### SCHOOL CONTEXT

Jack Tizard is an all-age, 70-place, mixed-community, special school for pupils aged 3 to 19. It caters for pupils from five local authorities. These pupils have a wide range of complex and severe learning difficulties, including physical, sensory, medical, behavioural and autistic spectrum learning needs. The diversity of the pupil population has meant that class groupings are based on dominant individual needs rather than year group. The school serves a very diverse community, with extremes of wealth & deprivation.

**Data:**
- 66 pupils on roll – 49% girls / 51% boys
- 72% from Hammersmith & Fulham, 15% from Kensington & Chelsea, 8% from Ealing & Brent & 5% from Westminster
- Wheelchair users: - 58% Primary / 42% secondary
- Mobility difficulties: 68%
- 39% of pupils with behaviour management plan to reduce risk to themselves & other pupils
- 80% incontinent
- 57% complex sensory needs
- 29% single-parent families
- 57% EAL – there are 19 home languages – Somali & Arabic speakers most significant groups
- 60% entitlement to free school meals
- 20% of pupils are tube-fed

**Awards:**
- Arts Charter Mark / Sustainable Travel (Bronze) / Research Chartermark / Healthy Schools & Healthy Living (Bronze)

**Partnerships with other institutions:**
- Outreach service supports pupils in primary schools across the LA
- Links to Universities: Roehampton, Hertfordshire & Southbank
- Links with 4 outstanding schools: The Dales / Rosewood Free School (Southampton) / Linden Lodge / Woodlands
- HT is a member of a collaborative HT group comprising Jack Tizard, QE2, & Strathmore schools

**Developments since previous inspection:**
- Registration with Schools Direct / appointment of Family Link Worker / establishment of a moderation group drawn from 4 boroughs / expanded leadership team / funding secured for construction of an external lift

### PROGRESS IN ADDRESSING KEY PRIORITIES FOR SCHOOL DEVELOPMENT IN 2015-16 – excellent progress overall

- Review the secondary curriculum to develop a bespoke model similar to that produced for primary pupils.
- The ‘three pathways’ model for curriculum structure is in place & the school is effective in sharing best practice locally. Work is in progress to provide information for parents about the revised assessments by the end of the summer term 2016.
- Further increase the school’s capacity & continuity in teaching by developing the roles of the teaching assistants.
- There has been a strong focus on developing the skills & impact of senior TAs, including input by an external trainer. This has resulted in high quality evaluations of pupils’ learning by TAs.
- Fine-tune systems for analysing the data collected about pupils’ learning so that targets are even sharper.
- Through CPD & sharing of good practice, there is now clear agreement about what is to be recorded & collated in order to ensure sharply-focused pupil progress meetings. However, some fine-tuning is required to ensure consistency in all classes.

### OVERALL EFFECTIVENESS: In making this judgement, the school should take account of the four key judgements

This is an outstanding school because it is consistently successful in ensuring that its pupils make the best possible progress & are very well equipped for the next stage of their education & for adult life. Fundamental to the school’s well-integrated & personalised curriculum is its highly effective focus on developing pupils’ individual skills & aptitudes & pupils’ highly effective spiritual, moral, social & cultural development. The consistently high quality teaching ensures challenges for pupils of all abilities pitched at demanding, but achievable levels. Leaders share a common ambition & there is no sense of complacency.
### Effectiveness of Leadership and Management

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Grade 1</th>
<th>Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• During the course of the past year, the school has significantly developed its role in promoting &amp; supporting effective practice by working directly with other schools.</td>
<td>• Whole School Priority: Redefine the phases of learning within the school to reflect the changing age-profile of pupils.</td>
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</tr>
<tr>
<td>• The high degree of focus on improving pupils’ mental well-being, further developed during the course of the last year (DfE: Child &amp; Adolescent Mental Health Schools Link Pilot).</td>
<td>• Clarify the role of the leadership team in providing effective pathways for teachers’ professional development.</td>
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<tr>
<td>• As a result of consistently robust systems for monitoring and improving provision, multi-disciplinary working practices have become even more rigorous during the course of the past year.</td>
<td>• Further improve safeguarding arrangements by ensuring that members of the safeguarding team have specific, detailed areas of responsibility.</td>
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<tr>
<td>• The development of middle leadership → significant impact of this team on pupils’ achievement.</td>
<td>• Further develop approaches to teaching &amp; learning for MSI pupils &amp; ensure continuity of provision in future years.</td>
<td></td>
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</tbody>
</table>

