

Paddock School

Priory Lane, London, SW15 5RT

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Paddock School has maintained its outstanding outcomes from the previous inspection.
- Pupils make exceptional progress in reading, writing and mathematics because teaching is outstanding. All staff use a carefully chosen blend of techniques to enable pupils to communicate their needs as well as possible, such as signs, symbols and touch-screen technology.
- The partnership with nursing staff and therapists is exceptionally effective.
- Post-16 provision is outstanding. All students achieve some vocational and academic qualifications by the time they leave the school. They have excellent opportunities to learn employment skills in the Paddock School café.
- The family liaison officer plays an important part in helping pupils and their parents to make the best of the support that is available to them.
- Progress in the Early Years Foundation Stage is outstanding because of the excellent and stimulating environment and the quality of teaching.
- Behaviour and safety are outstanding. Pupils feel exceptionally safe in school because of the highly supportive relationships they enjoy with staff.
- The combined wealth of experience of the headteacher and the enthusiasm of the senior leaders have ensured that teaching, learning and students' progress are rigorously checked and high quality maintained.
- The school makes very good use of current research to inform its practice on managing the difficulties of autism for pupils, such as the teaching of required behaviour through a system of rewards and consequences.
- The governing body provides outstanding challenge and support to the school's leaders. Governors have a detailed knowledge of the school's strengths and areas for development.
- The spiritual, moral, social and cultural development of pupils is supported exceptionally well through the imaginative use of creative and performing arts, such as the school choir and theatre company.

Information about this inspection

- Inspectors observed 15 lessons and/or parts of lessons, all of which were observed jointly with school leaders, including the headteacher.
- Meetings were held with the headteacher, the heads of the primary and secondary departments and other members of staff, a representative from the local authority, the Chair of the Governing Body and a group of students. The inspectors also talked informally to students and staff around the school. Discussions were also held with individual parents.
- Many documents were reviewed, including those relating to safeguarding, behaviour management and students' progress, as well as the school's self-evaluation and improvement plans, and documents related to the performance management arrangements for staff.
- The inspectors took account of the school's surveys of parents' and pupils' views, 11 responses to the on-line questionnaire (Parent View) and the responses in staff questionnaires.

Inspection team

Sonja Joseph, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- Paddock School provides for pupils who have a range of special educational needs including moderate, severe and complex learning difficulties, autistic spectrum disorders and speech, language and communication needs. An increasing number of students have behavioural, social and emotional difficulties in addition to their learning difficulties.
- There are more boys than girls. All pupils have a statement of special educational needs.
- Over half of the pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible free school meals and those with a parent in the armed services. This proportion is well above the national average.
- Some pupils have had disruptions to their education before starting at Paddock School.
- A higher-than-average number of pupils come from minority ethnic groups.
- The school is part of a teaching schools alliance and offers training for staff on specialist techniques for working with pupils with autistic spectrum disorder.
- The school has a number of awards including UNICEF Rights Respecting School Award Level 2, Sing up, enhanced Healthy Schools status and a Sustainable Travel Award.

What does the school need to do to improve further?

