

INSPECTION REPORT

PADDOCK SCHOOL

Wandsworth

LEA area: Wandsworth

Unique reference number: 101102

Headteacher: Ms Linda Charman

Lead inspector: Jayne Clemence

Dates of inspection: 13th – 16th October 2003

Inspection number: 258965

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:	3 – 19
Gender of pupils:	Mixed
Number on roll:	95
School address:	Priory Lane London
Postcode:	SW15 5RT
Telephone number:	020 8878 1521
Fax number:	020 8392 9735
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Pam Amos
Date of previous inspection:	January 1998

CHARACTERISTICS OF THE SCHOOL

The Paddock School has 95 pupils from three to nineteen years. Pupils have wide ranging special educational needs, including severe, profound, moderate learning difficulties, complex needs and autistic spectrum disorder. All pupils have a statement of special educational need. A relatively high proportion of the pupils are eligible for free school meals. Pupils come from a wide range of cultural and ethnic backgrounds, and represent very mixed circumstances socially and economically. A minority of pupils has English as an additional language and a very small number of pupils join and leave at times other than the beginning and end of the school year. The school has experienced very recently significant bereavement including staff, pupils, parents and governors, and the entire community is supporting one another through this very difficult time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	Foundation Stage, citizenship, personal, social and health education (PSHE)
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27409	Susan Hunt	Team inspector	English, English as an additional language, modern foreign language, geography, religious education
1224	Graham Todd	Team inspector	Mathematics, design and technology. Information and communication technology (ICT), special educational needs
18461	Vanessa Wilkinson	Team inspector	Science, music, history

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Paddock School is a good school with many strengths. Pupils achieve well, regardless of their individual differences or backgrounds, because the good teaching enables them to learn effectively, and make good progress over time. Students post 16 achieve well, and in their personal and social development, they achieve very well. The school is led and managed efficiently and effectively. The headteacher, senior managers and governors have a sharp focus on continued improvement. Resources are used well and the school provides good value for money. Since the previous inspection, all key issues have been addressed with the exception of information and communication technology and weaknesses in the accommodation. Despite the school's best efforts, the accommodation is yet to be resolved as part of a wider special school review, in conjunction with the local education authority. The school's strengths have been sustained.

The school's main strengths and weaknesses are:

- The good teaching and learning and the effective contribution made by teaching assistants and nursery nurses lead pupils to achieve well.
- The pupils' very good attitudes and behaviour means they are ready to learn and willing to work hard; the very good relationships between pupils and with adults ensure that pupils enjoy school.
- The high quality support, care and guidance for pupils meets their personal needs with sensitivity and increases their learning as a result.
- Aspects of the accommodation are unsatisfactory, and limited resources hinder the pupils' progress; facilities are lacking in science, ICT, art and design and design and technology that limit their access to the curriculum; as a result the curriculum overall is only satisfactory.
- The large groups of pupils in some senior classes, coupled with cramped conditions, means they cannot be supported fully for their wide ranging needs.
- Achievement in ICT is unsatisfactory, and its use across the curriculum is underdeveloped; resources for ICT are limited, including those for developing the pupils' communication skills; the quality of teaching and learning is unsatisfactory.
- The very good provision for children in the Foundation Stage ensures they have a very positive start to school life.
- The very good partnership with parents ensures that pupils and parents have a strong support network.
- The strong emphasis upon developing pupils' and students' personal and social education prepares them well for life beyond school.
- Subject leadership in some subjects is at its earliest stages of monitoring the quality of teaching and learning.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Good	Good
Year 6	Good	Good
Year 9	Good	Good
Year 11	Satisfactory	Good
Year 13	Good	Very good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

The pupils' achievements are good overall. Children by the end of the Foundation Stage achieve very well. They make very good progress in relation to most of the goals they are expected to reach by the end of reception, with the exception of their physical development. This is hindered by the lack

of appropriate outdoor space for them to develop and practise their physical skills. Pupils by the end of Year 2 achieve well and they make good progress in their personal and social education. They learn good work habits and routines that assist them as they move through the school. Pupils by the end of Year 6 achieve well due to the effective teaching, and work that is well matched to their wide ranging needs. Pupils by the end of Year 9 achieve well and their knowledge and skills are developed systematically. Pupils by the end of Year 11 achieve satisfactorily; the pace of progress is hindered by groups that are too large, accommodation that is too cramped and lack of appropriate facilities in some subjects to develop their knowledge fully. These factors affect pupils to varying degrees throughout the school. There are strengths in Years 7 to 11 and teachers work hard to overcome the challenges faced by these issues. Accommodation has been adapted, but not designed for its current purpose and has numerous weaknesses as a result. Students post 16 achieve well overall, and they do particularly well in their personal and social skills, developing confidence and increasing maturity that prepares them very well for life beyond school.

The pupils' attitudes and personal development are very good; and the very good provision for their spiritual, moral, social and cultural development helps them contribute to the school community, and grow in confidence and maturity. Pupils develop very positive attitudes to school life and understand the importance of effort and hard work. Attendance is satisfactory and most pupils arrive punctually.

QUALITY OF EDUCATION

The school provides good quality education for its pupils. Teaching is good overall and as a result, pupils learn effectively, make good progress and achieve well over time. Children achieve particularly well in the Foundation Stage due to the high expectations, strong team work and detailed planning for their individual needs. Teaching in Years 10 to 11, whilst satisfactory overall, is hindered by the large group sizes, unsatisfactory accommodation and limited resources. This in turn limits what the pupils are able to do independently, and reduces their access to proper facilities for subjects such as science, art and design, design and technology and ICT. The curriculum is only satisfactory because so many aspects are hindered by weaknesses in the accommodation and ICT. Students post 16 achieve well overall. The strong partnership between home and school means that pupils are supported fully in their school life. The leadership and management ensures that all pupils are included as fully as possible, regardless of their individual differences or circumstances, both within the school, and where possible in other school and college settings.

LEADERSHIP AND MANAGEMENT

The good leadership and management of the school ensure clear direction, vision and purpose, and set high expectations for continued improvement. The headteacher and assistant headteachers make a secure and effective team, with complementary skills. They lead the school by setting a positive example for others to follow. Their own teaching commitments enable them to model good practice for others and ensure that the impact of their strategic decisions is understood in terms of its effects on the pupils' learning and achievement. The governing body is ably led, with tenacity and commitment, by a long standing chair of governors, who brings a wealth of understanding about the school and its history. Governors have wide ranging skills that are very relevant to the school. Governors hold the school to account effectively and have an appropriate balance between support for the school and challenging its work. The links with other schools and colleges are led very effectively, ensuring strong partnerships that enrich the pupils' learning and achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express a high degree of satisfaction with the school, though they remain justifiably concerned about the quality of the accommodation, limited resources and large class sizes in the senior department. They are particularly pleased that the school involves them so fully in their

children's education and keeps them informed about school life. **Pupils and students** wherever possible were able to say how much they enjoy school and like lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in ICT by improving provision, leadership, teaching, learning and resources in the subject.
- Ensure that all pupils have suitable accommodation with appropriate resources to support their learning.
- Improve the quality of teaching and learning for older pupils where it is currently only satisfactory, and ensure groups sizes are realistic and manageable.
- Ensure that all subject leaders have opportunity to monitor the quality of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve **well** overall at Paddock School, and regularly reach, and sometimes exceed the targets set for them.

Main strengths and weaknesses

- Children achieve very well in the Foundation Stage as their needs are identified swiftly, and programmes devised and modified carefully to match those needs; the exemplary practice of the nursery nurses is a strength that helps all children learn most effectively.
- The good quality provision for developing the pupils' literacy and communication skills ensures they access other subjects more readily as a result.
- Pupils achieve well in mathematics; the consistently good teaching ensures that pupils learn effectively and apply their knowledge to practical life skills.
- Standards in ICT are unsatisfactory as the subject is not developed systematically across the curriculum.
- Achievement in science, art and design, design technology and physical education is hindered by unsatisfactory aspects to the accommodation.

