

# Jack Tizard School

South Africa Road, London, W12 7PA

**Inspection dates** 11–12 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The drive, enthusiasm and vision of the headteacher ensure that the school continues to be outstanding. Leaders, governors, staff, pupils and parents are rightly proud of the school and fully committed to maintaining its excellent performance.
- Leaders, including governors, have an accurate view of the school's effectiveness and ensure outstanding teaching and achievement. Staff training is very effective in maintaining the high quality of education provided.
- Subject leaders are effective. They are currently setting more challenging targets to raise the achievement of the few more-able pupils in the school. The impact of this initiative is too recent to be accurately evaluated.
- Pupils' behaviour is exemplary. Pupils with behavioural, social or emotional difficulties are supported exceptionally well to improve their behaviour.
- Pupils rightly feel very safe and well cared for by adults. They enjoy coming to school and their attendance is above average.
- Pupils, including those eligible for the pupil premium, make outstanding progress both in personal development and in reading, writing and mathematics. Teachers ensure that pupils work in calm, purposeful environments that encourage all to learn exceptionally well.
- Teachers and teaching assistants are skilled at getting the very best out of every pupil. They use excellent resources to stimulate pupils to listen, think and try their best. As a result, pupils with complex learning needs and autism, for example, are able to make outstanding progress.
- Pupils who speak English as an additional language and those with limited verbal skills improve their communication skills rapidly. The collaborative work of teachers and speech and language therapists enables pupils to advance their skills very well.
- Pupils with medical and physical needs, including those with visual impairment, make outstanding progress in their personal and self-help skills. This is because the school guides them exceptionally well in understanding and carrying out the work that is planned for them.
- Pupils' learning of mathematical skills is especially successful. Teachers are skilled in helping pupils to understand and solve problems in all lessons.
- Excellent provision for pupils' spiritual, moral, social and cultural development is at the heart of the school's success and underpins its strengths and sense of care and community.
- The achievement of the children in the early years provision and the students in the sixth form is outstanding. All benefit from outstanding leadership and exceptional teaching.

## Information about this inspection

- The inspection team observed parts of seven lessons jointly with the headteacher and deputy headteacher.
- Inspectors discussed the curriculum, toured the buildings and visited all classrooms with senior leaders.
- The inspectors spoke with a few pupils who could speak to them and observed pupils' behaviour in lessons and at lunch times.
- Inspectors held meetings with the headteacher, deputy headteacher, middle and subject leaders and staff of the school. They analysed the school's information on pupils' attainment and progress. The lead inspector met with the Chair of the Governing Body and two other governors, as well as a representative from the local authority.
- The inspection team looked closely at the documentation relating to attendance and behaviour, safeguarding and the school's evaluation of its own performance. Inspectors also checked the school's website and records of local authority reviews.
- Inspectors considered the views of parents and carers surveyed by the school and took account of a note written to inspectors by a parent. Too few parents responded to the Ofsted online questionnaire, Parent View, for the responses to be analysed. Inspectors considered the views of the 41 staff who responded to the staff questionnaire.

## Inspection team

Justina Ilochi, Lead inspector

Additional inspector

Fatiha Maitland

Additional inspector

## Full report

### Information about this school

- Jack Tizard School provides for pupils with a complex range of special educational needs, including: profound and multiple learning difficulties; severe learning difficulties; behavioural, emotional and social difficulties; and autism. The majority of pupils have complex medical and physical disabilities and a few are visually impaired. Most pupils have underlying speech, language and communication difficulties. A high proportion of pupils are non-verbal.
- Almost 90% of pupils are of minority ethnic heritage, with more than half speaking English as an additional language.
- 74% of pupils are eligible for the pupil premium. This proportion is almost four times the national average. This additional government funding is for pupils in the care of the local authority or who are known to be eligible for free school meals.
- Many pupils join the school at various points other than at the usual times.
- The school is part of an ongoing research project with Rosewood Free School.
- The school works collaboratively with a 'therapy team' consisting of speech and language professionals, occupational therapists and other professionals from external agencies.
- All children in the Early Years Foundation Stage attend full time.
- The school does not use alternative provision for its pupils.

