets lack precision, and evaluative comments do not focus on skills achieved. There are some examples of individual education plans being referred to in the classroom. For example, in Year 4 English planning, the teacher links the individual education plan targets to her lesson planning. Older pupils and students, however, are not involved sufficiently in setting their own targets and evaluating their progress towards meeting them. Progress towards targets is usually well recorded in a common format.
42. The school's attention to equal opportunities is good and care is taken to ensure that all have access to the curriculum and are able to make progress. The school is successful in ensuring that all pupils and students have equal opportunities to learn and make progress. Pupils' and students' needs are met well through their individual pupil plans. Analysis of pupils' and students' performance shows that there are no significant differences amongst pupils and students in the attainment or experiences provided to, or benefits gained from, what the school provides.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has developed an effective relationship with parents. Parents appreciate the fact that staff are willing to make time to talk with them. Most are happy to discuss any concerns about their children with the staff. The quality of information parents receive is satisfactory. The home/school diaries are a good means of communication between staff and parents or carers. Pupils' and students' reports give parents a good view of their children's progress. However, some targets in individual education plans are not specific.
44. Parents welcome the newsletter, which has recently been introduced. The headteacher has plans for parents to contribute items to the newsletter to encourage them to be further involved with the school. The school prospectus contains all the required information. Parents of children in the Foundation Stage receive a helpful information booklet which gives details of what the children will be doing during the year. Other classes do not always follow this good practice. Where parents do receive advance details of the curriculum, they are appreciative and try to link home activities with school work.
45. Parents feel that staff are approachable and friendly. They work well with staff to produce their children's health care plans. Parents' attendance at reviews and consultation meetings is very good. Some parents are dissatisfied that others do not support the school as much as they could. The school recognises that this may be because of the long distances which some have to travel to reach school. The Warren Association, whose main function is to raise money for the school, has almost ceased to function. A few parents are keen to revive it.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of leadership and management in this school is sound. The educational direction for the work of the school is clearly identified by the headteacher and the governing body. The senior management team has realistic expectations as to what can be achieved by staff and pupils and students alike. There is a drive towards improvement, and the whole staff share a keen commitment to school improvement and the further raising of pupil standards. A key priority is placed on the inspiration and motivation of staff; furthermore, the development of a strong team of teachers and support staff is a high priority leadership objective. The leadership mostly reflects the explicit aims and values of the school. The headteacher's delegation of management responsibilities to staff is sound. This was hampered at the time of the inspection as the school had no deputy headteacher. An appointment had been made but the member of staff was unable to take up the post until the beginning of the next school term. At the moment, the roles of the subject co-ordinators are not clearly defined and there is no time allocated to allow them the opportunity to monitor the teaching in their subjects. There is also a lack of moderation of assessment throughout the school.
47. The headteacher plays a significant role in monitoring the work of the school. The development of teaching is monitored and evaluated periodically. However, this is an area where there is room for improvement and this is clearly stated in the school development plan. The use of good teachers to influence the work of others is well established across the school, and those aspects of teaching that are in need of improvement, are addressed well. The school's strategy for appraisal and performance management enhances the quality of learning, and the majority of the teaching staff have clear performance targets that are clearly linked to improving their efficiency as curriculum co-ordinators. There is a very considerable sense of commitment from teachers to work as a team to provide the best possible education for pupils and students in this school. Individual needs of staff are often matched to the current

targets for school improvement, and the actions taken to meet the school's improvement targets have had a considerable effect on pupil standards. The headteacher and the governors have the capacity to succeed and are very committed to school improvement. The procedures for the induction of new staff are unsatisfactory as there is no policy or formal approach to induction. This is a clear area for improvement.

48. The governors are effective in supporting the work of the school. Governors have a high level of contact with the school, though this is predominantly outside of the teaching day. Governors are quite clear about what the school is doing well and what needs to be further improved, and the future direction of the school is regularly influenced by the governing body. School improvement is fully monitored throughout the school year by the governing body, and governors take a significant part in setting targets for school development and improvement. The governing body complies with its statutory duties and legal responsibilities. The headteacher works closely with the governors to further improve the school.
49. The management of special educational needs at this school, with the exception of some additional communication needs, is effective and complies with the new Code of Practice. A governor has been appointed with specific oversight of special educational needs. The governing body is very aware of its spending on pupils and students with special educational needs, and it often reviews the outcome of expenditure on these provisions to make sure it matches the intended objective. Special educational needs input is identified at the weekly staff meetings.
50. The school has good systems in place for financial management. Governors on the finance committee are given regular updates about expenditure and balances. They are rigorous in examining the proposed expenditure and considering the benefits it might bring. The considerable underspend that had been a feature of the budget in the past has now been adjusted and the carry forward figure has been reduced to below five per cent. The principles of best value are understood and adhered to. Specific grants in the form of the Standards Fund are spent appropriately. The financial secretary is well trained and carries out her role well. Administration is unobtrusive and supports the work of the school. The use of appropriate ICT software to support financial management is developing.
51. Pupil unit costs are below average compared with similar schools. In the light of the continued improvement since the previous inspection, particularly in the quality of teaching and learning, the school is judged to provide satisfactory value for money.
52. Staffing at the school is satisfactory. Many of the teachers have a wide knowledge and experience of working with pupils and students with profound and severe learning difficulties. Where subject expertise is limited, as in the case of ICT, all teachers have undertaken training to develop their skill levels and confidence in teaching the subject. There is a good number of teaching assistants who play an important role in ensuring that pupils and students with the greatest need are able to benefit from the rich and varied learning opportunities. All of them have access to training and feel very much part of a strong team ethos. All staff feel well supported and prepared to help those who may be experiencing difficulty. One unqualified teacher speaks highly of the mentoring she receives from a senior colleague. Despite this positive side, the two senior staff vacancies, which will not be filled until September, have resulted in

additional burdens being carried by middle managers to the detriment of their own responsibilities. There have also been two long-term staff absences with their key responsibilities not being progressed. This has been particularly acute in its effect on the development of ICT and the quality of the teaching and learning experiences for the pupils and students.

53. Accommodation is good and for the Foundation Stage, art and design and physical education, it is very good. There is an attractive swimming pool with high quality changing facilities that provide dignity for those with profound and multiple learning difficulties. The gymnasium ensures that lessons are taken in an appropriate environment that does not become a lunchtime dining facility. There are specialist rooms for art and design, design and technology and science. Library facilities are adequate and there is a room that has been designated a computer suite. The school has an appropriate physiotherapy room; there is also a sensory room but this is not used as effectively as it could be. Throughout the classrooms and corridors, there are attractive, well-presented displays of pupils' and students' work and photographs of their activities. A high standard of cleaning throughout the building ensures a fresh and welcoming start to the day. Outside there are three gardens, two being integral, which enhances the quality of the environment, and some attractive swings and play areas. The good-sized playing field is a bonus providing for a wide range of activities, which enhance the opportunities available to the pupils and students. Car parking at the site is limited but satisfactory.
54. Resources for learning are generally good. They are very good for both art and design and physical education but they are unsatisfactory for the teaching of geography. Resources for ICT are satisfactory but the ratio of one computer to eight pupils is insufficient to maximise the use of the good level of software available in the classrooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve the quality of education provided by this school, the headteacher, governors and senior management team must:
- (i) ensure that the roles of the curriculum co-ordinators are clearly defined and that they have time in which to carry out their responsibilities; (paragraphs 46 and 47)
 - (ii) raise the profile of ICT throughout the school and ensure that every opportunity is taken to use it to enhance the teaching and learning in all subjects; (paragraph 106)
 - (iii) develop an assessment policy and ensure that the procedures are moderated across the school and across all subjects; (paragraphs 40 and 46)
 - (iv) develop further the curriculum for those pupils and students aged 14 to 19 years; (paragraphs 16 and 19)
 - (v) ensure that there is consistently good practice in the use of alternative augmentative communication when working with the pupils and students with additional special needs; (paragraphs 14 and 49)
 - (vi) ensure that the school develops a policy and secure practice in the induction of new teachers. (paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils and students	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	24	35	15	3	0	0
Percentage	1.3	30.8	44.9	19.2	3.8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils and students