Commentary

1. The school is able to demonstrate clearly the pupils' achievements, through maintaining systematic records of what they could do when they first started, and by recording key milestones in their learning and achievements over time. Teachers and support staff, alongside senior staff, make careful observations, and recognise when the pupils have reached their targets and identify new targets efficiently. These strategies reflect the effectiveness of senior management in tracking pupils' achievements and progress, and in taking action where appropriate to ensure pupils make the progress that could be realistically expected for their individual needs. The good quality assessment procedures assist further towards ensuring that pupils are achieving. There is much evidence from the pupils' records, photographs and videos of how they achieve, and examples of progress over time, linked directly to their targets. Staff have a very thorough knowledge of their pupils and this ensures an appropriate focus on raising standards further.
2. Trends in standards indicate that pupils achieve well even though the pupils referred to the school have increasingly complex and challenging learning difficulties.
3. Children in the Foundation Stage achieve very well. They are assessed rigorously in order to identify individual learning needs, and activities are matched closely to those needs. All adults know the children thoroughly and therefore understand what they must do to assist in their learning. As a result, the children achieve very well in all areas of learning with the exception of their physical development. This is hindered by the lack of appropriate outside space; however staff work hard to overcome these obstacles and minimise the impact on learning and standards.
4. Pupils achieve well in their literacy and communications skills; activities are modified appropriately and the good teaching overall ensures that pupils learn effectively and develop a genuine desire to communicate with others around them.
5. Pupils achieve well in mathematics as the curriculum is planned coherently to develop and use mathematical skills in a variety of practical situations. Pupils therefore learn the purpose and value of mathematics in every day situations and grow in confidence and independence. They learn for example the relevance of using money, learning to tell the time, and the purpose of

sharing as equally as possible. This practical emphasis is developed systematically as they move through the school, and older students use this knowledge appropriately in every day contexts.

6. Pupils' achievements are satisfactory overall in science. The lack of specialist science facilities, resources and accommodation restricts the learning opportunities and consequently the pupils' rate of progress and achievements over time. Classrooms are often cramped and have no facilities or proper storage for their enquiries and investigations. Their achievements are compromised by unsatisfactory accommodation that in turn limits what type of investigations and practical scientific investigations they can pursue.
7. Pupils' achievements are unsatisfactory in ICT as their skills are not developed systematically across the curriculum. Resources and equipment are limited, old and worn in many instances. Technology for developing the pupils' communication skills is underdeveloped and there are missed opportunities for further learning as a result.
8. The weaknesses in accommodation, facilities and resources for art and design, design and technology and physical education mean that pupils work in cramped areas that are not designed for their wide ranging needs. Some pupils who are wheelchair users are often squashed into areas whereby they are unable to move adequately or take part fully in the lessons. This in turn restricts their involvement in lessons.
9. Students post 16 achieve well overall. They achieve very well in their personal and social skills and the strong emphasis upon encouraging independence ensures that students have many opportunities to show initiative, make choices and take responsibility.
10. Pupils with more complex and challenging learning difficulties achieve well overall. This is because the school has suitably detailed and practical individual education plans matched closely to their needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**, as is their personal development. The school develops the pupils' spiritual, moral, social and cultural values very effectively. Attendance and punctuality is satisfactory.

Main strengths and weaknesses

- Most pupils have very good attitudes and behaviour in the classroom that help them learn effectively.
- Pupils are very well behaved in the dining room, around the school and when off site.
- Pupils' personal development is very good; they grow in confidence and maturity over time.
- The provision for pupils' spiritual, moral, social and cultural development is very good and helps them understand important skills and values for life.
- A very small minority of parents are not proactive in ensuring that their children attend school regularly.

Commentary

11. Pupils behave very well in lessons and around the school. For example, in an assembly for post 16 students, they were observed to listen carefully to the various year group presentations. They were respectful and courteous to others.
12. Teachers have high expectations of the pupils' behaviour and very good behaviour management systems are in place and are implemented consistently across the school. This provides a high level of stability in the school and it is clear that day to day behaviour management and control is very much a team effort involving teachers, classroom support assistants, and other adults.

Children in the Foundation Stage achieve very well in their personal and social education, learning that they are an important part of a group from the earliest stages of school life.

13. Although there is at present no school council, older students are given a wide range of opportunities to develop their personal skills through frequent visits into the community. These opportunities enhance both the curriculum and the pupils' social skills and development. Many other very good opportunities are provided for pupils to take responsibility for their own standards of work and for presenting very good attitudes and behaviour in their everyday school life.
14. All pupils attend daily acts of collective worship and those observed during the inspection included short prayers and very good elements of spirituality created through music and poetry. These activities helped the pupils' concentration and in turn, developed greater awareness of their surroundings. Pupils have many opportunities to practise and develop their social skills both in the classroom and during the lunch break when, for example, most secondary pupils are in the school dining room. The wide range of visits outside school also provides pupils with many opportunities to meet the general public and to enhance their self-esteem and independence. Pupils and students communicate clearly their enjoyment of school life, both verbally where possible and in their very positive responses in lessons, and to adults throughout the school day.

Example of outstanding practice

An excellent example of the growing confidence of the students was observed in one magical moment when a small group of post 16 students were rowing part of the Oxford and Cambridge University boat race course on the Thames with two qualified instructors and their teacher. A very experienced crew of oarswomen started to overtake the Paddock crew on the Surrey side of the river, heading towards Mortlake. However, with hardly a word from the instructors, the enterprising students from Paddock put in a wonderfully instantaneous spurt in a very valiant effort to come back on terms with what they perceived to be a rival crew. The provision of this excellent opportunity for personal development and confidence building was judged to be outstanding. This example indicated the very creative use of links with the local community, very high expectations of teachers, and thorough preparation for students in making the most of their learning.

15. The consistently implemented behaviour management system and regular lessons in PSHE provide all pupils with a very good moral framework to which they respond very well. The many local visits into the community provide pupils with a wide range of cultural experiences and these are further enhanced through subjects such as music, art and ceramics.
16. The overall attendance at the school is satisfactory when compared to similar schools and most pupils arrive to school on time. A small minority of parents does not support the school in helping to ensure that their children attend regularly and promptly and, as a result, a few pupils have poor attendance and their rate of progress is hindered.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	11.8
National data	11.5

Unauthorised absence	
School data	0.2
National data	0.2

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Please note following data to be confirmed precisely with the school

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	32	0	0
White – Irish	3		
White – any other White background	1		
Mixed – White and Black Caribbean	4		
Mixed – any other mixed background	1		
Asian or Asian British – Indian	6		
Asian or Asian British – Pakistani	4		
Asian or Asian British – Bangladeshi	5		
Asian or Asian British – any other Asian background	5		
Black or Black British – Caribbean	8		
Black or Black British – African	7		
Black or Black British – any other Black background	3		
Any other ethnic group	11		
No ethnic group recorded	5		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides **good** quality education for its pupils. The leadership and management of the headteacher and staff ensure there is an appropriate focus on raising standards further. The unsatisfactory aspects of the accommodation compromise the quality of education, with a lack of space, limited resources, and in some instances no proper facilities for learning.

Teaching and learning

Teaching is **good** overall and as a result, pupils learn effectively and **achieve well** over time. The good quality assessment ensures that work is well matched for the pupils' wide ranging needs. Teaching, and learning are very effective in the Foundation Stage, and good in Years 2 to 9 and for students post 16. Teaching for older pupils in Years 10 and 11 is hindered by unsatisfactory resources, cramped accommodation and class sizes that are too large, and restrict the pupils' learning. These factors are a restriction to varying degrees in many parts of the school.

