

Paddock School

Inspection report

Unique Reference Number	101102
Local Authority	Wandsworth
Inspection number	335656
Inspection dates	28–29 April 2010
Reporting inspector	Mike Kell

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

Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	118
Of which, number on roll in the sixth form	20
Appropriate authority	The governing body
Chair	Sue Shocket and Sarah Asquith (joint)
Headteacher	Peggy Walpole
Date of previous school inspection	25 June 2007
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Introduction

This inspection was carried out by two additional inspectors. Fifteen lessons taught by 13 members of the school staff or regular visiting teachers, such as for dance, were observed. Meetings were held with a variety of staff, both chairs of governors and two groups of pupils. Inspectors observed the school's work and looked at a range of documentation, such as the strategic plan, assessment data and records of school monitoring and evaluation. The 29 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the procedures for tracking and analysing pupils' achievements and the use of this information in setting individual pupils' targets
- the progress and achievement of different groups of pupils
- attendance data and the reasons for absence
- consistency of practice across two sites and the roles of middle managers in achieving this

Information about the school

There has been a lot of upheaval since the school was last inspected. It was on a single site then, whereas now the primary and secondary schools are about seven miles apart, with approximately the same number of pupils in each. There will be further change in September 2010 when the primary school moves on to a new site that is much closer to the secondary school. All pupils have a statement of special educational needs for complex learning difficulties, generally with autism too. About three quarters of pupils are boys.

Paddock is a school that is culturally very rich and diverse. Approximately a quarter of pupils have a White British heritage, with the large majority coming from a variety of ethnic backgrounds. Almost half of pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is high. Only a very small minority of pupils are children in the Early Years Foundation Stage and so they are taught alongside pupils in Years 1 and 2. Therefore, this very small group is not reported upon separately.

The school has acquired a Sportsmark and it is recognised by UNICEF as a Rights-Respecting School. It has Healthy School status and a Sustainable Travel Award.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Paddock School is excellent, as is its post-16 provision. The quality of education is exceptionally good for all age groups. It is underpinned by the UNICEF articles in the Rights-Respecting School Award. These lie at the heart of everything that the school does. Its entire ethos is underpinned by the belief that it is an organisation in which all staff and pupils have both rights and responsibilities. A hugely ambitious senior leadership team has established very high levels of expectation and it demands very high-quality practice. Staff respond to this extremely well and work tirelessly to provide stimulating and challenging experiences for their pupils. As a result, pupils make excellent progress in both their personal and academic development. Their behaviour and attitudes are outstanding.

Primary school staff do an outstanding job in preparing pupils for moving on to the secondary school. From the time that they enter the Early Years Foundation Stage, children make excellent progress in not only following routines, but also in learning how to deal with change. Secondary school staff build on this equally well by further developing pupils' communication skills and their ability to be independent learners. Staff have a clear focus on preparing pupils to enter the post-16 provision and subsequently for leaving school. Increased expectations and an age-appropriate curriculum develop in pupils a growing appreciation of the world around them. Excellent provision for post-16 students prepares them as effectively as possible for transfer to continuing education and an adult life by helping them to develop relationships, communicate their needs, thoughts and feelings and to make choices.

Attainment is low because of the nature of the pupils' special educational needs, but pupils get great joy and satisfaction from learning. There is a buzz of anticipation around the school. Teaching is good with pockets of excellent practice. Lessons have many very good features, although a very small minority of staff do not use additional communication systems consistently. However, pupils are enabled to achieve outstandingly well because not only is the curriculum outstanding, but they learn throughout the day as all time is meticulously planned. Pupils enjoy being at school, although attendance is only average. Staff care for pupils exceptionally well. They always treat them with dignity and respect when dealing with their personal needs.

What does the school need to do to improve further?

- Raise the attendance rate.
- Ensure staff's consistent use of all strategies for additional communication.
- Streamline procedures for analysing assessment data and reporting the outcomes

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so they are easier to interpret.

Outcomes for individuals and groups of pupils

1

Staff balance very skilfully the promotion of pupils' personal development with the rate at which they acquire academic skills, knowledge and understanding. Pupils thrive as they make the most of everything that is on offer.

Even though teaching is good overall rather than outstanding, all pupils still make excellent progress and achieve outstandingly well. No pupils are disadvantaged and all groups, including the most vulnerable and those at the early stage of learning English, achieve equally well. This is because the planned learning that goes on in all non-lesson time throughout the day, such as break and lunch times, supports and extends class-based learning so effectively that the rate of progress is accelerated. All available time is used efficiently, productively and effectively and so the pace of learning is very rapid. For Early Years Foundation Stage children and primary-aged pupils this means recognising and using signs and symbols and developing pre-reading and writing skills. Older pupils and post-16 students work successfully towards accredited courses such as BTEC Entry Level 1 in painting and decorating, bricklaying or hair and beauty, and the Red Cross Certificate in Inclusive First Aid.

Pupils develop an excellent understanding of how to stay safe and the importance of being healthy. For instance, they know about road safety and name food that is 'good' and 'bad'. They are inquisitive young people who make extremely good progress in their spiritual, moral, social and cultural development. They do as well as they can to appreciate the needs of others and to be respectful and caring. They make a good contribution to the school and local communities. The promotion of these personal qualities and features of the curriculum contribute very well to preparing pupils for leaving school. All leavers in 2009 moved into continuing education. Despite staff working closely with the education welfare service, attendance is barely average and this reduces the school's success in preparing pupils for this transition.

These are the grades for pupils' outcomes

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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

How effective is the provision?