Pupils and students on the school's roll	No of pupils and students
Number of pupils and students on the school's roll	106
Number of full-time pupils and students known to be eligible for free school meals	45

English as an additional language	No of pupils and students
Number of pupils and students with English as an additional language	0

Pupil mobility in the last school year	No of pupils and students
Pupils and students who joined the school other than at the usual time of first admission	1
Pupils and students who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	9.0
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School data	1.2
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils and students

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils and students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	106	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table gives the number of exclusions, which may be different from the number of pupils and students excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YN – Y13

Total number of qualified teachers (FTE)	15
Number of pupils and students per qualified teacher	7.1
Average class size	7.6

Education support staff: YN – Y13

Total number of education support staff	25
Total aggregate hours worked per week	656.25

FTE means full-time equivalent.

Financial year	2002/2003
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	£
Total income	1,153,287
Total expenditure	1,182,080
Expenditure per pupil/student	11,152
Balance brought forward from previous year	292,132
Balance carried forward to next year	38,534

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	5.4
Total number of vacant teaching posts (FTE)	2.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Summary of National Curriculum Assessment Results

Key Stage 1

Eleven pupils participated in the statutory tasks in mathematics and English; science remained optional. Of the eleven pupils, three are girls, eight are boys. All the pupils were classed as B – below the entry level of the tests.

Key Stage 2

Seven pupils were involved in the Key Stage 2 SATs; two girls and five boys. All pupils were classed as B – below the entry level of tests. Tasks at Key Stage 2 in English, mathematics and science were optional, teacher assessment being the sole statutory requirement.

Key Stage 3

Seven pupils were in the Key Stage 3 SATs; six boys and one girl. All pupils were classed as B – below the entry level of the tests. Tasks at Key Stage 3 in English, mathematics and science were optional, teacher assessment being the sole statutory requirement.

Target Setting

The government sets statutory targets for all schools relating to the percentage of pupils achieving set levels within the National Curriculum. Pupils at Warren School are all working towards achieving Level 1 and are, therefore, unable to meet such statutory targets.

The pupils and students have just begun to follow courses leading to externally accredited results. At the time of the inspection, there are no results available as the pupils and students have not yet completed their courses or examinations.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	0	0	3
My child is making good progress in school.	69	24	3	0	3
Behaviour in the school is good.	52	45	0	0	3
My child gets the right amount of work to do at home.	14	41	7	10	28
The teaching is good.	72	21	0	0	7
I am kept well informed about how my child is getting on.	62	31	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	14	0	3	3
The school expects my child to work hard and achieve his or her best.	59	38	3	0	0
The school works closely with parents.	55	38	3	3	0
The school is well led and managed.	66	24	7	0	3
The school is helping my child become mature and responsible.	59	31	3	0	7
The school provides an interesting range of activities outside lessons.	21	17	3	17	41

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The provision for children under five is very good. The class is made up of five part-time nursery aged children and seven children in their reception year. They achieve well and make good and often very good progress in the recommended areas of learning. This good and very good progress applies equally to the single girl in the group, to children who attend part-time and to children with additional and complex special educational needs. However, because of their very special needs, none of the children are on course to reach the expected goals in each area of learning by the end of the reception year.

Personal, social and emotional development

57. Children make very good progress in the key area of personal and social development, which prepares them effectively for the next stage of their education. This is because teaching is very good and expectations are high and consistent. Children part happily from their parents or escorts because they have total trust in the staff who receive them, and enter the classroom eagerly and with a sense of anticipation. They settle calmly because activities are carefully prepared and are appropriately challenging. They are allowed time and space to focus on activities and experiences and develop their own interests. They develop a sense of belonging because the shape of the day is carefully explained to them using a symbol/word timetable. All adults provide good role models in the quality of their relationships and in the various ways they communicate and listen, through signing, gesture, eye contact, facial and body language and words. Behaviour is well managed in a positive way. Children sit, concentrate and take a full and active part in circle time activities. They learn how to take turns and share. They develop independent and self-help skills, for example helping to put their coats or aprons on, indicating when they want to go to the toilet or when helping to tidy up the classroom. Children become confident and valued members of the school community as they go to lunch and assembly with the rest of the school and come forward to receive their achievement stickers. Children make very good progress on their targets in individual education plans, some to do with dressing and undressing, feeding and toileting.

Communication, language and literacy

58. Progress and achievement in communication, language and literacy are very good. This is as a result of teaching that is consistently very good and because skills are developed throughout the day through structured and unstructured play and in lessons with a specific focus. Children are provided with opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books. Signing and symbols are used consistently to develop children's language and speech. Relevant stories are read or listened to on tape, for example 'Elmer' and 'Walking through the Jungle', which enables children to join in the actions or make the sound of various animals. Such stories are enriched by attractive resources in the form of furry animals, which they can cuddle and relate to. In circle time, children identify their own name card, trace over the initial letter in British Sign Language and join in name song, 'Here I am'. A child with complex special educational needs is fully included using a Big Mac communicator to indicate his response, choice, likes and dislikes. All children are beginning to hold a pencil to scribble over shapes or to make purposeful marks. Most children have developed an interest in books and are to be seen in the library or reading

corner holding the books the right way round and correctly turning the pages. A few children are able to read their own and their friends' names and write their own name in letter shapes.

Mathematical development

59. Children achieve well and make good progress in mathematics. This is because teaching is consistently good and because the teacher plans a range of mathematical opportunities and encourages children to talk mathematically as they take part in normal daily activities. Children learn about shape and space as they complete puzzles, jigsaws and posting games. Register time is used effectively to encourage children's counting skills. Nursery songs, action songs, games and puppets are used creatively to make the learning of mathematics fun and incidental. Mathematical understanding and language are reinforced while playing in the playground or more formally in the gym, at art, or on the computer. Here, children develop their mathematical ideas of position, size and shape, the language of big, small, tall and short and match and copy simple patterns and sequences. They make comparisons of size when considering their different heights, and measure and record them in building bricks. A few more able children join in rote counting up to ten and recognise numerals of personal significance.

Knowledge and understanding of the world

60. Children's achievement in knowledge and understanding is very good and this helps them make sense of the world. This is as a result of very good teaching and because the teacher plans first-hand experiences that encourage children to explore and observe. Cross-curricular topics and seamless changes from one activity to another help children to make links from one area of learning to another. Through organised visits, for example to the beach, Sea Life Centre and the Broads, and through topics like transport, children learn about their immediate environment and people who work there. They all enjoy using the computer. More able children use the mouse or a few keys to change images on the screen. Children with complex special educational needs use the touch screen or special switches to interact with the computer or to change the lighting effect in the sensory room. In physical education and swimming, they learn about body parts; in imaginative play in the shop or home corner, they take on adult roles, and in sand and water play, they explore the sensation of pouring water and sand and items that float or sink. Displays and photographs show that children's awareness of life processes and living things has been raised in work where they have grown their own plants and followed a topic on mini-beasts.