Main strengths and weaknesses

- Very effective teaching in the Foundation Stage leads children to achieve very well and make rapid gains in their learning.
- Good teaching in literacy and in developing the pupils' communication skills enables them to access other areas of learning more effectively.
- Good teaching in mathematics enables pupils to learn and use their mathematical skills practically.
- Very effective teaching in personal and social skills for students post 16 enables them to be as prepared as fully possible for life beyond school.
- Good teaching in science is hindered by unsatisfactory accommodation, lack of facilities and limited resources.

- Unsatisfactory teaching and learning in ICT and missed opportunities to develop the pupils' technology skills across other subjects of the curriculum; resources are old and not sufficiently well matched to the pupils' wide ranging needs.

Commentary

17. Teaching in the Foundation Stage is strong and effective. Teachers and nursery nurses work as a very efficient team, focused on the children's learning and achievements at all times. They are thoroughly well organised and know exactly what their respective roles and responsibilities are at any given time. No time is lost, and every minute used to support the children in their learning. The curriculum is planned meticulously and therefore children's skills developed systematically. Resources are used creatively to ensure that children relate to every day life experiences wherever possible. Children are assessed thoroughly on entry to the school, and this forms a clear benchmark and starting point to measure their achievements over time.
18. The quality of teaching and learning for profound and multiple learning difficulties (PMLD) and autistic spectrum disorder (ASD) pupils is good and, as a result, they achieve well. The scrutiny of pupils' records shows that small gains in learning are carefully recorded; from these, future individual targets are set. However, the school acknowledges that there is a need to develop assessment further by refining the P Scales (small steps of learning). Parental comments show how they value the meetings and frequent high quality contact with the school linked to their children's learning.
19. Individual education plans are of a high quality and those for PMLD pupils are very specific in the development of communication, physical skills, academic skills and speech and language. Recent training has increased the use of TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and PECS (Picture Exchange Communication Systems), but it was noticeable that some staff required further training in these techniques in order to gain more consistency in communicating with the pupils.

Example of outstanding practice

In a listening activity, taken by the specialist teacher for hearing impaired children, the excellent strategies included careful use of the voice, lively and animated expressions that helped children respond appropriately and gain further meaning, and excellent use of the resources such as chime bells, drums and shakers. Children responded impressively and listened for a sustained period due to the high quality teaching. All staff worked seamlessly in their quest to engage each child fully. Children managed to follow instructions, starting and stopping at the appropriate moments, and the teacher's excellent directions ensured they appreciated making an enormously loud noise followed swiftly by a quieter blend, moving to a moment of silence that was appreciated by everyone. The atmosphere was alive with energy and learning, and children were affected strongly by the subtle changes in sounds that impacted clearly on their own senses. The lesson ended in perfect stillness as the children's behaviour was so influenced by the activities. Huge amounts of learning had taken place in a very short space of time. The children's learning was most effective due to the strong team work, excellent strategies to encourage children to listen and outstanding use of resources.

20. The good teaching in English was characterised by effective use of props and objects to engage the pupils and draw appropriate responses from them in the process of reading stories. There were good and creative links to drama, and other subjects across the curriculum, for example PSHE and Religious Education (RE), as pupils with more complex learning difficulties acted out the story of the Good Samaritan from the Bible, followed the sequence of events accurately and were encouraged to show empathy for characters such as the victim in the story.
21. There were examples of good and very good teaching in mathematics. In a Year 6 mathematics lesson, work was clearly structured on the National Numeracy Strategy and thoroughly well planned. The teacher's excellent subject knowledge and excellent use of resources helped the pupils understand further the mathematical principles. Teaching was energetic and dynamic, and led to very good learning as the pupils developed systematically their grasp of numbers. Objects

were used most effectively as pupils could relate to them to gain further meaning to the overall purpose of the lesson.

22. Students post 16, working towards their bronze ASDAN accreditation in tutor time, were given much time and scope to organise themselves, discuss their ideas and find the necessary equipment and resources for the lesson. Teaching strategies ensured that students had just the right amount of support. This led to the students achieving maximum independence and learning in their personal and social skills. There was an impressive level of mature and adult discussion about their experiences, for example of respite care, and their views on the quality of food!! Teaching enabled much appropriate, mature and adult behaviour throughout the lesson.
23. The overall good teaching in science is often hindered by cramped space, a lack of specialist facilities and limited resources. In turn, these weaknesses hinder what is taught, and restrict the quality of scientific enquiry and investigations. Although teachers do their best to minimise the negative impact, these factors clearly impact on the pupils' achievements and learning both in lessons and over time.
24. The unsatisfactory teaching in ICT is characterised by missed opportunities to use those skills in other subjects across the curriculum, and limited use of technology to extend the pupils' communications skills. The old and worn software and hardware only exacerbate this weakness, and coupled with a lack of clear direction and strategy to develop the subject, mean that teachers struggle to develop systematically the pupils' ICT skills. The limited accommodation only serves to compound the problems and overall, pupils' learning and achievements are hindered.
25. In otherwise satisfactory teaching for older pupils, the large groups and cramped accommodation meant that some were unable to learn and achieve as fully as they might. In some instances, wheelchair users could hardly move and therefore could not take part actively in the lessons.
26. The activities designed to include Paddock School students at a nearby college are very effectively organised and ensure that they are included fully. The teaching and learning in these contexts makes a strong impact on the students, and in particular their confidence, maturity and self esteem.
27. The school has good procedures for tracking and monitoring the pupils' academic progress. Adults, including teaching assistants, nursery nurses and other support staff, are able to give a clear account of individual pupil's achievements and progress over time. The school is working systematically to develop and refine the "P" scales- small steps for pupils with more severe learning difficulties, and these are being used effectively to set targets and measure small gains in learning. Individual education plans are reviewed regularly and progress against those targets is revised systematically. The headteacher and senior managers are very aware of individual pupil's achievements and their rate of progress. As a result, they are able to have an informed discussion with staff about the relevance of targets, and check how well pupils are doing across the school at any given time.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3(7%)	11 (24 %)	22 (49 %)	8 (18 %)	1 (2 %)	1 (2 %)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is **satisfactory** overall, and very good in the Foundation Stage. The curriculum ensures that pupils develop their skills systematically as they move through the school, and there is a wide range of additional activities to enrich the curriculum. Unsatisfactory accommodation and limited resources hinder the overall quality of the curriculum.

Main strengths and weaknesses

- The very good quality curriculum for children in the Foundation Stage ensures they have a very positive start to school life.
- The good provision for students post 16 prepares them effectively for future life.
- The school provides a good range of extra activities that extend the pupils' learning and achievements.
- The ICT curriculum is unsatisfactory, and there are missed opportunities to develop pupils' ICT skills across the curriculum; technology is underused for developing the pupils' communications skills.
- Aspects of accommodation are unsatisfactory and limited resources hinder pupils' progress.