The concept of mutual respect is the core belief that is the driving force behind the school's practice. Relationships are outstanding. Staff aim to make available the best possible provision because they believe that their pupils have a right to that. Pupils receive very high-quality care and so their day-to-day needs are met very well. Very effective multi-agency working, such as with a range of therapists, and links with home produce a coordinated and integrated approach to guidance and support mechanisms. At the time of the inspection procedures for safeguarding pupils were secure and rigorous.

All pupils follow an innovative and creatively planned curriculum. Throughout the day time outside lessons is as well planned as lessons. Consequently, learning never stops. Planning is around themes in each key stage and staff identify every opportunity to reinforce and consolidate key basic skills. The community is used extremely well to support learning and partnerships with local school gives pupils opportunities to work alongside their mainstream peers. The extended curriculum and out-of-school-hours learning enrich the curriculum extremely well. The school choir is well known in the area and the Paddock School Theatre Company performs in the local annual Shakespeare Schools Festival. Opportunities such as these make a very significant contribution to pupils' very good spiritual and cultural development.

Teachers and teaching assistants know their pupils and the characteristics and demands of their needs extremely well. They monitor and assess pupils' achievements exceptionally well throughout lessons and so they plan the next steps of learning secure in the knowledge that the activities will be at just the right level to stretch pupils. Such

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personalised learning is further enabled by the quality of resources. While staff use a range of communication approaches very well in the vast majority of lessons, just occasionally there is inconsistent practice.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders have been very influential in raising the effectiveness of the whole school while managing disruption as pupils have been moved into and out of temporary accommodation. Throughout this time, the headteacher and the heads of primary and secondary school have worked extremely well as a team to embed high standards through consistent management practice. Their commitment to staff development has been instrumental in their very successful drive to raise the quality of teaching. Staff recognise this and they show unanimous support for the school. As one staff member commented: 'I have truly been nurtured as a professional.'

All staff who now work at the school are willing participants in the journey that the school is undergoing. This shows how very successful leaders have been in promoting the idea that all time represents an opportunity for pupils to learn. Outstanding links with partners and parents support the notion that leaders dismantle all barriers to learning as every pupil has the right to participate in activities that are appropriate for them. Leaders oversee a good contribution to promoting community cohesion. They have a well-informed view of the wider community in which the school is located and are establishing international links. Community links are promoted insofar as is possible, but the split site and the fact that very few pupils live in the neighbourhood make this more difficult.

A good governing body supports the work of the school well, such as in the establishment of excellent safeguarding procedures. On the other hand they do not always challenge leaders as robustly as they might, although this is not always entirely their fault. For example, leaders' collation, analysis and interpretation of assessment data is not as sharp and focused as it could be and so this makes governors' role of challenge more difficult to carry out. Competent governors and very effective leaders are very well placed to continue the pursuit of change and further improvement. They have an excellent track record and a very focused strategic blueprint for the future.

These are the grades for leadership and management

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

Sixth form

Students perform extremely well in the post-16 provision. Very well led staff are particularly skilled at planning learning activities that recognise students' ages and interests but which are still pitched at a level that students can access. More adult-type activities include accredited courses and personalised work experience opportunities, such as at a local beauty academy and Thrive Gardens. These activities also incorporate whenever possible the promotion of practical self-help skills, such as sorting items correctly, and the encouragement of personal traits like confidence, effective communication, independence and self-esteem. As a result, students make exceptional progress in their personal development and learning.

These are the grades for the sixth form

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

Views of parents and carers

Parents and carers value the school very highly. Comments such as 'I could not wish for a better place for my child to be educated' and 'since being at the school, my daughter

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has come on in leaps and bounds' are representative of their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paddock School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	72	7	24	0	0	0	0
The school keeps my child safe	19	66	10	34	0	0	0	0
The school informs me about my child's progress	17	59	12	41	0	0	0	0
My child is making enough progress at this school	17	59	10	34	1	3	0	0
The teaching is good at this school	19	66	10	34	0	0	0	0
The school helps me to support my child's learning	15	52	13	45	1	3	0	0
The school helps my child to have a healthy lifestyle	14	48	13	45	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	48	13	45	0	0	0	0
The school meets my child's particular needs	17	59	12	41	0	0	0	0
The school deals effectively with unacceptable behaviour	16	55	12	41	0	0	0	0
The school takes account of my suggestions and concerns	17	59	12	41	0	0	0	0
The school is led and managed effectively	21	72	6	21	2	7	0	0
Overall, I am happy with my child's experience at this school	22	76	7	24	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

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

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



30 April 2010

Dear Pupils

Inspection of Paddock School, Wandsworth, SW15 5RT

Thank you for making us feel so welcome when we visited your school. There is a special thank you to those pupils who gave up their time to talk with us. We spent two very enjoyable days with you. The choir is very good!

You told us that Paddock is a really good school. We can see why you said that and we agree with you. Your teachers give you lots of interesting things to do and they make lessons interesting. All the staff in your school take really good care of you.

You learn a lot and make excellent progress in your work. You also grow up as young people. Your behaviour is excellent. We thought that you worked very hard and were very keen to take part in all the things that go on in your school. There are certainly lots of clubs that you can go to. You learn a lot about how to stay safe and healthy and many of you help around the school. You told us that you feel safe in school and that there is always someone you can go to if you have a problem.

The people who run your school do their job very well. They want to make Paddock School even better and we have given them some ideas as well:

- Make sure that all of you go to school as often as you can.
- Check that all adults use signs and symbols as much as possible.
- Use time better when sorting information.

Thank you once again for welcoming us into your school. I wish all of you the very best of luck in the future, especially if you are leaving school in the next few weeks.

Yours sincerely

Mike Kell

Lead inspector

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