Physical development

61. Children make very good progress in physical development and this helps them develop their hand-eye co-ordination, posture, co-ordination and balance. This is because teaching is very good, activities are well planned and because of the contribution of a specialist swimming instructor and physiotherapist. Although the swimming pool is currently out of use, records show that children were making very good progress in entering and exiting the pool, in learning basic swimming skills and in experiencing and enjoying the feeling of buoyancy. In the gym, children learn to follow instructions and move with increasing confidence and control both on the floor and using simple apparatus. Throwing and catching skills improve their hand-eye co-ordination. A parachute and circle dancing are used effectively to encourage co-operative play but also to reinforce understanding of the language of instruction. Outside in the playground, children improve their balance, co-ordination and use of

space through using a range of very good equipment including cars, tricycles and push along toys. Through playing with a range of construction toys and through painting, cutting, gluing, writing and clay work, children improve their dexterity and control.

Creative development

62. Children make very good progress in creative development. This is because the teacher plans good opportunities for children to develop their own ideas and interacts with them to develop their confidence and independence. Children's creative development is enhanced by the contribution of a specialist art teacher and a volunteer musician. In art and design, in a calm but exciting environment, the teacher acts as a facilitator, allowing children to explore and choose to work with a variety of media including clay, collage, print and paint. Children with complex special educational needs explore material – bubble wrap, clay and textiles – with their senses and are helped to make differentiated marks and movement with paint on an easel. More able children work steadily on their chosen activity and show developing skills such as rolling, printing, squeezing, cutting and gluing. Topics, such as that on mini-beasts, space and travel, provide a rich source of opportunities for creative work. In music, children learn to sing songs from memory and, by exploring a range of instruments, discover how to make sounds by shaking, blowing and plucking them. A large jungle den in the classroom provides children with opportunities for creative play.
63. Children's very good behaviour and positive attitudes to learning are factors influencing their achievement. The curriculum is very good, planned carefully in the recommended areas of learning, and is supported by good assessment procedures. The accommodation, inside and outside, is good, although there is currently no shower in the changing area and, outside, no storage shed for large equipment or shade for children in event of very hot weather. Resources are good, and the school also makes good use of the community to enhance children's experiences. There is a genuine partnership with parents, which includes two visits to the school, some home visits, a termly booklet of events, a very effective home/school diary and an annual report which informs parents and carers of what children know, understand and can do. A speech and language therapist and a physiotherapist provide initial and ongoing support for children with additional special educational needs. Links have been established with a local primary school and a playgroup and two children benefit from this mainstream experience. This is an area for further development. Finally, the leadership of the provision is very good and the teamwork of the teacher and teaching assistants is of the highest quality.

ENGLISH

64. The quality of the provision is good. Teaching is good overall and is occasionally very good. As a result, pupils and students are making good progress in speaking and listening, reading and writing. This represents good progress since the previous inspection.
65. Pupils and students in all years make good progress in developing their communication skills. Throughout the school, pupils and students learn to listen carefully to questions asked by teachers and support staff. By the end of Year 2, pupils remember key words or phrases in stories and rhymes they have heard, using them when they see relevant objects and pictures, or in role-play sessions. By the end of Year 6, pupils' speaking and listening and communication skills are more developed. Higher attaining pupils use short phrases, and have extended their vocabulary of words and symbols. They readily contribute to lessons, take turns more effectively and answer teachers' simple

questioning about what they are doing. They listen carefully for longer periods of time and, with the help of visual aids, can recount the main events of a story. Progress in speaking and listening continues steadily through Years 7 to 11 and into the post-16 department. Pupils and students show increasing confidence in self-expression. Their use of language and vocabulary matures, and they make good contributions within English and other subjects at the level of their ability. Higher attaining pupils talk more fluently about their experiences and emotions, and they comment on their work or the books they are reading. They hold simple conversations with visitors about their interests, and try their best to answer questions appropriately. For example, during a Years 12 and 13 personal, social and health education lesson, students listened carefully to the teacher describing a 'crime scene' and identified ways in which a burglar might break into a property. For pupils with autistic spectrum disorders, teachers use an established commercial scheme of picture exchange communication, effectively matching up written language to what they want to say. However, the limited use of technological aids for communication, and the inconsistent use of sign and symbols in some classes, leave a small number of pupils less independent in their communication and literacy skills than they could be.

66. Reading skills develop well as pupils get older. Pupils and students see that books can be fun because they share and enjoy 'big books' together regularly during literacy lessons. Pupils in Year 2 learn to finger point at books and repeat words that the teacher pronounces. Lower attaining pupils show understanding of how a book 'works', for example turning pages and holding it the correct way up. Higher attaining pupils in Year 4 recognise familiar words in simple texts. For example, they follow the teacher's very good reading of 'The Owl and the Pussycat' and match vocabulary cards to pictures. Lower attaining pupils recognise characters associated with the poem. By Year 9, higher attaining pupils read simple, unfamiliar sentences independently. Lower attaining pupils recognise letters of the alphabet by shape or sound. They respond well to simple and clear directions. Higher attaining pupils begin to read common words aloud and accurately match spoken words to a picture in the book. Higher attaining pupils in Years 10 and 11 make progress to read simple, unfamiliar passages independently. Students in the further education department show a good understanding of text by reacting to words, pictures or the story. For example, students enjoy reading 'The Diary of Adrian Mole' and they follow the text with enthusiasm, anticipating events and relating them to objects that are distributed by the support staff. All pupils and students make gains in reading skills and the majority follow a commercial reading scheme appropriate to their age and ability levels.
67. Pupils make good progress in writing. Individual pupils in Years 1 and 2 hold pencils and crayons increasingly well, and try their best to form accurate marks as they visually track the patterns they are copying. In a Year 4 literacy lesson, pupils were encouraged to extend their communication by recording information in writing. By the end of Year 6, higher attaining pupils record information in writing. Pupils with more complex learning difficulties begin to make purposeful marks on paper as a prelude to forming letters. By Year 9, higher attaining pupils begin to trace or copy their name independently with help from adults. In a Year 8 lesson, pupils can copy writing with support and make labels for displays. Pupils in Years 10 and 11 build on their previous achievements well. Higher attaining pupils develop their writing skills by copying short phrases, which they have composed with word and symbol cards. Their writing shows some evidence of the use of punctuation. They form most letters correctly. Handwriting skills continue to improve in the further education department and higher attaining students make notes in lessons and develop ideas in a sequence of sentences. Good planning ensures that the wide range of attainment of pupils in each class is usually catered for. However, better-planned use of information and communication technology and switches would

benefit the needs of those pupils with complex and multiple difficulties. Displays on classroom walls and along corridors provide good examples of writing and promote pupils' pride in their work.

68. Teachers and teaching assistants know their pupils and students well and effectively use this knowledge in lesson planning and in assessing and recording the progress pupils and students make. Individual targets are in place for each pupil and student in each lesson and this ensures that their new knowledge and skills are built upon what they already know. Some teachers make good use of ICT in their classrooms to support and reinforce skills, although the use of this technology to support all aspects of English is in the early stages of development. Relationships in lessons are very good and pupils and students are able to learn in a very happy atmosphere. All staff help each other in creating a positive learning atmosphere by setting and expecting high standards of behaviour from pupils and students.
69. The leadership and management of the subject are good. The upper and lower school co-ordinators work well together and ensure that good communication is maintained. The programme of work for English is still being developed to ensure that it provides support for teachers in meeting the needs of all pupils and students. The co-ordinators have not yet had opportunities to visit classrooms in order to gauge the quality of teaching and learning or to consider pupils' and students' use of literacy in other subjects and this is a weakness. ICT is used well in a minority of classes but the use of computers to help pupils and students learn is largely underdeveloped. Accreditation is through ASDAN for those in the further education classes; the school needs to consider further accreditation for pupils in Years 10 and 11 and students in the further education department to accommodate pupils and students who can benefit from it. Resources are satisfactory with a good selection of reading books in the classrooms. The library is well organised and is an effective resource. However, its position makes it unsuitable for pupils and students to undertake private individual study.