- Ensure that all marking is as good as the best, and that teachers' written feedback tells pupils exactly what they need to do to improve their work.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' progress is outstanding because of the strong emphasis on the practical nature of their learning. Pupils make excellent progress in numeracy, literacy, communication, and in their personal development. Many make extremely rapid progress, far exceeding typical expectations.
- The communication skills of all pupils develop exceptionally well because staff always use a range of communication aids very effectively to support pupils' learning. Some pupils learn to communicate initially through facial expression or gesture. Others use pictures, symbols, objects of reference and signing increasingly independently, as well as spoken words.
- Pupils with additional needs who are on the autistic spectrum make exceptional progress. Some arrive at Paddock School having experienced failure in mainstream schools. Such is their progress that many are able to take part in lessons, with their classmates, that develop their ability to take turns and communicate effectively with adults.
- There are no significant differences in the achievement of pupils by gender, ethnic group, or by category of special educational needs. This typifies the school's commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.
- Pupil premium funding is used effectively to accelerate learning for pupils known to be eligible for free school meals and those in the care of the local authority. It is used to pay additional staff to provide targeted speech and language therapy and outreach support to parents. This has resulted in pupils reaching the same levels of development as their classmates.
- Children in the Early Years Foundation Stage make rapid progress through imaginative use of learning spaces, skilful support to help them to communicate and approaches that engage all their senses so they are fully involved in activities.
- Post-16 students achieve outstandingly well. They gain a range of national qualifications, well matched to their needs, at levels that exceed that expected nationally. The strong focus on work-related skills and life skills prepares them well for life after school. All students go on to further education, training or employment.
- Mathematics is often taught imaginatively. For example, pupils used photographs they had taken of classmates to develop their understanding of ordering numbers. This approach ensures that they are more likely to understand and remember their learning.
- Pupils make excellent progress in developing reading skills through a specific reading programme and one-to-one support. The most able students read for pleasure and use a range of strategies to help them recognise new words. Furthermore, they are able to answer questions about what they have read.
- Parents are delighted with the progress their children make, both socially and academically. One parent stated, 'I am so relieved that my child's needs, both educationally and socially, will be met until he leaves.'

The quality of teaching

is outstanding

- Teachers promote a calm and productive atmosphere and provide challenging tasks that fully engage pupils in learning and inspire their interests. Outstanding teaching is evident in all areas of the school.
- Teachers have a detailed and accurate knowledge of how well each pupil is learning and progressing in the small steps towards their goals. Individual targets are precise and carefully checked. The school's efficient use of visual formats ensures pupils can play an active role in setting their targets and have a better understanding of when they are achieving them.
- Very good use is made of the excellent resources available in the school. Teachers make sure those pupils who need to use their senses to help them learn get lots of opportunities for hands-on experiences. For instance, in the Early Years Foundation Stage, sensory materials and sound

effects were used exceptionally well by the teacher to develop children's understanding of the setting of a poem.

- In an excellent Key Stage 3 French lesson observed during the inspection, pupils learnt the correct vocabulary to use by tasting various drinks. Skilful questioning by the teacher ensured all students were able to remember which words to use in subsequent activities.
- Symbol timetables, pictures, objects of reference and signage are used to help pupils with autistic spectrum disorders make sense of the world around them and to help them communicate.
- Literacy, including reading, numeracy and communication and language skills, is taught very effectively throughout the school day. Older pupils practise counting, weighing and measuring skills to prepare the weekly lunchtime meal for staff as part of their vocational qualifications. They use their reading skills to read recipes and follow instructions. Younger pupils learn about the value of money through working out the correct change to give for items bought in the school café. They practise their reading through ordering from a menu.
- In the post-16 provision, teaching is excellent and the rich range of subjects and activities ensures students learn how to apply their basic skills appropriately. Adults provide very good support as students engage in 'taster' college days and interact with the wider community in their leisure pursuits and work experience.
- Teachers and other adults work closely with speech and language and occupational therapists to give, when appropriate, extra support and guidance to pupils throughout all lessons.
- The best marking in pupils' books makes very clear what pupils need to do to improve. On a very few occasions marking is not so clear and is less helpful.