Commentary

28. The curriculum for children in the Foundation Stage ensures they are given a very positive start to school life and this helps establish very good work routines from an early age. There is a strong and highly effective team, whereby all adults work seamlessly to assist the children, thus enabling them to learn very effectively throughout the day. The children's individual and personal needs are attended to sensitively and discretely, whilst at the same time ensuring the focus remains firmly on their learning.
29. Provision for ICT is unsatisfactory with no clear plans to develop the pupils' ICT skills. This together with a lack of training, limited resources and underdevelopment of its use across the curriculum has a negative impact on pupils' achievements. Accreditation has been introduced for older pupils and post 16 students in the form of the ASDAN Youth Award Scheme, however, the school recognises there is scope to develop a wider choice of certification to help the pupils achieve and progress even further.
30. The curriculum for students post 16 is well planned and matched appropriately for their range of needs. It is particularly effective in developing their personal and social skills and in their understanding the principles of good citizenship. Provision for personal, social and health education, including sex and relationship education and attention to drugs and alcohol misuse, is good. The scheme of work has recently been developed and is having a very positive impact within the school on pupils' attitudes and behaviour. Careers education has been developed for older pupils with a clear careers programme with "Connexions" providing some useful support for the school.
31. The school provides pupils with a varied range of extra activities both within the curriculum and outside the school day. During the lunch hour there are varied and interesting clubs such as snooker, football, aromatherapy and aerobics. There are joint ventures and projects with other mainstream and special schools within the area, for example, an art project involving making masks with Year 6 pupils from a nearby local school, and a joint production of the play 'The King's Sneeze' with another local special school. Pupils and students go away on residential trips on a regular basis. Last year some pupils went on a school journey to the Lake District, and this summer post 16 students went to Butlins at Bognor Regis for their 5 day school journey. As part of their ASDAN accreditation students have the thrilling and exhilarating experience of rowing on the Thames every week under strict supervision from both school staff and rowing club experts. These and other activities provide pupils and students with many opportunities to develop socially, gain further independence and make choices of their own as they grow up.
32. Weaknesses in the curriculum provision are linked to the accommodation and the use of ICT. In one PMLD class there are nine pupils, and six of these are in wheelchairs. With the attendant

staff, movement is severely restricted and affects sensory type work such as drama and role-play activities. Insufficient thought has been given to developing and using ICT for communication. Much of the equipment in the school is old and unreliable. A good example of this is the interactive environment room, where some staff mentioned the regular failure of equipment. ICT is being used effectively to record achievement. Digital pictures and the associated annotated pupil profiles are very useful in illustrating learning gains.

33. The school does not have specialist facilities for science, art, design and technology or ICT. In these subjects the learning opportunities provided for pupils of secondary age are limited and this prevents them from achieving as well as they could. The hall, although large, is a thoroughfare to classrooms and the useable space is limited as the perimeter of the hall is also used for storage. The school does not have adequate storage facilities for the large pieces of specialist equipment it needs. Lessons are constantly disrupted as staff and pupils go from one side of the building to another and this has a detrimental effect on pupils' concentration. Outdoor play areas are too small. They do not enable staff to provide a good range of physical education activities and there is not enough space for pupils to play at break or lunch-times.
34. Classrooms for primary and secondary age pupils have significant limitations in many areas. They are too small in parts of the school, and not designed for their current purpose or school's requirements. Staff have difficulty providing effective support for some pupils and students during lessons because movement around the small classrooms is restricted and there is not enough space for students to move away from the group to undertake independent work or to use computers. This restricts their opportunities to develop independent learning skills. The small size of the classrooms also restricts the opportunities that can be provided for students who require wheelchairs or other seating equipment, to join others for activities. The library accommodation is unsatisfactory. However, the school does have a music room, which was originally the art room, and a flat which has a large kitchen / dining room, a sitting room and a bathroom. Although these facilities are used appropriately the overall limitations of the accommodation continue to hamper the school's development.
35. There are enough suitable resources to support pupils' learning in all subjects of the curriculum except information and communication technology. The school does not have enough computers and the range of computer software available in each subject area is unsatisfactory. The amount of equipment and specialist software that is available to support the development of pupils' communication skills is inadequate. In music there are a very good number of high quality musical instruments. The development of resources has been well considered to meet pupils' needs and provide opportunities for a wide range of activities.

Care, guidance and support

The procedures for child protection and welfare are **very good** as are the procedures for supporting and guiding pupils, through monitoring their personal and academic progress. The outcomes are used very effectively to provide a wide range of relevant support, advice and guidance. The procedures for seeking and acting on students' views are good.

Main strengths and weaknesses

- Teachers and support staff know the pupils very well and ensure their personal needs are met sensitively and efficiently in order to maintain a sharp focus on the learning.
- Very good risk assessments take place in advance of school trips; this means the school undertakes some ambitious and exhilarating activities that impact very positively on pupils' learning.
- The school provides a very high level of support and guidance for pupils, using the assistance of a wide range of medical professionals most efficiently.

Commentary

36. Child protection systems and procedures are well established and the reporting person is known to all staff in the school. The school teaching and support staff are very well supported by a range of external agencies, and this provides a high degree of welfare support to individual pupils. During the inspection, a very good meeting was held with many professions represented, to discuss the progress of a pupil. Students' academic performance and personal development is monitored systematically both formally and informally by the school and appropriate steps are taken to identify any individual problems with a range of effective strategies which are well documented on the pupils' individual education plans. An excellent lesson from the hearing impaired teacher was observed during the inspection in which the children were engaged in a range of activities designed to enhance their listening skills and to develop their confidence and self-esteem.
37. In the classroom and around the school, teachers and support staff clearly know their pupils very well and they are quick to observe any personal difficulties exhibited and to take appropriate and remedial action. The school also carries out regular health and safety audits of the site and is very proactive when considering possible risks on external trips out of school.
38. Lessons in PSHE are used well to provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they perceive a range of issues. Pupils' personal development is further enhanced through the provision of both classroom and individual targets to which they are expected to work. A wide range of behaviour management strategies are in place and they are regularly reviewed and/or adapted to ensure that systems and procedures match each individual child's requirements. The school acknowledges pupils' and students' achievements through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. This practice is clearly a much valued and effective area of the school's promotion of students' personal development and self-esteem.
39. The very high level of child protection and welfare support to students at the school, together with the very good procedures for promoting pupils' personal development and well being, have a positive impact on their learning and self confidence and they are a significant strength of the school.

Partnership with parents, other schools and the community

Parents' views of the school are **very good**, as are the school's links with parents. The school's links with the local community and partner institutions are very good.

Main strengths and weaknesses

- A wide variety of information is provided for parents, and the school actively seeks their views.
- Parents are very well supported by the leadership and management, and there are strong networks socially and professionally; the school reaches out very well to all parents.
- The school utilises the community & other schools widely to support the curriculum.
- A few parents are justifiably unhappy with the quality of accommodation, limited resources and large class groups in some areas.

Commentary

40. The information provided by the school through the prospectus, the governors' annual report to parents and via regular and well designed newsletters is of a very high standard. Annual academic reports to parents are of a very good standard. There are two parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are generally well attended by parents as are the annual review meetings for each child's statement of special educational need. The progress made by children in the Foundation Stage, and elsewhere is captured on video over a period of time and this facility is very valuable during parents' evenings when teachers can highlight elements of significant child progress to parents. Copies of each child's video are made available to every parent and this is an excellent

provision, for them as a memento, and for the school as a milestone to measure progress over time. Occasional coffee mornings and workshops are also arranged for parents and these may be used to provide parents with the opportunity to speak to medical professionals or just to meet informally with key staff with the objective of developing the home/school partnership and in enhancing the potential of each child in the school.

41. The school also makes very good use of the local environment to enhance pupils' access to a wider range of activities. There is a good range of extra curricular clubs available, mainly over the lunch -time period. The school has good links with the local church and regular field trips are made to study the local environment. The school has very good links with the local South Thames College and students benefit greatly from their visits.
42. There are very close links with several local schools and places of work. For example, work placements have recently taken place at Fulham Football Club and at a local shoe shop and supermarket. Students maintain a useful diary of their work experience activities. Some previous students at the school now have jobs in the locality and are also able to travel independently from home to their place of work.
43. The school's links with parents and the community provides a very strong contribution to the pupils' and students' learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

The school has **good** leadership and management that ensure clear direction and purpose.

Management of the school is efficient and effective. The headteacher's leadership is good and there is a clear vision for the school and its future direction. The assistant headteachers have complementary skills to those of the headteacher and together they make an effective team. The governing body is led ably and governors rigorously hold the school to account for its work. The school's development plan is hindered by the unsatisfactory aspects of accommodation and limited resources for the wide age range of the pupils. Despite the best efforts of governors and senior staff, progress in this area has been slow.