MATHEMATICS

70. Overall, the provision for mathematics is satisfactory. Pupils' and students' achievements and progress in mathematics are satisfactory in Years 1 and 2, good in Years 5 to 9 and satisfactory in Years 10 and 11 and post-16. The improvement shown in the last inspection has been maintained.
71. The National Numeracy Strategy has had a positive effect on the teaching and learning in mathematics. Teachers and support staff are more confident and improved resources are having a significant effect upon learning. The teaching of the basic skills of number, shape, measurement and data handling has been emphasised with a consequent good effect on learning throughout the school. Most able pupils and students are able to draw simple line graphs, order numbers in tens and 100s, add, subtract and multiply, recognise a variety of shapes and patterns and understand the basic concepts of time and money. Less able pupils and students make good progress with basic number work, matching, sorting and recognising simple shapes.
72. By the end of Year 2, pupils successfully work out, with verbal prompts, simple addition sums, like nine plus four equals 13 and ten plus four equals 14. They learn about position and understand terms like 'in front', 'under' and 'on top'. They are able to fill in the missing numbers in a line from one to 16. In one lesson observed during the inspection, they were using a number line to ten. Pupils singing the 'Ten Green Bottles' rhyme and using a counting stick were developing their ideas of subtraction. On this

occasion, two of the pupils using the computer were working on the Primary Mathematics program and developing their knowledge of numbers.

73. Good teaching and the use of relevant and effective resources ensure that, by the end of Year 9, more able pupils and pupils with additional special educational needs make good progress. More able pupils were able to tell the time, develop simple shopping lists and improve their understanding of two-dimensional shapes, including triangles and circles. For example, in one lesson observed during the inspection, pupils in Year 7 were learning about the attributes of a cylinder. Using cylinders, they learned they had no corners, you can build with cylinders and they will roll down a ramp. One pupil with profound and multiple learning needs was fully involved by having her own cylinder and using a Big Mac communicator. Before the end of the lesson, they constructed their own cylinders and experimented with them rolling them down a ramp. In another lesson, Year 9 pupils were making patterns using colour blocks. The more able pupils were able to construct a variety of patterns like AA, BB, AA, BB, using their square boards and colour pegs.
74. By the end of Year 11, all were able to measure the longest and shortest lines in centimetres; they can construct a rectangle using centimetres and then find the perimeter. They draw simple line graphs. In number, they subtract sums, like 764 minus 143 equals 621. In money, they are able to write amounts like $\frac{3}{100}$ as a decimal £0.03. In one lesson observed during the inspection, the more able pupils were using the results of their science investigation to make a line graph. Pupils with profound and multiple learning difficulties continue to develop their basic counting and number skills.
75. Post-16 students continue to develop their number skills and become more precise in their skills of telling the time. They know the shortest way of recording time. For example, ten minutes past four o'clock equals 4.10pm. They carry out investigations, for example, how many teachers are there in Warren School? How many assistants and students? They construct number lines one to 12 and fives from five to 60. They learn to read the bus timetables from Norwich to Lowestoft. In their lessons, they learn about the history of number. For example, how the Hindu people of India were one of the first people to have a number system. Links are made between mathematics and geography.
76. Overall, the teaching is always satisfactory and more frequently good. The planning of lessons and understanding of the needs of pupils and students are having a good effect on progress in mathematics. There is good use of an improved range of resources. However, there remains a shortage of resources for pupils aged seven, eight and nine with particular reference to materials to support teaching and learning in shape and space. In the best lessons, consistent use is made of signing and augmentative communication to ensure that pupils with profound, multiple learning difficulties are kept fully involved. When this does not occur, the learning of these pupils is restricted. Teachers work hard to involve those pupils with challenging behaviour and there are a number of good examples of the way learning support staff play an effective role in this respect. However, it is not always clear how the behaviour plans ensure that these pupils gain the maximum access to lesson in mathematics.
77. Assessment, both from individual pupils and students, and for mathematics in the school as a whole, is at an early stage of development. Some use is made of level descriptors, students' individual education plans and the mathematics record of achievement. The co-ordinator has also prepared an assessment scheme based upon

'P' scales and the numeracy framework. At the time of the inspection, this scheme was not being implemented consistently.

78. The school co-ordinator has worked hard to develop the subject and to provide the necessary resources to implement the numeracy strategy. The task of co-ordinating work in the subject across the four key stages, the Foundation Stage and post-16 is a large one, particularly when the co-ordinator has a full-time teaching commitment. She is aware of the need to improve the assessment procedures and to enhance the use of ICT in mathematics lessons. Similarly, little use is made of mathematics across other curriculum subjects. At present, the co-ordinator has not been able to monitor the planning and teaching across the school.
79. There is a mathematics policy document which is currently being reviewed and updated.

SCIENCE

80. Provision for science is good. Pupils achieve well and make good progress overall. This is a result of teaching that is always satisfactory, often good and occasionally very good and because teachers present experimental and investigative work that captures pupils' interest and imagination. A scrutiny of pupils' work confirms that pupils sustain this good progress over time. However, in some lessons, pupils with complex special educational needs, including those with profound and multiple learning difficulties and those with autism, are not sufficiently involved or appropriately challenged. This is an area of weakness that the school and subject co-ordinators must address.
81. Pupils up to the age of seven make very good progress in understanding the concept of 'push' and 'pull' because of a well-organised practical lesson. Appropriate resources are given out for pupils to explore for their variation in movement and pupils enthusiastically try these out. Behaviour is well managed in a patient and effective way and there is an unremitting concern for learning. Teaching assistants make a very consistent contribution, supporting individual pupils and maintaining them on task with timely interventions. A pupil with complex special educational needs is included by means of a switch device and signing, which enables her to communicate her opinion. Good questioning challenges pupils to think, for example, 'how can I move this very large bowl?' Higher attaining pupils readily respond by both pushing and pulling it, and by working collaboratively to solve the problem, recording their findings on a simple worksheet.
82. Pupils up to the age of eleven make good progress in developing their scientific knowledge and understanding of life processes and living things. In a Year 4 lesson, for example, higher attaining pupils know that a plant needs water in order to grow and that water is sucked up through the roots. Their understanding and observational skills are extended by a carefully managed experiment in which celery and white flowers are placed in a blue liquid and, over time, become blue. There is a good example of managing a disruptive pupil when a teaching assistant quietly repositions herself. Pupils with complex special educational needs are included, with opportunities to explore the smell, texture and visual appearance of flowers. Older pupils in Years 5 and 6 compare the growth of mustard seeds on wet cotton wool to those on dry cotton wool. They observe what happens and draw conclusions. They plant quick growing seeds and help to look after them, observing them as they grow. Higher attaining pupils can name the parts of a plant and know that a plant needs water, light and soil in order to grow. However, strategies and activities for fully including pupils with complex special educational needs are underdeveloped.