#### Evidence of strengths

- Evaluations of impact of training delivered to heads & deputies from other schools across the country
- Performance Management
- Leadership Team involvement in professional networks for the purposes of moderation, sharing good practice, assessment and curriculum development
- Lesson observations & learning walks - moderated by an external Special Needs Consultant, who is also an Ofsted Inspector.
- Data on behaviour
- Regular multi-disciplinary safeguarding meetings - minutes
- Multi-disciplinary target setting and assessment which reflects the holistic needs of pupils – ILFs, Parent Meetings, Annual Reviews
- Opportunities for CPD embedded in the school - In-house training in Makaton, Moving and Handling, CPI – positive physical intervention, TEACCH approaches, First Aid, Lifeguarding, Person Centred Reviews
- Teaching and learning data
- Data from Progress Meetings
- Outreach evaluations
- Local offer
- Website
- Governors’ minutes

### Teaching, Learning and Assessment

<table>
<thead>
<tr>
<th>Strengths</th>
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<tr>
<td>• Teachers know their pupils extremely well. Their effective gathering &amp; use of assessment is of consistently high quality &amp; results in well-targeted interventions &amp; outstanding gains in learning.</td>
<td>• Whole School Priority: Conduct a whole school review of assessment systems following the removal of p levels.</td>
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</tr>
<tr>
<td>• The on-going professional development of TAs is clearly demonstrated in their sharply focused assessment &amp; skills in developing effective learning.</td>
<td>• Deepen staff knowledge &amp; understanding &amp; share best practice to ensure a more consistent whole-school approach for working with MSI pupils.</td>
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<tr>
<td>• All staff are skilled in enhancing provision through consistently excellent use of a wide range of resources &amp; shared expertise.</td>
<td>• Teachers are highly effective in capturing &amp; holding pupils’ imaginations to provide an excellent base for learning &amp; to meet pupils’ wide range of needs.</td>
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</tbody>
</table>

#### Evidence of strengths

- Progress data
### Information from progress meetings
- Pupil premium and sports premium reports
- Assessment Data Analysis - reports
- Multidisciplinary teamwork (observed in lessons, learning walks, ILFs, Annual Reviews)
- In 2015/16: all lessons were judged to be good or outstanding (in formal lesson observations)

### Personal Development, Behaviour Welfare
Includes separate judgements for behaviour & PDW, Attendance/ punctuality
Pupil attitudes to learning, leadership and empowerment

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<tr>
<td>The school is highly effective in developing pupils’ self esteem &amp; self-confidence &amp; pupils demonstrate excellent attitudes towards learning at all times. All adults are strongly focused on the effective development of pupils’ emotional well-being.</td>
<td></td>
<td>WHOLE SCHOOL PRIORITY: Deepen staff understanding of pupils’ emotional &amp; mental health issues.</td>
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<tr>
<td>The school is particularly effective in ensuring that pupils are well prepared for the next stage of their education &amp; the world of work.</td>
<td></td>
<td>Develop staff confidence in dealing with the extremes of pupils’ behaviour.</td>
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<tr>
<td>Pupils are exceptionally well supported in developing awareness of risk &amp; conventions of behaviour.</td>
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#### Evidence of strengths
- Lesson observations indicate behaviour as a major strength
- Behaviour support meetings
- Maintained reduction in incidences of challenging behaviour
- Parent questionnaire
- Person centred approaches - opportunities for pupils to share what they like and admire about their friends
- Assemblies and achievement boards
- Variety of activities and celebrations of different festivals to promote British Values, develop respect & understanding of social, cultural and religious differences in the community
- Specialist PSHE Programmes (including SRE – new updated policy) - develop tolerance & respect & personal safety
- Inter-school projects and sports competitions – opportunities for building positive relationships with others
- Bronze Healthy Schools Award achieved – now working towards Gold level
- Communication profiles
- Moving and Handling Plans
- Risk assessments
- School policies - Behaviour, Touch, Intimate Care
- Safeguarding Audit
- Governors’ Minutes
- Health and Safety checks
- Fire evacuation log
- Care pathway meetings
- Safeguarding meetings
- SCR

### Outcomes
Current standards & progress in English & mathematics
Pupil achievement & progress
Progress of disadvantaged, SEND and more able pupils, Standards across the curriculum

<table>
<thead>
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<tbody>
<tr>
<td>This section to include progress data for 4 key areas</td>
<td></td>
<td>PRIORITY: Raise the profile of pupils’ progress in PSHE through more sharply focused targets.</td>
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#### Evidence of strengths
- Range of communication strategies in use across the school - opportunities for making choices and decisions
- Annual Reviews / EHCPs
- Pupil premium reports
- Progress Meetings

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College link courses on offer
ASDAN Personal Progress modules to promote community learning and encourage self-assessment
All KS5 students gained sufficient credits to achieve an ASDAN Diploma in Personal Progress
Post-school placements

