

Jack Tizard School

Inspection report

Unique Reference Number	100381
Local Authority	Hammersmith and Fulham
Inspection number	276297
Inspection dates	27–28 June 2006
Reporting inspector	Judith Charlesworth

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

Type of school	Special
School category	Community
Age range of pupils	2–19
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Miss Francine Bates Mr Terry Baker
Date of previous school inspection	Not previously inspected
School address	South Africa Road London W12 7PA
Telephone number	02087353590
Fax number	02087353591

Age group	2–19
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Jack Tizard caters for pupils with a wide range of special needs and disabilities. Around a quarter of the pupils have profound and multiple learning difficulties (PMLD) and a quarter have autistic spectrum disorder (ASD), often with associated challenging behaviour. The remaining pupils have severe learning difficulties. Typical levels of attainment on entry are decreasing. About two thirds of the pupils are boys. Under one third of the pupils are from White British backgrounds, whilst two thirds represent eight different cultural heritages. Over half the pupils are learning English as an additional language. The school moved to new, purpose-built premises in 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- the governing body should more rigorously monitor and evaluate the effectiveness of the school, and hold it to account for the quality of education provided and pupils' achievement.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good and, as a result, learning is good. Teaching assistants support both teaching and pupils very effectively and pupils' behavioural difficulties are calmly and expertly managed. Some teaching is outstanding because every possible opportunity to support learning is taken. On one occasion this was achieved by reinforcing pupils' understanding of weather by the use of an umbrella and water spray to simulate rain. This was followed by testing the day's weather and rainfall outside, and then recording results by the use of symbols. On another occasion, a larger-than-life and very loud approach to music was taken which absolutely captivated the very challenging group of pupils. Lesson planning is very detailed and pupils' individual learning needs and targets are generally very well addressed. This is underpinned by the excellent assessment system. With varying degrees of support, pupils evaluate their own achievement at the end of lessons and units of work so they can appreciate how well they are doing. Occasionally, however, activities are not sufficiently challenging or related to the subject of the lesson and inexperienced teachers do not always use all opportunities to promote individuals' learning in a group activity. Lessons are highly structured so that pupils know exactly what they are doing. They include many sensory clues, such as a brief song to signal the end of an activity, and include good explanations for pupils in terms they understand, reinforced by symbols and pictures.

Curriculum and other activities

Grade:

The curriculum is good and helps pupils make good progress. It prepares them well for their adult lives. The curriculum meets the needs and interests of the different age groups very effectively. The planning for pupils under five takes account of the Foundation Stage curriculum, and overall it clearly differentiates between the primary, secondary and post-16 age groups. The curriculum meets statutory requirements and includes appropriate accreditation for 14 - 19 year olds. There is a strong emphasis on the core skills of communication and personal, social, health and citizenship education, and the post-16 curriculum includes work experience and new opportunities for participating in business enterprise. Careful planning integrates pupils' therapies and personal care routines into class plans to ensure all their needs are fully met, and class groupings have been recently changed to support this. Timetables, however, do

not accurately reflect the structure and content of pupils' days. The school's new resources are used effectively to support subject learning, such as the 'sensory room' to reinforce science work. Curriculum enrichment is good although after-school activities are limited by transport arrangements. Opportunities for pupils to work and play alongside their mainstream peers are developing well.

An innovative approach to curriculum planning has been developed. The school has devised detailed schemes of work and termly topic plans for each department of the school. Suitable resources are identified and prepared. This allows new staff to work effectively as quickly as possible. Not all schemes of work have yet been written but those, and the topics so far produced, are an excellent start.

Care, guidance and support

Grade:

This area of provision is outstanding. The school provides a safe and supportive environment in which pupils' personal development and achievement are very effectively promoted. The health and safety of pupils are given high priority, secured through teaching and the curriculum, and through the school's procedures. Arrangements for safeguarding pupils are robust; risk assessments are regularly undertaken, and child protection procedures are secure and well attended to. Extensive guidance is given to staff on all aspects of pupils' care, personal development and education and staff, in turn, have a strong commitment to provide the best for pupils. Pupils are given very good support and guidance to meet their learning targets, become independent and manage their own behaviour as necessary. They are prepared well for adult life through the post-16 curriculum and arrangements made as a result of transition planning. A copious amount of detailed information is kept on each pupil's needs and progress, and this is summarised in a high quality annual report for parents. Pupils' targets are set and agreed with parents each term, and they are very pleased with their children's progress. One third returned the pre-inspection questionnaire and all were unanimously supportive of the school. The school has good relationships with other agencies, and excellent relationships with the local authority with whom it is working effectively to extend the boundaries of its provision.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for letting me come into your lessons when I visited your school recently to see how well it was working and how well you were all doing. I was very pleased with what I found at Jack Tizard. It is a good school, and some of its work is excellent.

I found that the staff work very hard to keep you healthy and safe, enjoy your work and prepare you for your adult lives. You make good progress in your school work, and your personal development is excellent. It's lovely to see how much you enjoy lessons and how well you join in with all the activities. Your relationships with staff and with each other are great. I really enjoyed seeing all the different things you do, such as going out to work or making really loud music! Mr Baker and the senior staff run your school very well. They are always looking for ways to make it better and better. The new school building is fantastic and has given you much better opportunities for learning. The governing body has worked very hard towards this, but now needs to have a better understanding of what is happening in school and how well you are doing. I have asked them to do this as a priority.

The school has some very good systems to help you learn. Teaching is good, and I saw some really excellent lessons in which you learned very well. I was impressed by the help given to you by the teaching assistants. I think that the school gives you an interesting range of things to study, and staff do their best to make lessons as interesting as possible. In all, I think that you are fortunate to attend Jack Tizard school, and I know that your parents think so too. I wish you all the best for your futures.

Yours sincerely,

Judith Charlesworth

Lead Inspector