83. Pupils up to the age of 14 continue to build on this firm basis. They make satisfactory progress overall in increasing their knowledge and understanding on how animals and creatures move, how people get their energy from the food they eat and why the food chain is so important. Lessons are well planned and begin promptly. A collection of animals, which pupils are asked to identify, focuses attention. Good questioning, for example, 'how does a kangaroo move?', gives pupils the opportunity to demonstrate animal movements. This raises their self-esteem. In a different lesson concerning the food/energy cycle, pupils watched a video. One pupil with profound and multiple learning difficulties in a wheelchair was placed alongside rather than in front of the television so that he was virtually excluded from the viewing. The teacher was overlong and pedestrian in his explanations and missed opportunities to ask questions and involve pupils. Learning was reinforced by the use of a simple worksheet but pupils were expected to complete the same task and differentiation was only by way of support from teaching assistants. Higher achieving pupils were insufficiently challenged. After this unsatisfactory beginning, the lesson improved and a teaching assistant worked very effectively with a difficult pupil, providing hand-over-hand support for her to complete the task.
84. Pupils from ages 14 to 16 years make good progress in understanding the effect of temperature on chemical reaction. This is because the teacher provides well-managed experimental work and effective and clear explanations. The lesson is well planned and organised and proceeds with pace. The teacher extends pupils' scientific understanding by good questioning such as 'what if ...?', 'why is?' Good attention is given to health and safety and pupils are encouraged and reminded to take responsibility for safe working. Literacy skills are reinforced with the use of scientific terminology orally and in writing, numeracy skills are extended with the timing and recording of chemical reaction times and ICT skills are used to display and analyse the results. Higher attaining pupils are able to work independently and produce their own results. They understand the variables that can occur and what constitutes a fair test. Lower attaining pupils need the support of the teacher or teaching assistant to carry out the experiment and record the timings. Pupils are sensible and mature, work well in pairs and are developing good practical skills. However, even in this lesson, which has many positive features, one pupil with profound and multiple learning difficulties was insufficiently challenged or involved.
85. The management of science is satisfactory and is likely to improve now that a specialist teacher has joined the school. A subject action plan indicates a more balanced curriculum, as currently there is a heavy emphasis on life processes and living things to the detriment of other areas of the programmes of study. New accreditation in the form of the Oxford, Cambridge and Royal Society of Arts (OCR) Certificate of Achievement will raise expectations and standards. Other than in Key Stage 4, ICT is insufficiently used to support pupils' scientific enquiry and learning. This is another area for development along with that of developing links with mainstream schools. Assessment procedures are satisfactory and the information this provides is used well to plan subsequent work. Accommodation and resources are good and enhance learning in this subject.

ART AND DESIGN

86. Achievement in art and design is good in all year groups. Each pupil has an art folder that enables staff to see their progress over time. Good achievement is also evident in the many displays in both classrooms and corridors. Where achievement is best, pupils have a clear indication of what is expected and sufficient freedom to be creative and imaginative in their work. This was very clear in many lessons, with pupils being encouraged to apply paint with brushes, rollers and hands. They were also encouraged to experiment with different consistencies of paint until they were satisfied that it would produce the desired impact. Lessons were lively and full of energetic activity, with the teaching staff in full control yet confident in allowing pupils to experiment and be imaginative.
87. The quality of teaching is consistently very good. All lessons begin with a short, quiet outline of what is expected and enthusiastic, often highly active, pupils are absorbed in an interesting range of activities. At post-16 level, students used printed material to research and inspire them in producing interesting designs and shapes in clay. There was very good dialogue between students, with teaching staff encouraging and discussing how various techniques might be used to improve the initial ideas. The subject co-ordinator teaches all of the art and design at the school. Pupil records and folders of work ensure that there is continuity and progression as pupils move through the school. The experimentation in the work of pupils up to age seven in modelling, painting, collage and print and mark making can be easily traced through the years to post-16. Some of the dexterity and deftness of touch seen at the older level was started with basic squeezing and rolling of clay by the five- and six-year-olds. Where clay was the focus of the activity, the 'knocking-up' of the materials proved very therapeutic and did much to prepare pupils mentally and physically for the work that followed.
88. The leadership and management of the subject are good with some impressive documentation. Schemes of work are clear and progressive and meet the requirements of the National Curriculum. The co-ordinator's planning of teaching is very good and her direction of teaching assistants enables pupils and students to benefit fully from a wide range of activities. The co-ordinator has used her extensive knowledge and understanding of the subject well to expose pupils to a broad range of artistic experiences. Her confidence to allow pupils to experiment and discover the properties of materials is central to the development of their artistic capabilities.
89. Accommodation is very good, allowing plenty of space to enable a range of different activities to be offered at any time. With the mass of materials for painting, collage and clay work, storage is at a premium, resulting in a well-organised teaching space appearing somewhat cramped for space. The level of resourcing is very good and focused to the physical and special educational needs of the pupils. Resources include items to promote dexterity and sensory stimulation. Staffing is very good, with the co-ordinator and the teaching assistant forming an excellent teaching team.
90. The subject makes a good contribution to pupils' moral, social and cultural development, where they have many opportunities of working together and experiencing the cultural aspects of a wide range of activities. Spiritual development is less evident, although there is adequate time for pupils to reflect on their own creations, with many expressing pleasure at what they have achieved.

CITIZENSHIP

91. Citizenship is not taught across the school as a discrete subject but is addressed through the school's personal, social and health education teaching which pervades the whole curriculum.

DESIGN AND TECHNOLOGY

92. The provision for design and technology is satisfactory and pupils are achieving satisfactorily overall. Recently, an updated curriculum has introduced a wider range of learning opportunities. The designing and making activities pupils engage in make a constructive contribution to their learning to communicate and to develop mathematical, physical, personal and social skills.
93. By the end of Year 2, pupils achieve well because of the effective teaching they receive. They investigate how wheeled objects move and name the different parts of a vehicle, such as the wheels, wings or driver's seat. Higher attaining pupils use simple tools, such as a roller and paint brush, when making small models. Pupils choose different materials and colours to use when making these models. They show their preferences when helping to prepare simple foods. Pupils in Year 4 participate in design making activities as part of ongoing work to make physical education bags. They look at different bags and identify an appropriate design for the task of holding physical education equipment. By the end of Year 6, pupils have made sandwiches with various fillings and have designed their own decorations for biscuits and cakes. They were able to select five different fruits and vegetables for a healthy diet and commented on the sour nature of a lemon and preference for radishes over peppers.
94. Pupils in Years 7 to 9 are making satisfactory progress. They experience working with a variety of materials, such as clay. In a good Year 8 lesson, pupils were carefully introduced to coiling, rolling, smoothing and cutting the clay. The group is firmly managed, which keeps the pace of the lesson very brisk. The variety of resources and tasks sustains pupils' interest and curiosity. Pupils with profound and multiple learning difficulties are included very effectively in that class and, consequently, they learn very well.
95. Teaching is satisfactory overall. Most lessons have a well-planned range of activities and they run at a good pace in a positive atmosphere. Pupils are learning as well as expected, largely because they are engaged in experiencing, handling and shaping malleable materials like clay. This stimulates their attention, interest and concentration and contributes to pupils extending their physical skills in seeing, reaching, holding and manipulating materials. Teachers and support staff work well as a team. Pupils' achievements are praised well during lessons and their progress is recorded effectively.
96. Currently, the management of design and technology is satisfactory. The enthusiastic subject manager has held this responsibility for just over one term and, in that time, has worked hard to develop resources and the breadth of what should be taught. There is a determination to widen the scope of lessons. There is sound evidence that teachers have moved away from food being the predominant focus of design and technology learning, although ICT is still not a part of pupils' learning in the subject. Accommodation is good, including a specialist room available for classes to use. Resources are satisfactory. This subject was not mentioned in the previous inspection report.