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

- Give the few more-able pupils more challenging targets and evaluate the impact of teaching on their achievement.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher gives the school exceptional leadership. All senior and middle leaders are highly ambitious, professional and uncompromising in their drive for all pupils to achieve as well as they can. All staff rise to the school's high expectations and their professional work is exemplary in securing pupils' personal and academic development. This highly positive ethos pervades the whole school.
  - School leaders at all levels regularly gather information on how pupils are progressing. They check this information against how similar pupils are progressing nationally through frequent internal and external checking of the accuracy of assessments. As a result, planning for school development is realistic and based on accurate judgements of its performance.
  - An excellent programme of staff training and sharing of good practice supports the high quality of teaching. Leaders identify staff professional needs through their observations to check the quality of teaching. Consequently, staff are exceptionally well trained to support, for example, pupils with profound and multiple learning difficulties and severe learning difficulties. The performance of staff and their salaries are closely linked to pupils' progress.
  - The extremely well-planned curriculum provides a wide range of exciting opportunities for pupils to develop socially, morally, spiritually and culturally. They gain a very good understanding of life in modern British democratic society. Leaders ensure that teachers have activities planned to cover the full year with interesting topics across the curriculum. Well planned activities make learning manageable for pupils with complex needs.
  - The school promotes equality and opposes any discrimination through the collaborative work of the 'therapy team' and teachers. As a result, all pupils make outstanding progress despite their complex learning difficulties, physical disability or behavioural, emotional or social difficulty. For example, pupils with visual impairment are making outstanding progress, in line with others, because of the training teachers get from the 'therapy team'. Teachers apply their training very well in lessons to ensure all pupils make excellent progress.
  - Leaders ensure that the pupil premium funding is used effectively to support the pupils for whom it is provided. They know the difference this funding makes to the outstanding progress these pupils make.
  - The school makes good use of the additional funding it receives for sport. It employs sports coaches who broaden the range of sports available and train staff to ensure this provision continues. They have rightly linked the benefits of increased sporting activities to the well-being and improved communication of pupils with physical disabilities. Success is evident in what pupils can do.
  - In the last three years, the school has worked closely with Rosewood Free School to strengthen its systems for checking the progress of pupils working below National Curriculum levels. As a result, school records of pupils' small steps of progress are robust. There are plans to work with other schools and share further good practice in 2015.
  - Subject leaders are effective in maintaining the high quality of teaching and learning. The school is developing its provision for the few more-able pupils. However, it is too soon to evaluate the impact of this work on teaching and achievement.
  - The school works in a positive way with the local authority and welcomes the useful advice and support it receives. This year, the local authority worked with the school to review performance and to support the training of staff and governors.
  - Advice and careers guidance for sixth form students are very helpful in supporting them to make decisions about choices for the future. Throughout the school, pupils are supported to gain, progressively, an understanding of the options available to them in the future.
  - Leaders ensure that all safeguarding requirements are met.
- **The governance of the school:**
- The governing body contributes strongly to the excellent quality of education the school provides. Governors are committed to the school's success. They are well informed, interpret the data on pupils' progress competently, and hold leaders fully to account for all aspects of the school's performance.
  - Governors have close links with parents and carers, listening to them and responding to their views.
  - They are fully involved in the school's planned activities, such as the Christmas festival, which educates pupils and parents about the diverse cultures in their school community.
  - Governors manage the resources of the school very effectively. They know about the quality of teaching

and make sure that the system for managing staff performance is rigorous and linked closely to decisions on pay.

- The governing body fulfils its statutory responsibilities.