Main strengths and weaknesses

- The headteacher and assistant headteachers provide good role models in their professional practice for others to follow; the senior management team are deployed efficiently.
- Governors have broad and relevant experience that helps the school; they both challenge and support its work effectively.
- The school has a systematic approach to monitoring its work and evaluating the impact of its actions.
- There is a strong emphasis upon including pupils in all activities, and in school placements elsewhere where possible in order to benefit the pupils' overall education.
- The monitoring of teaching and learning is not established securely for some subject leaders.
- The leadership for ICT is unsatisfactory and the pace of change is too slow in developing the subject.
- There is a very strong team spirit whereby staff work to the overall benefit of the pupils and students, taking a keen sense of pride in their achievements.

Commentary

44. The headteacher inspires and motivates staff, pupils and parents alike in striving for further improvement. The school has high aspirations for its pupils, and staff understand clearly what is expected. There is a strong and united team of people who work cohesively to the overall benefit of the pupils. Many staff work over and above their duties and take much pride in their work. The headteacher places considerable emphasis upon including all pupils in activities, and having the

best opportunities and access to meet their individual needs. This aim is hindered by the unsatisfactory aspects of the accommodation, and this means that some of the principles of equality of opportunity are compromised. Some pupils who are wheelchair users are barely able to move in the classrooms, and many older pupils do not have the benefit of appropriate resources and facilities for practical subjects in particular. Despite this, the headteacher is tireless in the drive to improve provision for pupils and students alike throughout the school.

45. The governing body are involved fully in shaping the school and its direction. They understand clearly the school's relative strengths and areas for further development. Governors ensure that their statutory duties are fulfilled and work hard to ensure there is an atmosphere that includes all pupils. Governors visit the school regularly and have a specific focus to their visits. This assists further when discussing aspects of the school's work, and enables them to ask more probing questions in the light of their own first hand evidence of the school and its workings. The governing body manage to achieve a healthy balance between support for the school, whilst at the same time challenging its progress.
46. There is a systematic cycle of monitoring the school's progress and tracking pupils' achievements over time. The headteacher and senior managers have a comprehensive overview of how well the pupils are learning, and what strategies must be deployed for further improvement. There are good opportunities for staff to continue their own professional development, and there is a very effective induction programme for new staff that provides strong support in their early days at the Paddock School. Financial management is effective and the chair of finance ensures a robust approach to all financial matters. The school applies the principles of best value for money in its decisions and seeks to ensure the very best deal for pupils, in order to make the most of the relatively modest and limited resources available. The day to day financial management is sound. The recommendations made in the recent auditors' report have been implemented fully. The procedures for ordering, receiving and paying for supplies are secure. Records are well kept and best value is carefully considered when making major purchases. The administration support is efficient and effective, and staff create a warm, welcoming atmosphere on arrival at the school that adds much to the school's very positive ethos.
47. Some subject leaders have not had the opportunity to monitor the quality of teaching and learning in their areas of responsibility. Many are relatively new to their posts, though some who are more established are yet to fulfil this aspect of their roles. They have limited awareness of the quality of teaching and its impact on standards and learning in their respective subjects as a result. The leadership for ICT is unsatisfactory as expectations for improvements have been low and the pace of change too slow. Whilst resources are limited, there is yet to be a clear plan for further improvement and the overall plan for the subject and its development across the curriculum is underdeveloped.
48. The headteacher's leadership has a clear and positive impact on the school. Senior staff and governors are working hard to secure improvements in the school's facilities and accommodation, though the current review of special education more widely across the local education authority means that the future direction of the Paddock School is part of a bigger overall picture. Governors are working with great tenacity for improvements in the accommodation, and seeking support and clarity from the local education authority about the future shape of special schools across the area.
49. The leadership and management have developed a very positive atmosphere for learning. All adults', pupils' and students' contributions are valued and respected. There is a high level of care and consideration for individual pupil's needs and much dignity and sensitivity ensured throughout the school day. These values are embedded throughout the school. There is a strong sense of team work and effort from staff that impacts on the pupils, and staff take pride in their work and in the pupils' achievements.

50. The school is managing particularly well through a time of significant bereavement and this indicates further the strength of relationships, team work, support and consideration shown to one another.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1161077.32
Total expenditure	1223294.32
Expenditure per pupil	12897.83

Balances (£)	
Balance from previous year	64217
Balance carried forward to the next	71117

(Carry forward is identified for specific improvements linked to current priorities including accommodation)

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

*Throughout the following commentary, overall judgements are made in relation to the provision for each subject. Within this context **provision** refers to the effectiveness of teaching and learning, the curriculum, the resources and accommodation and any other significant aspects.*

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very effective**. Children are given a very positive start to school life and develop very good routines and work habits from an early age. All children starting at the school have a wide range of very complex learning difficulties. Their individual needs are assessed swiftly and targets identified for future learning. These are precise, measurable and small enough to note progress clearly over time. Children achieve very well because of the high quality teaching that impacts strongly on their learning. The nursery nurses working in the Foundation Stage demonstrate exemplary practice and make a very significant contribution to the overall quality of the provision. Their energy, good humour and infectious enthusiasm are hugely positive features. Their efforts are extremely successful, as they seek to encourage, support and challenge the children, whilst showing great sensitivity and care for their personal and social needs. The high quality provision for children at this stage of their school life has enormous benefits to them as they move through the school. Parents establish a very positive rapport with staff from the earliest opportunity, and this develops from strength to strength as their children grow up. Staff know the children thoroughly and understand their specific and very individual and complex needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good

Main strengths and weaknesses

- Teaching ensures that children are encouraged to become as independent as possible within the limitations of their special needs.
- The very good relationships between children and adults, established from a very early age mean children are at ease at school, enjoy their learning and are willing to learn and cooperate, thus promoting further their social and emotional development.

Commentary

51. The teacher and nursery nurses create an excellent atmosphere for learning, setting clear expectations and appropriate routines from the very beginning of school life. From the very start of the school day, children learn that they are an important, special and valued member of the group. They are welcomed warmly and with genuine joy and affection by all staff as the children learn to recognise their own names and greet one another. This routine sets a very positive tone to the day and ensures that children listen carefully to instructions and expect to be involved in the day's activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good

Main strengths and weaknesses

- The teacher and nursery nurses ensure there is a strong emphasis upon developing the children's language and communication skills. Every opportunity is taken to engage the children, look for their responses and note their preferences.

- Parents are helped with strategies that promote their children's language and communication skills. The high quality home/school diaries provide much relevant and useful information about the children and their experiences both at home and school. This helps parents to talk with their child at home about the school day, and in the same way, the school is able to talk more knowledgeably to the children about their life at home.

Commentary

52. The curriculum is planned carefully to ensure many opportunities are created for the children to communicate and use language with one another and adults. The teacher and nursery nurses are meticulous in their observations of the children and how they communicate, and note carefully the children's responses.
53. Children listen to stories, and thoroughly enjoy the dramatic use of props to imitate wind, snow, rain and sunshine. They listen attentively for sustained periods of time, for example in the listening sessions using untuned percussion.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good

Main strengths and weaknesses

- There is very good provision for children's mathematical development that is linked coherently to other subjects across the curriculum.
- Children are encouraged successfully to use their mathematical knowledge in practical contexts wherever possible.

Commentary

54. The day to day timetables and routines are very well organised and assist the children's sense of order, sequence of events and time. They are helped to recognise the beginning and endings of sessions, and staff work systematically to ensure children understand changes, moving from one activity to another, and in getting ready, for example for snacks, lunch, assembly or playtime. Timetables are displayed clearly using signs and symbols. These and other strategies help the children make sense of their school day. Children use ICT equipment and mathematical programmes effectively to assist in their recognition of numbers and objects. They sing number rhymes and songs with actions that help further in their mathematical understanding and the purpose of numbers. During the school day, staff take every opportunity to include the children in counting for a purpose.
55. Teaching is very effective in developing the children's mathematical vocabulary. There are many resources adapted for the children to use and explore, and daily routines are used most appropriately to develop further the children's mathematical vocabulary such as more, and less, full and empty.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good

Main strengths and weaknesses

- Children have very good opportunities to develop their knowledge and understanding of the world that relate directly to their own understanding.