GEOGRAPHY

97. Although long-term planning is in place for geography, medium-term plans are not developed because of long-term staff illness. Staff are teaching geography, often linked to history units, for example the seaside theme and the history of Lowestoft. At present, the progression of skills, such as in mapping, is patchy and needs to be tracked and checked against National Curriculum Programmes of Study. The policy for geography is inadequate and overdue for updating.
98. Pupils make satisfactory achievement in geography overall by the ages of 7, 11 and 14 and have good attitudes to the subject, taking into account scrutiny of work, lessons observed and plans of work. Pupils show good interest in lessons and bring objects from home as requested by their teachers. By the age of seven, following a story about a bear lost in the park, a few higher attainers are beginning to understand two-figure grid references when placing objects on the map. Average attainers choose squares to place objects, whilst lower attainers stick items onto the map with good support from teaching assistants who sign to ensure clear understanding of individuals. Pupils in Years 3 and 4 become absorbed when they explore the sensory qualities of sand, pebbles, shells and driftwood. They talk about them and create their own idea of a beach. Higher attainers talk freely and suggest 'if the water comes, the sandcastle will get wet'. By the end of Year 6, from scrutiny of work, pupils become more aware of where they live in relation to other places and countries in the world. In a history lesson, higher attainers showed that they understood land and sea on an outline map of Lowestoft.
99. By the age of 14, pupils are familiar with the concept of Britain and Europe, frequently referring to a map to see where France is, as well as having an understanding of the water between Britain and France. They begin to understand that rivers run from mountains to the sea, but opportunities to go out to visit rivers are infrequent which limits their experience and understanding. Pupils begin to grasp the ideas of trade between countries and how goods are imported and exported to and from Britain. They are very interested in how trawlers catch fish and how this is different from people catching fish at the harbour. They are fascinated by looking at whole fish and gutted, smoked fish and ask good questions, such as 'Why cut out the insides?' Another pupil commented 'Nasty, I wouldn't kill them'.
100. The quality of teaching in the three lessons observed was good overall. One lesson was very good and the other two of a good standard. Where the quality of teaching was very good, the teacher prepared thoroughly and used several strategies to put over ideas and concepts and brought real objects so that pupils had a rich learning experience. They pretended to trade goods between Britain and Europe with pupils in the roles of importers and exporters so that they grasped the essence of the concept. When talking about how fish are caught and exported, the teacher demonstrated large fish being caught in the trawl net whilst little fish dropped through. Pupils were so involved that they wanted to comment and ask questions, showing good confidence in speaking and listening encouraged by very good relationships in the class. In all lessons, the level of challenge was good. Where teaching and learning were less successful, resources were less exciting and stimulating for pupils with autistic spectrum disorder and pupils with profound and multiple learning difficulties. One teacher used ICT as a reward for completion of work. In another lesson, the teacher used a presentation program to show how a river flows into the sea, with a pupil controlling the mouse under the supervision of a teaching assistant. Teaching assistants support pupils effectively. Teachers prepare reading and writing symbols within the subject effectively and these are effective aids to pupils' learning. Some

pupils trace over letters and words that are written by the adults whilst others are successful in copying the writing either above or beneath the writing of the teacher.

101. Improvement since the last inspection is unsatisfactory because the management of geography has recently been given to the co-ordinator for history who, as yet, has been unable to begin to develop the subject because of work on the history programme and other responsibilities. Despite this, teachers are providing an adequate programme from the long-term planning, although there is no overview of the subject to ensure progression in skills. Assessment in geography is not yet developed. Resources for geography are at present inadequate to fully support learning for pupils with additional special educational needs. Visits out are infrequent and teachers do not seek the co-operation of parents to support learning by taking pupils on visits related to their school work. Geography makes a good contribution to the cultural development of pupils because they become more aware of their surroundings and further afield. The recycling project in Year 11 shows good development of social and moral responsibility.

HISTORY

102. Since the last inspection, the curriculum for history has been established for pupils between Years 1 and 6 and it is good. In Years 7 to 9, the planning is evolving from a suitable framework and is satisfactory. Pupils develop a good cultural sense of the past and there is good focus on the local community. Resources are being continuously built up, particularly to meet the needs of pupils with additional learning difficulties. Teachers plan well for three levels of ability within the class. However, the activities are occasionally not enough to sustain interest, or are insufficiently appealing to stimulate the senses for pupils with profound and multiple learning disabilities.
103. Achievement in history is good by the end of Years 2 and 6 and satisfactory by the end of Year 9. Pupils in Year 2 make good progress in learning when they are fully involved within well-planned lessons, which involve simple, dramatic storytelling with signing support. They know about Florence Nightingale, Samuel Pepys and Lord Nelson and his links with Lowestoft. They help to draw features of a castle; higher attainers show understanding of the concept of a moat and drawbridge. They relate that an arrow in his eye killed King Harold. By the end of Year 3, pupils begin to compare the seaside now with how it was in Victorian times. They observe that old photographs are black and white whilst new ones are in colour. By the end of Year 6, pupils know about aspects of Tudors, such as Henry VIII 'had six different wives' and 'took power and money from the church'. Pupils with profound and multiple learning difficulties enjoy smelling lavender and rose petals and everyone enjoys selecting fabric and making pomanders. Pupils have fun dressing up in the clothes of rich and poor Tudors, but find it difficult to say which clothes would be for rich or poor people. Pupils with autistic spectrum disorder watch and take part for brief moments only. By the end of Year 9, pupils have some understanding of a Celtic house or a Roman house. They understand the changes in their own personal lives through time, and about family history.
104. The quality of teaching is good overall. During the inspection, five lessons were observed, of which one was of a very good standard, three good and one unsatisfactory. When the teaching was most successful, the teacher planned short activities that fully and actively involved all pupils; the pace was good, moving on to different activities before pupils lost concentration. The resources and experiences involved seeing, smelling, touching and hearing and contributed well to pupils' spiritual development. Pupils listened to music, talked, tried on clothes, touched fabrics and smelled and made pomanders. A hearing impaired pupil was fully involved because there was good signed communication for her from the teaching assistant. Where

teaching was less successful, resources were insufficiently stimulating because they were mainly pictures and too small for pupils to see clearly. A pupil with profound and multiple learning difficulties responded well to a three-dimensional Victorian house, which she could see and touch close to her. Where teaching was unsatisfactory, pupils were occupied rather than taught and interaction between the teacher and pupils was minimal. Pupils with profound and multiple learning difficulties were not included within the group. Although teachers used software and video in several lessons, the screen tends to be too small for a group to see clearly and their attention is poor. On an occasion where a teacher paused a video, the flicker and fuzziness of the picture made this unhelpful. History planning, up to Year 6, includes good cross-curricular opportunities for reading and writing. Photographs of pupils in Tudor costumes are used as a stimulus for writing in Years 5 and 6. Teaching assistants give good support to pupils with additional special educational needs and help to keep them involved. On occasions, teaching assistants are timetabled to have breaks when teachers require them at the end of lessons or during lessons, which adversely affects pupils' comfort and involvement.