<table>
<thead>
<tr>
<th>EARLY YEARS PROVISION</th>
<th>Strengths</th>
<th>Grade</th>
<th>Areas for Development</th>
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<tbody>
<tr>
<td>The rigour and effectiveness of systems to drive improvement, Leadership &amp; management, Effectiveness of provision and funding, breadth of curriculum, safeguarding.</td>
<td>The EYFS areas of learning are carefully adapted to meet the specific needs of very young children within this context.</td>
<td>Grade 1</td>
<td>Ensure greater balance between indoor and outdoor experiences accessed by the children.</td>
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<td></td>
<td>Transition arrangements are very strong, including multi – disciplinary admissions meetings to determine precise needs &amp; the best ways of integrating these children into school life.</td>
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<tr>
<td>Evidence of strengths</td>
<td>EYFS Curriculum -Topic plans and lesson plans – work with therapists to structure the curriculum</td>
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<tr>
<td></td>
<td>Annual reviews; Progress Meetings; ILEs indicate Increased self-confidence of pupils, and development of early exploration, problem solving skills and social interactions</td>
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<tr>
<td></td>
<td>Admissions meetings and 6 week reviews ensure involvement of therapists and parents</td>
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<tr>
<th>POST 16</th>
<th>Strengths</th>
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<tr>
<td>All students gain accreditations &amp; achieve a post-school destination.</td>
<td>PRIORITY: Review pathways to accreditation &amp; qualification for post 16 students.</td>
<td></td>
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<tr>
<td>Students have weekly enterprise experiences &amp; through this gain valuable skills in work-related activities.</td>
<td>Through links with local schools, investigate possible provision for work-related placements.</td>
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<tr>
<td>There is a strong emphasis on students’ acquisition of life skills, including relationships.</td>
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</table>

| Evidence of strengths | Internal work experience | ASDAN – mini-enterprise projects | Personal Progress Modules | College link course |

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<thead>
<tr>
<th>SEF SUPPORTING EVIDENCE</th>
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**ENGLISH**
**Quality & Standards:**
Evaluation of the development of core language & literacy skills, presentation & current year progress
There is a strong focus on a ‘total communication approach’ to learning – fully understood and effectively delivered by all members of the school team. This is underpinned through targeted specialist training for class teams – eg: with speech & language therapists. As a result of good retention of staff and well-structured CPD, teachers are highly skilled in all aspects of their work – eg: in assessment & in setting targets for pupils.

**MATHS**
**Quality & standards:**
Evaluation of the development of core numeracy skills, use of AT1, presentation, current year progress
The school places a strong focus on ‘maths for life’ to help prepare older pupils for practical application of skills in everyday contexts. However, for younger pupils an early awareness of mathematical concepts needs to be integrated within social development. – eg: spatial awareness & simple counting.
# CURRICULUM
Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc.

<table>
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<tr>
<td>- Fundamental to the school’s well-integrated &amp; personalised curriculum is its highly effective focus on developing pupils’ individual skills and aptitudes. (<em>Deep Learning</em> at the level of each individual pupil).</td>
<td>- PRIORITY: Extend opportunities for pupils to reinforce their learning across all aspects of school life.</td>
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<tr>
<td>- Provision is intensely child-centred &amp; pupil-led.</td>
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</tbody>
</table>

## Evidence of strengths
- Curriculum/ Topic development - promotes learning within communication, reading, writing and maths.
- New Schemes of work - personalised based on primary learning need e.g. a sensory focus for pupils with PMLD,
- Artsmark Bronze
- International Week
- Science Week
- Art installation/theatre groups/ballet/Step into Dance
- Trips to the Tate, theatres, Westminster Cathedral, Hampton Court, Museums
- Pupils’ experiences in the use of public transport
- RE days
- Events to celebrate British Values
- Shakespearean Festival
- Public Performances by pupils
- Urban photography exhibition – pupils were prizewinners
- Market experiences (mini-enterprise in public spaces)

## STAKEHOLDER FEEDBACK
To support judgements – from pupils, parents and wider community

### What we do well
- Consultations with parents to ensure a clear focus on the specific needs of & expectations for their children.
- The appointment of a family link worker has further enhanced relationships with parents

### What we could improve
- Explore further ways of providing targeted support for parents to help maximise their children’s potential.

## Evidence of strengths
- Parent questionnaire
- SIBs group
- Impact of FLW
- Parent workshops
- Parent consultations
- Newsletters

## PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT
Key priorities identified through school performance review & evaluation.

1. Redefine the phases of learning within the school to reflect the changing age-profile of pupils.
2. Conduct a whole school review of assessment systems following the removal of p levels.
3. Deepen staff understanding of pupils’ emotional & mental health issues.