Commentary

56. The classroom is organised very effectively to encourage the children's wider understanding of the world. Photographs are used very effectively to link children with their own experiences and families, for example by looking at themselves when they were younger within the context of their friends and families.

57. There are many opportunities for children to show curiosity, develop an awareness of change and understand their own and other cultures. They celebrate special days through the year and use different artefacts and objects to assist their understanding. Children understand the importance of health and hygiene, for example in washing hands before touching food and wearing aprons. The classroom has many interesting resources that help children explore their world further.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory

Main strengths and weaknesses

- Teaching is very good but the children's learning is hindered by the very limited outdoor space for physical activities.

Commentary

58. Children are helped to move as independently as possible and to negotiate their own space where realistic. The teachers and nursery nurses are very skilled in helping less mobile children to gain a sense of movement and freedom. The cramped space outside the classroom means that children are unable to use wheeled bicycles appropriately and there is limited space for any large apparatus. Although they have regular times outside the class, the purpose and productivity of such times is inevitably restricted by the unsatisfactory accommodation and lack of proper facilities to extend their physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is very good

Main strengths and weaknesses

- Children are encouraged successfully to explore a wide range of materials, including paints, brushes, rollers and sponges.
- The high quality listening opportunities develop a strong sense of creativity as children join in with musical activities.

Commentary

59. Children become totally absorbed in the creative activities provided. The very good organisation ensures that children explore for themselves as far as possible. They use instruments appropriately and realise how sound can be created through banging, shaking strumming and blowing. They take part readily in songs, rhymes and tunes. Children take part readily in activities such as painting, rolling, printing and sticking to make pictures, models and images of themselves and other familiar things.

SUBJECTS IN KEY STAGES 1, 2 ,3 and 4

ENGLISH AND A MODERN FOREIGN LANGUAGE

Lessons in English were seen in all year groups. Inspectors looked at pupils' work and held discussions with staff and pupils. One lesson was seen in French for pupils in Key Stage 3 and a Post 16 Spanish lesson was observed. However there was insufficient evidence to make judgements on provision in a modern foreign language.

Pupils have very good opportunities to learn some basic skills to speak another language. Students post 16 demonstrated impressive conversational skills in Spanish, whilst following instructions to make a Spanish omelette. The school ensures this provision is both relevant and realistic for the level of the pupils' special educational needs.

English

Provision in English is good

Main strengths and weaknesses

- The co-ordination of the subject is good and ensures that the subject is developing well.
- Pupils' reading skills are developed well throughout the school, and older pupils and students achieve very well in their literacy; as a result, they are able to access other subjects more readily.
- Target setting is precise and measurable, and the good strategies for assessment are having a very good impact on the pupils' achievement as work is matched closely to their wide ranging needs.
- Teachers and teaching assistants in the majority of literacy lessons work effectively together so that the teaching is good overall, and in some lessons very good.
- Communication aids for pupils with PMLD are underdeveloped.
- There is insufficient use of ICT in English.

Commentary

60. Pupils' achievement and progress in English is good overall. The achievement and progress for pupils with PMLD is good, however, there is insufficient use of electronic aids and ICT. Achievement and progress for pupils with ASD is in line with other pupils. Accreditation, in the form of ASDAN Youth Award Scheme for Year 11 pupils and post 16 students, could be extended further to give the pupils and students an even wider choice of certification.
61. Speaking and listening is good throughout the school with all pupils very anxious to engage visitors in conversation and take part in lively and informative discussion within lessons. In lessons which were good or very good pupils listened attentively to staff, and even pupils with speech and language difficulties were eager to express their views and opinions verbally. In these lessons PECS and Makaton signing was used consistently, however, this was not always the case particularly for some Year 7 to 9 pupils. Achievement in reading is good for younger pupils and progress and achievement improves as pupils move up the school. Years 10 and 11 pupils and post 16 students were very anxious to read in class, enjoying the books they chose to read and demonstrating their skills in assemblies by presenting their best achievements of the week such as 'Rowing on the Thames' and 'Visiting a recycling plant'. Achievement and progress in writing is satisfactory for all pupils, however, more use of ICT in all classes would be beneficial.
62. In Years 1 to 9 teachers are following the National Literacy Strategy effectively. This has been very well adapted under the guidance of the co-ordinator to suit the many and varied needs of the pupils. Assessment and target setting are strong and consistently applied. Each pupil has their own individual education plan (IEP) which is concise and clear and is regularly reviewed. In addition pupils' targets are discussed and decided with them where

appropriate. Pupils with English as an additional language are making progress in line with other pupils in the school including those in the early stages of learning to speak the language.

63. The co-ordinator, appointed one year ago, has worked hard and succeeded in developing a shared vision for the improvement of teaching and learning. There has been rigorous tracking of standards including systematic monitoring of lessons and curriculum planning.
64. During the week of the inspection teaching and learning within the classrooms were often good or very good, with the very small minority of unsatisfactory teaching being confined to some temporary staff. A particular strength was the pace of lessons and the very good relationships between pupils and staff. Praise was used frequently to motivate pupils and support staff were, in the main, well placed to assist pupils when necessary. As pupils arrived in the morning staff were on hand to assist pupils in working through their IEP targets, taking them out of class when necessary for additional sensory or communication support.
65. Improvement since the last inspection has been good, Year 3 to 6 pupils are achieving better than previously. The subject contributes well to pupils' social, spiritual, moral and cultural development.

Language and literacy across the curriculum

66. There is some good practice of literacy being planned well across other subjects of the curriculum. For example, during a Year 6 geography session, pupils were describing their decomposing leaves as crunchy, flaky, squashy and crackling. During an art session pupils were looking at the faces they had drawn and discussing the different coloured eyes and hair. In a post 16 lesson on the environment, students read instructions accurately for making compost and understood the importance of reading and books to research their work more fully.

MATHEMATICS

Lessons were seen in all year groups. Inspectors looked at pupils' work and held discussions with staff and pupils.

Provision in mathematics is good

Main strengths and weaknesses

- A consistently good standard of teaching.
- A practical curriculum with work well matched to the pupils' ability.
- Assessment has improved significantly.
- The use of ICT is unsatisfactory; it is rarely used to support learning.

Commentary

67. Throughout the school pupils achieve well and make good progress with their learning. The weaknesses identified at the last inspection have been fully addressed and improvement since then has been satisfactory.
68. The school has used the framework of the National Numeracy Strategy effectively to develop a good scheme of work. Teachers plan their lessons carefully, and wherever possible incorporate practical tasks to stimulate and reinforce learning objectives. For example, high quality teaching in Year 6 reinforced learning by using a tactile approach. Pupils really enjoyed singing 'Ten Green Bottles', handling cardboard models of the bottles and counting vociferously as they gradually disappeared. There was an excellent rapport between the teacher and the pupils. Accreditation for older pupils is through ASDAN, but there are a few higher attaining pupils who could be extended more and take entry Level GCSE. The use of mathematical skills in other subjects was

observed in several lessons; for example counting in French and the use of visual timetables to sequence events during the day.

69. Teaching assistants make a very good contribution to lessons. They know the pupils well and are confident when working with small groups.
70. Assessment procedures are good and the tracking of pupils' progress is developing well and is now more rigorous. However, the school acknowledges that further refinement of the P Scales is required. Tasks given to pupils with PMLD and ASD are structured well and any small gains in learning are noted. In this respect, good examples were seen where the digital camera was used successfully to record the achievement of PMLD pupils. However, ICT is not being used enough to support learning in mathematics; it was rarely seen being used during the inspection.
71. The management of mathematics is satisfactory. Staff are well trained, have a secure subject knowledge and are confident when teaching the subject. There are some difficulties caused by the accommodation, which have not been addressed and have an impact on pupils' learning. For example, small classrooms restrict individual workspace for ASD pupils. Although teachers' planning is checked and there has been a significant improvement in the curriculum, the co-ordinator has not yet begun to monitor the quality of teaching.