105. The curriculum leader gives good leadership and has planned the curriculum for history well, although medium-term planning is incomplete for Years 7 to 9. Planning is age appropriate and resources that are used support learning in each module of work and are satisfactory. It is recognised that three-dimensional, multi-sensory resources need to be extended. At present, there are few visits to support learning in history and opportunities to involve parents in taking pupils to places related to history study are missed. Assessment in history is satisfactory and is developed through learning outcomes for units of work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. Achievement in ICT is unsatisfactory as very little use was made of the subject in the lessons observed. However, it is clear from classroom and corridor displays and perusal of pupils work folders that there is satisfactory use being made of ICT across the curriculum. Teachers use CD-Rom in their subject teaching and pupils' progress is improving, especially in the use of lower order accessing and printing skills. However, the one computer in each classroom makes it impossible to ensure that all pupils are maximising their ICT skills. Judging how all pupils are able to extend their range of competency in using the hardware is not secure. However, there was an instance of a Key Stage 4 pupil instructing a member of staff on how to use the Internet. This pupil had a computer facility at home and was able to use it to secure any skills he had developed in the course of curriculum delivery.
107. No ICT teaching was observed during the inspection although some teachers use it across the curriculum. In religious education lessons at Key Stage 2, it was used as a reward for one pupil once he had completed the set work. Teachers at the school have all received training under the New Opportunities Funding (NOF) and have produced a folder of work for the first module. They are keen to use this training and many spoke of the wish that there was a suite of computers to enable full lessons to be delivered with all pupils having access. Another teacher spoke of his frustration at having to locate computers in other classrooms that were not being used at that time so pupils had to be spread out across the school to do their work. Only once had a situation arisen when all of his class had been successfully placed. Teachers speak of using ICT as a resource by delivering presentations on myths and legends and on the African rainforest. A teacher has extended her skills by studying an Open University course in wordprocessing and data handling and has also done an evening class on senior

school curriculum, including the Internet, as part of her professional training. However, the teaching of the full range of ICT skills is unsatisfactory.

108. Leadership and management of the subject have been impeded by the long-term absence of the subject co-ordinator. This has resulted in the development of a scheme of work for the subject being delayed. At the time of the June 2001 report, it was found 'there have been delays in the development of the ICT curriculum due to late delivery and the school's inability to appoint a technician to maintain the equipment'. Almost two years later, there is no technician and schemes of work are still not in place. Despite the good level of training undertaken by all teaching staff and the satisfactory level of classroom software, the lack of schemes of work and the difficulties staff face in providing an adequate number of computers for their classes to use result in the current unsatisfactory development of pupils' and students' ICT skills.
109. Resources held at classroom level are satisfactory with software being the strength. An ICT room has been identified and there is a budget for its conversion and equipment that includes an interactive whiteboard. It already has an Internet facility. The completion of all the subject documentation, including schemes of work for all of the key stages, is a priority. The school now has access to an ICT technician, which is an improvement since the time of the last inspection.

MODERN FOREIGN LANGUAGES

110. The teaching of French was re-introduced in September 2002 to Years 7 to 9 and is still in its infancy. Staffing problems have affected its delivery in one out of three classes. During the inspection, it was possible to observe one lesson only. Evidence is drawn from this, from planning and discussion with the co-ordinator and a teacher. At present, the subject is co-ordinated by one of the Year 10 teachers but the subject is taught only to Years 7 to 9. It will be taught to pupils in Years 10 and 11 in the next academic year.
111. Pupils in Year 9 are making satisfactory progress in French, are enjoying the subject and are interested in the French culture. They role-play the journey to France across the sea, know the different ways to travel there, by tunnel, by boat and by aeroplane, and have passports made to show when they arrive. They respond to greetings with prompts from the teacher and say 'bonjour' with a suitable accent. They recognise colours in French and match them to colours on an umbrella. Lower attainers have more than one try to do so. They enjoy croissants, know they are French bread rolls and say 'merci' when prompted. They are learning to count to ten in French.
112. From the one lesson observed, it is not possible to make a secure judgement. However, in that lesson, the teacher was resourceful and creative in the planning and the pace was good. Expectations were the same for all, although questioning showed a few pupils had higher understanding than others. Pupils' attitudes to French are positive. They clearly enjoyed the fun of the role-play in the lesson. The teaching assistants ensured that the pupils were as fully involved in the lesson as possible and encouraged them to participate.
113. The co-ordinator gives sound leadership and support in this very new subject. Long-term planning is in place and programmes of study developed. Currently there are no assessment procedures for French. The subject makes a good contribution to pupils' cultural and social development, by widening their understanding of the world.

MUSIC

114. Overall, the provision for music is good.
115. It was only possible to observe music lessons for pupils in Years 3 to 9; however, from the observation of these lessons, teachers' planning and records, it is evident that pupils achieve well and make good progress. One lesson was observed at post-16 as part of the 'communication through music' module. The pupils with additional special educational needs also achieved well and made good progress. No specific mention was made of music in the last inspection report but there is evidence to show improvements have been made since that time. There has been an increase in the amount of creative music, with more opportunities for pupils to experiment with a wide range of instruments, including xylophones, chime bars, electronic keyboards and a range of drums. Each section of the school has a good selection of percussion instruments and good use is made of music trolleys to store instruments and to make them readily available in the school when needed. There is also a good selection of recorded music on CD and tapes, which are widely used in classrooms and assemblies to create mood and atmosphere.
116. By Year 6, pupils work on a range of singing games and activities which involve exploring the signs and symbols of music and working on singing games. They experiment with a range of instruments as they sing the 'Hello' song and the 'How Are You?' song. Pupils choose the instruments they wish to play in the class band. In these activities, they learn turn taking, anticipation, listening skills and look out for cues and signals. Pupils are able to name and use a variety of instruments appropriately. For example, the story of 'Mr McGreer' provided Year 4 pupils with good opportunities to develop and practise their skills and to follow the story in song. In Year 5, pupils explore a journey into space using a Music Express CD-Rom. They were able to join their listening as a prelude to their own music making. They were learning how sounds can be contrasted, high and low, long and quiet. Pupils with challenging behaviour, and those with profound and multiple learning difficulties, are fully involved in the musical activities. A particularly good feature of one lesson was the way pupils were required to act as class conductors. In the lessons observed, pupils participated with vigour and enthusiasm.
117. Older pupils up to Year 9 make good progress in learning how to control increasing levels of sound in singing, dancing and social interaction. When playing music, they play with good timing for stop and start, loud and quiet and left and right when making the Caribbean beat, rock and roll and banana songs. When singing songs like 'Who is sitting next to me?', they hold hands and sing together, including pupils with additional special educational needs. All the pupils participate with enthusiasm and enjoyment. In the post-16 lesson involving four students with additional special educational needs, each student worked individually with a staff member. Music was used as a vehicle of interaction and fun. For example, a deaf student was fully involved in the process by signing and touch and it was evident he made progress from the experience.
118. Overall, the quality of teaching is good and sometimes very good. Lesson planning is a strength and the good supply of music resources is used well to provide activity and interest in lessons. Most teachers and staff use signing and augmentative communication systems to support learning so that, in the majority of lessons, pupils with profound and multiple learning difficulties are kept involved in the lessons.
119. There are three co-ordinators who work enthusiastically together to support the work in the subject. Additionally, a music therapist visits the school weekly and the school staff identify pupils as candidates for music therapy. Two Years 10 and 11 pupils also get weekly keyboard tuition. A particularly strong feature of music in the school is the

extensive range of musical activities that the school generates each year. For example, there are termly musical concerts and out-of-school activities. A good example is the school's participation in the Snape Maltings 'Celebration of Schools' Music' in 2002. On this occasion, the head of education judged the school's performers to be 'focused, well balanced and a pleasure to work with'. Music within the school also provides good opportunities for pupils and students to gain an understanding of cultures other than their own as they become familiar with African drums and music, like the 'Spirit of India', used in assemblies.

120. At present, there are no individual assessments of progress in music. An assessment of progress document has been prepared but it is not yet being implemented.

