

Jack Tizard School

Inspection report

Unique Reference Number	100381
Local Authority	Hammersmith and Fulham
Inspection number	376387
Inspection dates	4–5 October 2011
Reporting inspector	Mel Blackband

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

Type of school	Special
School category	Community
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	69
Of which, number on roll in the sixth form	14
Appropriate authority	The governing body
Chair	Ms Claire Shields
Headteacher	Ms Cathy Welsh
Date of previous school inspection	22–23 June 2009
School address	South Africa Road London W12 7PA
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons and 10 teachers. Meetings were held with pupils, groups of staff and members of the governing body. Inspectors observed the school's work, and looked at a range of documents including the school's development planning, reports by the School Improvement Partner, data on pupils' and students' progress, safeguarding policies and procedures and the records of assessments. The 13 questionnaires returned by parents were analysed as well as the 13 questionnaires returned by staff and the 2 returned by pupils.

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

- Whether all pupils and students are making the progress of which they are capable and the effectiveness of the school's recording and monitoring of this.
- The quality of the assessment of the small steps in progress which pupils and students make and consequently how effectively the assessments are used to set appropriate and challenging targets for each individual.
- Whether the school's provision for pupils' and students' personal development is monitored robustly, leading to improved outcomes for pupils and students.
- The effectiveness of the school's leaders and the governing body in monitoring, evaluating and improving provision.

Information about the school

The school provides for learners with a wide range of severe and complex learning difficulties including those with physical, sensory, medical, behavioural and autistic spectrum disorders. An increasing number of learners have complex medical needs, including some with life-threatening conditions. In addition, a minority has challenging behaviour associated with special educational needs. Class groupings are based on individual learning needs rather than by year group. Currently, about two thirds of the learners are boys. Under one quarter are from White British backgrounds, while three quarters come from a range of different cultural heritages, reflecting the make up of the borough and other neighbouring authorities. The proportion of pupils known to be eligible for free school meals is two thirds. The school's outreach and inclusion service provides specialist support to other mainstream and special schools in the local authority.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The determined and dedicated leadership by the headteacher, who is well supported by her senior team, has led to very good improvements in the school's performance since the previous inspection. As a result, Jack Tizard is now an outstanding school. There are significant strengths in the provision for the youngest pupils in the Early Years Foundation Stage as well as for students in the post-16 unit. The quality of care, support and guidance for all pupils and students is excellent and this helps to underpin their good achievements and excellent progress in almost all aspects of their personal development. The outstanding curriculum supports learning and teaching well. Pupils and students clearly enjoy school. This is evident in their very good behaviour and by their happy smiles when they enter school and are greeted each morning. Although medical problems prevent a minority of pupils from attending school as often as they would like, pupils and students love being in school and the school makes every effort to ensure they attend regularly. The school is rigorous in keeping pupils and students safe and works very well with a range of health professionals to ensure their welfare and promote a healthy lifestyle. Pupils' and students' excellent progress in spiritual, moral, social and cultural development has contributed to the high level of cohesiveness within the school as a part of the local community. Parents and carers hold the school in high regard, both for the quality of education and the support given to families. One parent commented, 'The school not only looks at the child's needs but also the family as a whole.'

All pupils achieve well and a minority make outstanding progress. Children in the Early Years Foundation Stage and students in post-16 make excellent progress. Pupils' and students' progress is continually monitored and recorded and programmes adapted to their needs. As a result, they meet challenging targets. Consistently strong, and occasionally outstanding, teaching is supported very well by rigorous assessment. Occasionally, however, staff do not record each small learning step which the pupils make and this sometimes prevents targets from being as sharp as they could be. This can slow down the pace of learning.

The school is very well led. Issues from the previous inspection have been dealt with successfully and the senior team is well aware of the occasional inconsistencies in assessment practice which remain. Staff at all levels continually review and improve the quality of their work. Regular and relentless monitoring by the senior team leads to accurate and detailed self-evaluation of every aspect of the school's provision and pupils' and students' progress. This enables staff to set the right priorities for development to drive up standards further. Morale is very high. The governing body

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is fully and systematically involved in evaluating the school. As a result, there is an outstanding capacity to improve further and the school gives excellent value for money.

What does the school need to do to improve further?

- Ensure that pupils always make the best possible progress by:
 - recording all the small steps in learning which they make
 - using the information to create sharply-focused learning targets.