The behaviour and safety of pupils are outstanding

- Pupils are happy at school. They look forward to school and enjoy excellent relationships with staff. Observations of pupils arriving at school provided convincing evidence of the warm welcome pupils receive from staff. It also showed the care with which times of transition are managed.
- Learning in lessons is much enhanced by pupils' excellent behaviour. Relationships in the school are outstanding and students' personal skills develop extremely well. They learn to listen to each other, take turns, and make choices. They willingly accept responsibility, for example preparing staff lunches, working in the school office or serving on the school council.
- Although pupils say that there is no bullying, they did note that sometimes one or two people could be silly but that this is quickly resolved by staff. Pupils learn right from wrong. Incidents of poor behaviour are infrequent and the school has had only one exclusion in the past two years.
- Pupils with complex behavioural needs quickly learn what is expected of them because adults follow meticulously agreed plans. Carefully-thought-out routines enable pupils with autism to feel less confused and enjoy their learning. This is especially evident in the diminishing anxiety of pupils with profound autism, enabling them to take part in group activities such as rowing.
- Pupils' attendance is above average. The -family liaison officer provides further support for parents and families and has helped to ensure attendance is improving rapidly, particularly for the most vulnerable pupils.
- Excellent partnerships with a wide range of medical, social and therapeutic services support pupils' behaviour and well-being very effectively.

The leadership and management are outstanding

- The inspirational headteacher, together with senior leaders, sets high expectations for all aspects of the school's work. Together, they have maintained the high standards seen at the last inspection and ensured that the school has continued to develop. The numerous awards the school has achieved are an indication of its high quality provision. Committed teamwork by all

staff is evident throughout the school.

- Key to the outstanding improvements of the last three years is how robustly leaders understand the school's strengths, how astutely they plan for future development and how carefully they track the performance of individuals and groups of pupils.
- The school keeps up to date with current research on autism, takes the most relevant findings, and adapts them so that they are suitable for working with pupils. As a result, this has led to an imaginative and wide range of methods and experiences being offered to pupils to help them manage their autism more effectively. This excellent practice is shared with local schools through membership of the teaching schools alliance.
- Teachers' performance is regularly checked and lesson observation has helped to sustain outstanding practice. Training for all staff is excellent, such as in the use of communication aids and specific strategies for managing behaviour. This is evident in classroom practice and enables pupils to make outstanding progress. Leaders recognise that they need to make sure that all marking of pupils' work gives clear guidance on how to improve.
- There is no discrimination in the school and all pupils, including those eligible for pupil premium funding in Year 7, make similarly excellent progress as a result of individual learning programmes and additional specialist staffing and resources.
- The curriculum is outstanding. It is rich and varied and promotes students' spiritual, moral, social and cultural development exceptionally well, particularly through the school's own theatre company and signing-singing choir, as well as opportunities to work in the local community. As a result, students are prepared exceptionally well for the next stage in their lives when they leave school.
- Partnership with parents is outstanding. Family learning sessions, workshops and coffee mornings encourage parents' involvement in school and in their child's learning.
- The local authority provides very effective light touch support for this outstanding school. Indeed, the school is so well regarded that it regularly supports improvements in other schools, through its training centre.
- **The governance of the school:**
 - The governing body is highly effective and passionate about ensuring that pupils' progress is outstanding. Governors attend training and are exceptionally well informed and bring a wide range of experience to their work. They bring the right balance of support and challenge to ensure the school continues to improve. For example, governors have planned with leaders what steps are required to check carefully the engagement of those pupils with more complex and multiple difficulties. Together with senior leaders, they have planned meticulously how to keep a careful watch on the actions being taken to ensure the success of this group of pupils. Governors have a very good understanding of the quality of teaching and use the performance management systems to reward good teachers through progression along the pay scale. They use information about pupils' progress effectively to monitor the school's performance. They are fully involved in the decision making about how pupil premium funds are used and robustly check up on its impact. Governors make sure that safeguarding requirements are fully met.

What inspection judgements mean

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

School details

Unique reference number	101102
Local authority	Wandsworth
Inspection number	403766

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

Type of school	Special
School category	Community Special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	143
Of which, number on roll in sixth form	17
Appropriate authority	The governing body
Chair	Sue Shockett
Headteacher	Peggy Walpole
Date of previous school inspection	28–29 April 2010
Telephone number	0208 8781521
Fax number	0208 3929735
Email address	head@paddock.wandsworth.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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

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

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

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

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

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