Mathematics across the curriculum

72. There were many good examples where mathematics is used across the curriculum in practical and relevant situations. Pupils count items for snacks, weigh and measure ingredients for recipes and learn to understand different times of the day. In history, some pupils are realising the concepts of before and after in terms of events, and older students understand the idea of time and sequencing actions, for example as they gathered items for making compost, and knew that their experiments would have to take time in order to change in their composition.

SCIENCE

Lessons were seen in Years 3 and 4 and in Years 10 and 11. Inspectors looked at pupils' work and held discussions with staff and pupils.

Provision in science is satisfactory

Main strengths and weaknesses

- Teaching and learning is good for pupils in Years 3 to 6 and they achieve well.
- The subject plans for pupils in Years 1 to 6 are good.
- Students over sixteen achieve well and their learning is recognised through accreditation.
- The subject is well led and managed.
- The accommodation for science is inadequate for pupils in Years 7 to 11 and students over sixteen.
- Computers are not used effectively to support learning for pupils of all ages and for students.
- Pupils in Years 10 and 11 do not have opportunities for their learning to be accredited.
- Pupils' achievement is not always recorded in a way that identifies what they know and can do.

Commentary

73. The learning opportunities provided in science, teaching and pupils' achievement are satisfactory. The curriculum has been improved since the last inspection but the accommodation remains unsatisfactory and prevents secondary age pupils and students post 16 from achieving as well as they could.

74. The achievement of pupils in Years 1 and 2 is satisfactory but they are not being taught in a way that fully reflects their needs and this is restricting the amount of progress they can make. Activities are not always planned to take sufficient account of pupils' autism and they have difficulty participating when activities are provided for the whole class or when they are given too many stimulating resources at the same time. Teaching methods, such as TEACCH are being used appropriately and the class teacher has already recognised that the use of these strategies needs further development. Subject plans, although good for pupils in Years 1 to 6 need adapting so that the learning outcomes and expectations are better matched to the needs and abilities of the autistic pupils currently in Years 1 and 2.
75. Pupils in Years 3 to 6 achieve well because the school has implemented the nationally recommended guidance and adapted it appropriately for the pupils' individual needs. These ensure that pupils have opportunities to build on past experiences and they provide good guidance for teachers when they prepare lessons. The achievement of pupils in Years 7 to 11 is satisfactory rather than good because the lack of specialist accommodation restricts their learning. Teachers work hard to ensure that pupils have a satisfactory range of experiences but elements of the curriculum cannot be adequately taught in the classroom. Pupils do not have the opportunity to learn within a scientific environment or learn how to use and select equipment and their opportunities to develop investigation skills are limited. There are no opportunities, other than the small amounts of science work completed as part of the ASDAN Transition Challenge, for pupils in Years 10 and 11 to have their learning recognised. The lack of specialist facilities means that the school is currently unable to offer accredited courses such as the entry level GCSE. Students over sixteen achieve well. Learning opportunities are well planned as part of the ASDAN bronze or silver award scheme which enables their achievement to be recognised. However, there are no opportunities for them to gain qualifications in other accredited courses and higher attaining students are not always sufficiently well challenged. There are not enough opportunities for pupils of all ages or for students to use computers to support their learning and the range of science software available in the school is unsatisfactory. This is limiting pupils' opportunities to undertake research and to work independently.
76. Teaching and learning is satisfactory. Lessons are generally well planned and there is a good emphasis on promoting pupils' communication and personal development because the targets in their individual education plans are carefully considered when lessons are prepared. However, the learning outcomes are not always matched well enough to individual needs and this is reflected in the high levels of support that many pupils need to complete tasks. Systems for checking what pupils have learned are satisfactory. Teachers make a good number of records about pupils' responses in lessons but these do not focus sufficiently on what has been achieved. It is often clear that the pupil has enjoyed a lesson or has worked hard but it is not clear if they have learned what was taught. This limits teacher's ability to plan the next steps in learning and to promote better achievement.
77. Leadership and management of the subject are good, within the roles and responsibilities that have been delegated. A good plan has been established to develop the subject further and there has been good improvement made to the curriculum. The priorities identified in the development plan are appropriate and have been established as a result of a subject audit and the checking of teachers' plans and pupils' work. However, the co-ordinator has not had the opportunity to observe teaching and does not have enough information about how effectively plans are translated into learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

One lesson was seen in information and communication technology. Inspectors looked at pupils' work and held discussions with staff and pupils.

Provision in information and communication technology (ICT) is unsatisfactory

Main strengths and weaknesses

- Good use is being made of digital photography to record achievement.
- Teachers are making satisfactory use of ICT for lesson planning.
- Computers have been networked, but many are old and require replacing.
- ICT is not used enough for communication with PMLD and ASD pupils.
- Pupils' achievement is unsatisfactory and their skills are weak.
- The planning of the curriculum is unsatisfactory and ICT is rarely used to support learning in the different subjects of the curriculum.

Commentary

78. Throughout the school, pupils' achievement in ICT is unsatisfactory and they are not achieving the standards they could. Many of the weaknesses from the last report have not been addressed and the pace of change has been too slow.
79. There has been limited improvement in the development of this provision since the last inspection. Insufficient attention has been given to developing ICT; the result is that pupils do not have enough access to computers. Currently there is no scheme of work and no structured approach to using ICT. Evidence from the work scrutiny and conversations with teachers indicates that teaching over time is unsatisfactory. Whilst teachers use a symbol vocabulary for planning and to make worksheets, it is rarely used by pupils.
80. In a good lesson, Year 12 pupils were using a digital camera as part of their ASDAN module of work. They posed using a variety of props; for example, a wig, hat and football, and took turns taking pictures. The higher attaining pupil knew how to plug the digital camera into the computer and likened the lens of a camera to the lens in his eye. A great deal of enjoyment was evident after printing their pictures and discussing the results. This was one of the few instances during the inspection when computers were used successfully to support pupils' learning. Much of the equipment is old, and the Internet is very slow, which does not encourage staff to use it. Pupils having the most significant needs are missing opportunities to improve their communication skills. The 'Big Mac' is much in evidence, but there is an absence of other hardware and software to help pupils with ASD and PMLD to communicate better, for example, touch monitors, concept keyboards and voice-activated software.
81. The management of ICT is unsatisfactory. The school has not planned carefully enough to develop the curriculum provision and train staff. As a result, access to the technology, which can really motivate and inspire pupils, is not being utilised effectively to support learning.

Information and communication technology across the curriculum

82. The use of ICT across the curriculum is unsatisfactory and there are missed opportunities to develop the pupils' technology skills as a result. There is insufficient emphasis upon planning and using ICT as an integral part of the pupils' learning, and their skills are developed in an erratic and uneven manner.

HUMANITIES

The evidence gathered in history and geography was too limited to make overall judgements. Religious education is not reported in full as the timetable did not allow sufficient observations of the subject during the inspection. Religious education is therefore sampled.

Commentary

83. There are strong elements of multi faiths taught. Visitors to the school make a positive contribution to the pupils' learning. Religious festivals are celebrated. The teaching observed in

Religious education was good. Religious education is taught throughout the school and there is a collection of useful evidence in the form of written work and photographs in the pupils' files as a record of their achievements. Pupils clearly learn about a wide range of faiths. The policy documents, planning and schemes of work are relevant and are currently being reviewed and revised.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Creative, aesthetic, practical and physical subjects

One lesson and one part lesson were seen in art and design, and one part of a lesson was sampled in food technology. There was not enough evidence to report fully on curriculum areas for art and design, music, design and technology and physical education, therefore these subjects were sampled.