Outcomes for individuals and groups of pupils

1

Pupils of primary and secondary school age thrive within the safe and caring environment. They are happy and confident and work and play in harmony. They enjoy their lessons and try their best. Because of this, they achieve well and make good and often outstanding progress. There is no evidence of any group of pupils or students, including those with special educational needs and/or disabilities and those who are in the care of the local authority, achieving less well than their peers. Great care is taken to ensure pupils with profound and multiple difficulties are positioned comfortably and that they experience a stimulating range of experiences both in the classroom and in the various sensory rooms and therapy bases. They make particularly good progress, for instance, during hydrotherapy sessions, which they enjoy immensely. Pupils with autistic spectrum conditions and other communication difficulties gain understanding and confidence from their developing use of symbols, signing and other communication aids such as switches. This enables all the pupils at every level of ability to access and take a full part in learning activities. As a result, they make good progress in communication and in gaining literacy and numeracy skills. For example, in an English lesson for Years 7 to 9, the pupils enjoyed using symbols to locate different areas of the school. During their accompanied search, they consolidated and learnt new vocabulary and were able to use this back in the classroom. Their confidence and skills were further illustrated as they rearranged their timetable cards when the lesson ended.

Pupils make outstanding progress in learning about the value and enjoyment of physical activity. They take part in hydrotherapy, rebound therapy, yoga and community-based activities such as swimming. Older pupils learn about how to stay healthy and to make healthy choices, for instance through a well constructed sex and relationships course. Parents and carers are confident that their children are safe and secure and this is confirmed by the relaxed happy conduct of the pupils. The pupils behave very well and when occasionally a pupil becomes distressed or challenging this is dealt with quickly, confidently and with the utmost care and sympathy by classroom staff. Teachers consistently enable pupils to interact with each other or collaborate in activities. This contributes very well to their understanding of the school community and their spiritual, moral and social development. Their many trips into the local area and the frequent visitors to school support their outstanding progress in understanding and valuing their community. As they get older, they have

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well-planned opportunities to take part in work experience within school and to experience a wider range of people as they visit colleges. These experiences, as well as their developing basic skills, mean they are well prepared for leaving school. Although attendance is satisfactory overall, the excellent liaison with, and support for, families ensures that pupils attend school as often as they able to. The richly multicultural make up of the school’s population is celebrated in many events and visits. Pupils make excellent progress in recognising the diversity found in their community.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Lessons are typified by warm relationships and good team work between teachers and assistants. They are planned in great detail and, as a result, they proceed at a good pace and with a good range of resources to stimulate and interest the pupils. Pupils respond well to the very high level of individual support they are given. This helps them to maintain concentration and to make progress. Pupils’ progress is, for the most part, noted down each lesson. This is not yet consistent enough however and, as a result, occasionally some small development in skill or knowledge is overlooked. This in turn results in learning targets which are not always quite precise enough to take advantage of the gain in understanding.

The curriculum has been further developed from its ‘outstanding’ quality in the previous inspection. Its impact is very evident in the continually improving progress of pupils and the very good support it provides in planning lessons. It is exceptionally

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

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well adapted to the needs of the learners, both to encourage their learning of basic skills and in promoting their personal development. The curriculum is significantly strengthened by the range and quality of additional therapies provided at the school. Daily programmes are developed in great detail for each individual which skilfully combine learning in basic skills and other aspects of the National Curriculum, as well as providing tailored experiences which meet pupils’ health, physical, emotional and communication needs. These programmes are continually monitored and ‘tweaked’ to make them even more effective. The curriculum is further enhanced through the many trips and visits which teach pupils about their community and give them opportunities to learn skills in many new situations.

The school rigorously monitors and securely supports pupils’ learning, physical and emotional needs. Parents and carers are involved at every stage and their contribution is highly valued. Support for families is outstanding and this plays a significant role in maintaining the well-being and the attendance of pupils. There are highly effective multi-disciplinary teams working on behalf of the pupils and their families, including a wide range of health and social care professionals. Transition reviews, when pupils are about to leave the school for further education, are highly valued by parents and carers. The pupils are very well prepared for college life through visits and the use of symbols and photographs to explain the changes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The very effective leadership team ensures that all aspects of the school’s performance are regularly monitored and evaluated for their effectiveness. Pupils’ and students’ progress in every aspect of their academic, social, physical and emotional development is tracked in great detail and continual improvements to provision made as a result. This adds significantly to their achievements and is ensuring that progress is continually improving for all individuals. The school takes concerted action to promote equality of opportunity for all pupils and students. Because of this, pupils and students from every ethnic group and with every degree of disability achieve well. Managers at all levels are constantly taking action to drive up the standards of teaching. As a result, teaching is at least good with outstanding features. Where there are inconsistencies these are identified and quick action is taken to address this. The senior team has made substantial changes to assessment procedures since the previous inspection. It has already identified where there are inconsistencies and plans are in place to address this. Governors challenge and

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support the school very effectively. They ensure the highest standards of safeguarding for pupils through consistent, detailed monitoring of provision and through their own training and recruitment policies.