PHYSICAL EDUCATION (including swimming and dance)

121. Physical education is a significant strength of the school. Pupils achieve very high standards in physical education, dance and swimming. This is because teaching is by specialists, who bring quality, rigour and high expectations to the subject and because the facilities and resources are very good. The leadership and expertise of these specialists are supported by the work of committed and enthusiastic teaching assistants. This very good progress applies to both girls and boys but less so for some pupils with complex needs. Teachers find it difficult to fully meet the needs of these pupils within their normal tutor group, without additional staffing.
122. In physical education lessons, pupils up to the age of eleven make good, and most often very good, progress in developing basic athletic skills such as running, jumping and throwing. Good assessment procedures ensure they build on prior skills with confidence. Pupils and staff change into smart physical education kit, reflecting high standards and expectations. Clear, unambiguous instructions, good use of demonstrations and positive and supportive feedback, for example 'that's good, now try and bend your knees more', improves pupils' performance within lessons. Pupils listen increasingly well to instructions and learn to work with an awareness of others. Good questioning, for example 'why are your cheeks red?', helps pupils make the connection between exercise and changes to their body. More able pupils can gather themselves for a standing start, take off with one foot and land safely on two, and throw overarm with increased accuracy. Less able pupils are pushed in wheelchairs and take part in activities as much as possible or are positioned appropriately to ensure comfort and a view of all activities.
123. Pupils up to the age of 16 build on these achievements and continue to make good progress. An outdoor adventurous activity lesson is adapted indoors because of inclement weather with no loss of effectiveness. The lesson is planned and prepared in detail with warm-up and recovery periods. Good resources and the teamwork of teaching assistants enhance learning. More able pupils understand directions – north, south, east and west – and follow a trail around the gym with very few prompts. Less able pupils are pushed around the trail, and track events with eyes and ears. Older pupils in this age group make good progress in fielding and striking a ball. They practise hard at throwing and catching a ball, although the use of larger balls would have made this task easier for them, and show good sporting behaviour throughout. Their striking skills improve after an effective demonstration of simple batting techniques.
124. Students up to the age of 18 make very good progress in learning the basic system of physical exercises, breathing and relaxation of yoga. This is because the teacher has good knowledge of the subject, and because students are suitably challenged. Students are attentive and concentrate hard. Most achieve some very good positions in

the sequences, including a student in a wheelchair who participates well by doing all the positions with her arms.

125. The breadth and quality of the curriculum have improved since the last inspection by the input of a dance programme, taken by a specialist, which all pupils and students follow. The quality of teaching in dance is never less than very good and is characterised by carefully planned and managed activities, bright and attractive resources, and lessons that have appropriate pace and challenge. As a result, pupils and students improve their ability to compose and control their movements. They learn to vary their shape, size, direction, speed and tension in response to a range of music. One lesson with a group of senior pupils and students with profound and multiple learning difficulties is outstanding. Pupils are carefully lifted from their wheelchairs and laid or sat in a comfortable position. A wonderful relaxing ethos is created by the effective use of lighting, music and space and the unhurried use of time, appealing to all the senses. One-to-one staffing ensures that pupils have the total attention of an adult partner, who sits or lies adjacent and who reflects, mirrors and witnesses the mood, movement and vocalisation of the pupil. Very appropriate props in the form of ribbons, veils and shakers are used, with pupils' consent, to stimulate and involve them in reacting to music, both classical and popular. Pupils are totally attentive and co-operative, and enjoy the freedom and sense of wellbeing that comes from such concentrated personal interaction.
126. Although no swimming was seen on this inspection because the pool is temporarily out of order, records, documentation and photographs show that all children, pupils and students make at least very good progress. For example, the most able pupils can swim 1000 metres in 30 minutes, are competent in all major strokes, including butterfly, play water polo for the school team, take part in synchronised swimming and in Suffolk Youth Games and keep training logs and books. Less able pupils have the opportunity to independently experience buoyancy, the sensation of water passing over their bodies and a sense of freedom. All children, pupils and students have 30 minutes 'water time' each week and are taught by an experienced, enthusiastic and qualified instructor. Their achievements are accredited through ASA swimming awards and through the Suffolk Swimming Service Award. Facilities and resources for swimming are very good and contribute to the very good progress that pupils make. For example, a 16.5 by 6.5 meter pool, buoyancy aids and boards, a hoist to lift and lower pupils carefully in and out of the pool and a changing room that is clean, warm and spacious. Appropriate plans are in hand to alter the changing room and install a swing hoist to improve access to and from the pool for less able pupils.
127. Pupils and students are justifiably proud of their achievements in sport. A specialist teacher provides very good leadership for the subject. There is a good scheme of work in place, supported by effective assessment procedures. Suitable attention is paid to health and safety in all activities. Good links exist with a local school with sports college status and partnership links are developing with other schools and sports organisations and providers. The physical education curriculum provides a broad, balanced range of relevant learning opportunities. In addition, badminton, football and swimming are offered in extra-curricular activities. The subject makes a consistent contribution to pupils' and students' personal, social, spiritual and cultural development.

RELIGIOUS EDUCATION

128. Achievement is good overall and occasionally very good for pupils in Years 3 to 6 and Years 10 and 11. Where achievement is best, lessons are well planned, the introduction holds the pupils' attention and activities proceed with pace to enable pupils' interest to be maintained. This was the case at the end of the day when tired five- and six-year-olds were employed gainfully throughout. Achievement for pupils at Key Stage 1 is good. At post-16, students are not experiencing a religious education module within their ASDAN studies.
129. The quality of teaching is good and, at times, it can be very good, especially at Key Stage 2. Here, the teaching focused on Sikhism and the story of Guru Nanak. The story was very well told, with the teacher using her skills of presentation to keep the pupils interested. Reading materials are used well and pupils work diligently to the accompaniment of Sikh music. Very good use is made of the globe to show pupils where Lowestoft is in relation to northern India. The calming firmness of the teacher, and her impressive knowledge and understanding of the subject matter and the special educational needs of the pupils, were excellent. There was very good use made of a range of resources, including the cloth of a Sikh turban, and a video was shown of a Sikh putting on his headdress. In one lesson, teaching at Key Stage 3 was unsatisfactory. In this lesson, planning was poor and the pupils objected to the condescending manner of the delivery.
130. The leadership and management of the subject are good. The co-ordinator is a committed Christian and recognises the need to provide pupils with a broad and balanced experience of religions from across the world. Both documentation and planning are good. However, as yet, the monitoring of the subject across the school is not established fully. There is a very clear policy statement for religious education. The subject meets statutory requirements through schemes of work based on the Suffolk Agreed Syllabus. It is broadly Christian in content and covers other major faiths. During the inspection, lessons were observed on Islam and Judaism in addition to Christianity and Sikhism. Resources for the teaching of the subject are good with an impressive range of appropriate video and CD-Rom materials. Artefacts are increasing and were evident in the lessons on Islam and Sikhism. The richness and range of reading materials, including 'big books', make a very good contribution to the development of literacy skills.
131. Religious education promotes the development of pupils' spiritual, moral, social and cultural development and is good across each element. Pupils are given time to reflect on issues being covered in the lessons. They have a clear understanding of right and wrong and appreciate how this has evolved in the teachings of their own and other faiths. A good example was seen in the story of the Good Samaritan where skilled questioning reinforced the point. Social experiences were very well promoted by opportunities for role-play and time was given to handle artefacts. Cultural emphasis was given in the study of other religions. A lesson on the Jewish Sabbath was later enacted at a senior assembly and the role of the mother in the proceedings was made clear. Other examples included the use of prayer mats in Islam and the differing ways in which other societies worshipped.