Commentary

84. In art and design, Year 6 pupils enjoyed their art lesson. They were taking turns, looking in the mirror, then selecting different materials such as wool and coloured paper to make a face. Sound teaching ensured that the planning was linked to their experiences in other subjects, for example, materials and their properties in science, and sorting materials and patterns in mathematics.
85. In food technology, Year 11 pupils took turns in chopping mushrooms and tomatoes for the pizzas they were making. Good language development was taking place in this lesson. One pupil said, "It needs cooking now, it will not be nice raw". The pupils were very well supported by all adults and worked satisfactorily in small groups.
86. Planning is satisfactory. However, the school does not have the facilities to offer older pupils the type of experiences they would receive in mainstream. There are no workshop facilities for design and technology, therefore, work in resistant materials does not form part of the curriculum.

Music

Only two lessons were observed during the inspection. No judgements have been made about teaching and learning and there was insufficient evidence on which to base secure judgements about pupils' achievement over time.

Main strengths and weaknesses

- Learning resources in music are very good and include specialist accommodation.
- Pupils have been involved in a very good range of musical activities outside school.

Commentary

87. Evidence from pupils' reports and discussions with the temporary co-ordinator indicate that because of the experiences they have had in the recent past, pupils, particularly those capable of higher attainment, have developed a very good repertoire of musical skills.
88. Pupils have had very good opportunities to take part in a wide range of musical activities both in the classroom and in the local and wider community. The school has been an active participant in local music festivals and there have been a good number of visiting musicians. The school has also had very good contact with a school in Yorkshire which has enabled older pupils to travel and to work with pupils from another school. Pupils' opportunities to learn are extended further by good opportunities for them to take part in ability focused music club every lunch time. This ensures that learning and experiences are relevant to their needs.

89. The co-ordinator, who is new to the post, and temporary, has established a good programme of learning for the autumn term which is linked effectively to the topics that are being studied. For example, music lessons for pupils with more complex needs are based on Macbeth. The national guidelines for music are being used effectively to plan for pupils' learning over the longer term and this will ensure that they have suitable opportunities to cover all the required elements of learning and to build on past experiences.
90. Learning resources for the subject are very good and have been very well developed over a considerable period of time. Pupils have good opportunities to experience using a wide range of different musical instruments but use of information and communication technology is unsatisfactory. The school is currently using the specialist art room as a music room, which means that learning in art, including the opportunity for pupils to follow the entry level GCSE course, and opportunities for pupils to use the kiln are severely limited. Music has been a central and vibrant part of the school's life over time.

Physical Education

Only two lessons were observed during the inspection. No judgements have been made about teaching and learning and there was insufficient evidence on which to base secure judgements about pupils' achievement over time.

Main strengths and weaknesses

- The school makes good use of the local community to enhance pupils' learning.
- The accommodation for physical education is unsatisfactory.

Commentary

91. Photographic evidence indicates that pupils of all ages are involved in a suitable range of learning opportunities. These are enhanced by the use of community facilities and enables pupils to take part in sporting activities with other special schools locally. The subject plans are satisfactory but have not been reviewed for some time. They ensure that all the relevant elements of learning are covered and teachers adapt them to reflect the needs of pupils in their groups so that pupils have satisfactory opportunities to achieve.
92. The accommodation is unsatisfactory and limits the quality and type of activities that can be provided for pupils. The hall, because it is used for the storage of large pieces of equipment and chairs, is cramped and staff and pupils interrupt lessons when they pass through to get to other parts of the building. Although teachers try hard to minimise the interruptions by using curtains to screen off areas learning is disrupted and pupils' concentration is affected. The outdoor areas are very small and not suitable for teaching games such as cricket, basketball or football and there is no grassed area for athletics but teachers do the best they can with the space available to them. The restrictions limit what pupils can learn, and therefore standards are hindered as a result.
93. Teachers use the community well to provide alternative facilities to support pupils' learning and the use of the local sports centre ensures that pupils have good opportunities to learn how to swim. Students over sixteen are taught how to use facilities such as the fitness centre and they improve their fitness and stamina by using equipment such as the rowing machines. This enables them to participate in activities such as rowing on the Thames. Opportunities such as these and opportunities to work with a professional coach make a very significant contribution to students' personal development, their self esteem and confidence.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Five lessons were observed during the inspection. Inspectors looked at pupils' work and held discussions with staff and pupils.

Provision in personal, social and health education and citizenship is good

Main strengths and weaknesses

- There are systematic opportunities planned for pupils to develop their personal and social skills.
- Pupils develop a growing understanding of the meaning of good citizenship as they move through the school.

Commentary

94. There is an appropriate and well balanced programme for developing the pupils' PSHE and citizenship skills. In addition, tutor times, snack and lunch times are well used to promote personal and social skills. The subject is well managed and led effectively.

95. Although there was limited first hand evidence of citizenship being taught, discussions with pupils and students provided useful additional evidence. Students by the time they leave Paddock have a growing sense of responsibility for themselves and others, and show considerable confidence and maturity in their behaviour and outlook on life. Many are realistic about the challenges they are likely to face and understand they have a part to play in helping people to understand their own personal difficulties. They make links and realise that people need one another to live and thrive, and understand the importance of making a contribution to one another's daily lives.

SUBJECTS AND COURSES FOR POST 16 STUDENTS

The provision for post 16 students is good

Main strengths and weaknesses

- There are good opportunities for students' learning to be recognised through accreditation.
- College links and opportunities for pupils to experience the world of work are good.
- Very good links with the community enhances students' opportunities to learn and contributes to their very good personal and social development and independence.
- Opportunities for students with more complex needs to join others for activities are limited because of inadequate accommodation.

Commentary

96. The learning opportunities provided for students over sixteen, teaching and achievement are good. This is similar to the findings of the last inspection.

97. The learning opportunities provided for students are good because they are based on the ASDAN modules of work. This enables students' learning to be recognised through accreditation. The modules are relevant to students' needs because there is a good emphasis on the continued development of their basic skills in literacy and numeracy and on developing their personal qualities and their independence. However, there are no opportunities for their learning to be recognised through higher levels of accreditation such as the entry level GCSE. This means that the most able students are not always sufficiently well challenged. The school has established effective links with the local colleges and students have good opportunities to participate in courses such as pottery. There is also a good induction programme to support students when they transfer to college at 19, which ensures that they are well prepared for the next stage of learning. Careers education and guidance is good and the school organises well supported and relevant work experience for students, which contributes significantly to their personal

development. Activities such as independent travel training and opportunities for developing life skills are well managed and relevant.

98. Activities are well planned by teachers to take account of course requirements and individual needs and to ensure that they are age appropriate. All adults provide high levels of good quality support which is sensitive to students needs and abilities and enables them to be successful and to develop confidence. Adults have high expectation of students to behave well, work hard and to be responsible. Students respond very well to these expectations and this is reflected in their very positive attitudes, the way they take part in all the opportunities they are given and in the way they are conscious that they are ambassadors for the school when they are out in the community. By the time they leave school students are mature and confident young adults. Teachers use the community very well to support and extend students' learning, for example, when they go shopping, travel on public transport, visit places such as the Wandsworth Refuse Centre as part of their environment studies, use the local sports centre or take part in activities such as rowing on the Thames.
99. The learning opportunities provided for students with more complex needs are good and also enable their achievement to be recognised through the ASDAN award scheme. The teacher ensures that the modules are relevant to students' needs by placing a good emphasis on sensory experiences and the continued development of students' communication skills. Good levels of support are provided for students and they achieve well. Because adults constantly reinforce students' communication skills they are successful in making choices and having control over their learning. The accommodation for students with complex needs is satisfactory but is separate to that for students who are independently mobile. This limits the opportunities students have to join together for activities and for the school to ensure that there is a shared identity for older students.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