The school’s engagement with parents and carers is excellent. The regular meetings to discuss their children’s progress, the high level of involvement in every aspect of the pupils’ well-being and the many opportunities for parents and carers to join in school events strengthens partnerships for the great benefit of the pupils. The school gains excellent benefits from links with a wide range of partners such as the BBC. The very well respected outreach and inclusion service provided by the school ensures that the school is an integral part of the local learning community. Pupils and students gain many worthwhile experiences from visits to other schools and institutions. As a result, the school’s promotion of community cohesion is very successful. Pupils and students have excellent experiences of different cultures both in their school and the local community and in the wider world through developing links with schools in other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The small number of children in the Early Years Foundation Stage are placed in primary classes appropriate to their development. They make good, and often outstanding, progress due to their specific individual programmes and targets. Their progress is very effectively recorded and tracked to ensure they are making the best progress that they can. Their induction into school is highly successful. School staff, relevant health and therapy professionals and parents and carers are equal partners in ensuring the children’s needs are met successfully and the children quickly settle. develop independence skills through good opportunities to play both inside and out

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and through very well planned activities tailored to their needs. The provision is led and managed very well. Staff are fully trained and their work is closely monitored.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Sixth form

Students maintain their good progress in basic skills and make significant gains in their personal and independence skills through the well constructed and individualised programmes on offer to them. They experience a good range of leisure and vocational activities including courses in performing and expressive arts. The curriculum is specifically designed to encourage students to make informed choices about their range of activities. This both motivates students and helps to increase their self confidence. Transition arrangements are excellent. Students are very well prepared for leaving school and going onto unfamiliar classrooms within a large college. Provision for students is very well led and managed. The assessment and tracking of each student’s progress across a range of academic and personal skills is rigorously maintained. Staff are skilled in promoting students’ interests and communication and there is outstanding teamwork.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The return to the Ofsted questionnaire was lower than average as a percentage of pupils on roll. Parents and carers are happy with all aspects of the school’s provision. They are confident their children will be safe and well looked after and that they enjoy school. They feel well informed about their children’s progress and that the school is led and managed well. Parents were less sure about how well pupils are prepared for the future, but inspection findings confirmed that the pupils are well prepared for the next steps in their lives.

Responses from parents and carers to Ofsted’s questionnaire

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

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 13 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	77	3	23	0	0	0	0
The school keeps my child safe	9	70	4	30	0	0	0	0
The school informs me about my child’s progress	11	85	2	15	0	0	0	0
My child is making enough progress at this school	10	77	3	23	0	0	0	0
The teaching is good at this school	10	77	3	23	0	0	0	0
The school helps me to support my child’s learning	8	62	5	38	0	0	0	0
The school helps my child to have a healthy lifestyle	9	70	4	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	38	5	38	0	0	0	0
The school meets my child’s particular needs	8	62	5	38	0	0	0	0
The school deals effectively with unacceptable behaviour	8	62	4	30	0	0	0	0
The school takes account of my suggestions and concerns	8	62	5	38	0	0	0	0
The school is led and managed effectively	9	70	4	30	0	0	0	0
Overall, I am happy with my child’s experience at this school	10	77	3	23	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

Common terminology used by inspectors

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

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



6 October 2011

Dear Students and Pupils

Inspection of Jack Tizard School, London W12 7PA

We enjoyed coming to see how well you are doing at school. Thank you for making us welcome. We decided that you go to an outstanding school. These are things which are very good.

- You make excellent progress in learning to be safe and to be independent.
- You make good progress in letting other people know what you want.
- Your lessons are interesting and you have lots of fun things to do.
- All the adults look after you very well.
- You behave very well and you enjoy school. We could tell that from the lovely smiles you gave us!
- The teachers give you work which is just right to help you learn.

We have asked the school to make sure that staff always write down all the little bits of progress that you make. This would help them give you things to do which would help you to learn even faster.

You can help too by always trying your best!

Yours sincerely

Mel Blackband
Lead inspector

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