## **The behaviour and safety of pupils are outstanding**

### **Behaviour**

- The behaviour of pupils is outstanding. Parents, staff and pupils agree with inspection findings that behaviour is exceptional. This is because teachers provide a calm and purposeful environment where pupils are given every opportunity to learn new skills and thrive well.
- Behaviour inside and outside of classrooms is outstanding. Pupils demonstrate their eagerness to learn and respond positively to adults. Pupils are taught to help and respect one another and this contributes to their successful learning.
- Pupils develop excellent thinking and reflective skills. Assemblies are well planned and contribute much to teaching pupils about cultures and faiths different from their own. They grow in social skills and are extremely well prepared for life beyond school.
- Procedures to manage behaviour are very effective and followed consistently by all staff. As a result, incidents of unacceptable behaviour, including bullying, are very rare. Pupils who could talk to inspectors said bullying never happens because they are well supervised by adults. Pupils with challenging behaviour make rapid progress and become outstanding in managing their behaviour in a very short time.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe, and parents and staff confirm the judgement reached by inspectors.
- Pupils enjoy coming to school because of the planned activities, particularly those in the morning. Every morning pupils go through a set of planned routines which they enjoy before they settle down comfortably for the day. This builds their confidence and self-esteem exceptionally well and reassures them that they are safe and very well cared for in school.
- Pupils enjoy school because their academic achievements and other contributions to school life are rewarded and celebrated. Consequently, pupils' attendance, including in the sixth form, has been above average for the last three years.
- The school uses extremely effective procedures to ensure that all teachers and other adults who work with pupils are scrupulously checked as being suitable for their roles. The school is very mindful of pupils' varied needs when choosing staff. All staff and visitors to the school wear badges to confirm they have been checked and have clearance to be present in school. Leaders make sure access to the buildings is secure and that only those authorised have admittance.
- The school cares exceptionally well for pupils, even beyond the school gates. For example, it makes sure that pupils are delivered home safely on school buses. Staff are assigned to ensuring safe travel. This provision reduces the anxiety of parents who do not live close to the school, and has a positive impact on pupils' confidence and learning.

## **The quality of teaching is outstanding**

- Teaching is at least consistently good, with examples of exceptional practice. Consequently, pupils make outstanding progress in all subjects from the Early Years Foundation Stage to the sixth form. Teachers and teaching assistants are skilful at adapting their teaching strategies to the very varied needs of pupils. They are exceptionally well trained for this purpose. The impact of teaching on pupils' learning of literacy, reading and mathematics is exceptional, as shown by the excellent progress they make.
- Teachers establish very positive relationships with pupils and know their classes well. Teachers have extremely high expectations of themselves and their pupils. Their enthusiasm and passion for teaching, combined with the pupils' excitement for learning, lead to exceptional achievement for all pupils.
- Teachers use the information they have on pupils, and what they learn from parents, to plan activities that challenge pupils with very varied needs and interests, at the right level. A few of the more able are not always fully stretched by the targets they are set.
- Teachers' engagement with parents is exemplary. As a result, pupils' experiences of learning are exceptional and they are extremely well prepared to take their next steps. This was confirmed by

inspectors' close scrutiny of records of pupils' 'learning journeys'.

- Teachers and teaching assistants continually assess learning in their classrooms. For example, they routinely celebrate pupils' success by identifying 'wow moments' when pupils have met targets. This helps teachers to know exactly when pupils are ready to be challenged further, leading to outstanding progress for all pupils.
- The quality of teaching of mathematics is particularly strong. Teachers ensure that problem-solving skills are taught in all subjects. Consequently, all pupils develop their mathematical skills exceptionally well and they make outstanding progress.
- Communication skills of pupils who are non-verbal, autistic and those who speak English as an additional language improve rapidly and they make outstanding progress. This is a direct consequence of the joint planning of learning between speech and language therapists, and teachers. The school has invested well in excellent resources that are having a positive impact, for example, on the teaching of reading across the school.
- Pupils with complex physical needs make exceptional progress in their physical development. A few who can, are making progress with their writing. This is because of the very effective collaborative work of teachers and occupational therapists.

### The achievement of pupils

**is outstanding**

- Pupils make excellent progress from their low starting points as a result of high-quality teaching. Pupils' achievement is outstanding throughout the school. Achievement is exceptionally rapid for pupils with complex learning needs, such as those with profound and multiple learning difficulties and severe learning difficulties.
- Pupils' progress in reading, writing and mathematics has continued to improve since the last inspection. This is because of the clear plans drawn up for pupils as soon as they join the school, and the very effective systems applied to check pupils' learning. Immediate support is provided for pupils who join the school during term times so that they settle quickly and make the rapid progress achieved by others.
- Pupils' individual 'learning journeys' demonstrate the exceptional progress they make in their communication skills across a range of subjects. This prepares them extremely well for their next steps in education.
- Disadvantaged pupils supported by additional funding make equivalent progress to those with similar complex needs in the school. Additional funding is used appropriately to ensure that the one-to-one and small-group teaching these pupils receive supports their learning exceptionally well. For example, disadvantaged pupils with complex learning needs and who are non-verbal make outstanding progress in their communication skills.
- Pupils from minority ethnic backgrounds, including those who speak English as an additional language, make outstanding progress in learning to use English.
- The few more-able pupils achieve well, but they are not always stretched enough in lessons to reach their potential. More demanding targets are being set to guide their work and that of staff, but it is too soon to evaluate the impact of this initiative.

### The early years provision

**is outstanding**

- All children enter the Early Years Foundation Stage with skill levels considerably below those typical for their age group. They make excellent progress because they are taught exceptionally well.
- The early years provision is extremely well led and managed. In the last three years, the leader has worked on strategies to check children's early development and to follow their progress in small steps. School records of progress are thorough and accurate and show the children's rapid progress from low starting points.
- Exciting outdoor and indoor activities provide children with many opportunities to develop communication and language skills. This provision prepares them exceptionally well for the next stage of their education and the move to Key Stage 1.
- The quality of teaching in the Early Years Foundation Stage is outstanding. Teachers and other adults consistently ensure that the children's environment is stimulating enough to hold their attention and extend their learning. Teachers use a multi-sensory approach, which matches the abilities and needs of all

the children. This leads to outstanding learning and behaviour.

- Occupational therapists are making a strong contribution to the learning of children with complex needs. They plan together with teachers and teaching assistants to help children achieve challenging individual targets. As a result, children with physical disabilities make outstanding progress.
- Children feel very safe and secure because adults know what the children's personal needs are and give exceptional support. Staff have clear expectations of behaviour, which they patiently teach the children through a set of daily routines including songs, dance and signing. This supports children's excellent progress and the rapid development of self-help skills.

### **The sixth form provision**

### **is outstanding**

- All students in the sixth form make outstanding progress from low starting points because leadership is outstanding. Students are given every opportunity to obtain qualifications which are well matched to their abilities and complex needs. They reach high standards in the qualifications they gain. They benefit from well-chosen work experience and life skills which prepare them exceptionally well for the next stage of their education.
- School leaders monitor the transfer of students to local colleges exceptionally well and involve parents in the process. As a result, a very high proportion of students who leave the sixth form proceed to college to continue their education. Parents are extremely happy with the care their children receive.
- Behaviour of students in the sixth form is outstanding. Students develop excellent personal and self-help skills in a supportive environment that helps them to maintain excellent attitudes to learning. Consequently, they achieve highly.
- The school's work to keep students safe and secure in the sixth form is outstanding. Students are supervised individually or in small groups to ensure they are always safe. Students who could speak to inspectors say they feel safe all the time.
- The quality of teaching in the sixth form is outstanding and ensures exceptional progress for all students. Students enjoy the opportunities they are given to learn about the world and social relationships. This helps them to develop the skills they need to live in modern Britain.

## 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

<b>Unique reference number</b>	100381
<b>Local authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	448922

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Of which, number on roll in sixth form</b>	8
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michele Rooney
<b>Headteacher</b>	Cathy Welsh
<b>Date of previous school inspection</b>	4 October 2011
<b>Telephone number</b>	020 8735 3590
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