

Jack Tizard School

Self-Evaluation Summary



Headteacher: Francesca Smith

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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 six 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:

- 68 pupils on roll: 45% girls / 55% boys
- 67% from Hammersmith & Fulham, 10% from Kensington & Chelsea, 7% from Ealing, 1% from Westminster, 6% from Brent and 1% from Camden
- Wheelchair users: 50% Primary / 50% secondary
- 34% of pupils with behaviour management plan to reduce risk to themselves & other pupils
- 57% incontinent
- 40% EAL: There are 20 home languages – Somali speakers are the most significant group
- 42% entitlement to free school meals
- 21% of pupils are tube-fed

Awards:

- Arts Charter Mark / Sustainable Travel (Bronze) / Research Chartermark / Healthy Schools & Healthy Living (Gold Award)

Partnerships with other institutions:

- In 2017-2018 the Outreach service supported 35 pupils across 12 schools in H&F.
- There were 86 follow up visits and 13 new referrals
- 32 pupils receive loaned resources to support their needs.
- Links to Universities: Roehampton – undergraduate teachers, Southbank – first and second year nurses and St. Mary's for future school direct candidates
- The imPACTS assessment moderation group is led by Jack Tizard & includes: Kingsley High School (*Harrow*), Children's Trust (*Tadworth*), Watling View (*St Albans*), Woodlands School (*Harrow*) & Linden Lodge (*Wandsworth*).

The school was inspected on 12 June 2018 and judged as 'continues to be outstanding'.

The single area for improvement was:

Ensure that the sixth-form curriculum is reviewed so that students are even better prepared for the next stage of their education.

PROGRESS IN ADDRESSING KEY PRIORITIES FOR SCHOOL DEVELOPMENT IN 2016-17

Communication:

Ensuring clarity & consistency in all interactions with pupils, staff, parents & external agencies. NB: This was the key performance management target for all members of staff.

Good progress.. Makaton training & ‘sign of the week’ have had a high profile. There has also been a focus on ‘touch cues’ & body signing. The recent Ofsted inspection report commented on the good practice evident. – eg: *‘The school’s ‘total communication’ approach equips pupils to access learning, and to express their needs and thoughts well’*. A staff-briefing book has been compiled & is retained in Reception for reference. A staff survey has been conducted – with responses followed up by the extended leadership team

Learning Environment:

Use of the learning environment & resources to maximise opportunities for pupils.

A very successful start, but this remains ‘work in progress’.

The downstairs areas have been de-cluttered & repainted. As a result, the teaching & learning environment is greatly improved, with increased storage in some areas & better sharing of resources. There have been discussions about possible different uses of rooms & ways of making the environment more appropriate for older pupils. A review of the use of the pool has resulted in greater access for pupils. There have been more trips out (*a trips guide has been produced*). Members of staff have visited other schools to look at outdoor provision & ‘Forest School’ provision is now accessed. The next step is to explore further ways of using the premises to generate revenue and ensure the storage of equipment is safe (following concerns raised to the Local Authority in 2017)

Community:

Raise community awareness of the needs of our pupils to help improve their transition from school into adulthood.

Good progress but needs consolidation. There has been an increase in the number of pupils going out into the community through, for example, links with the Historic Palaces Society. The local Westfield Shopping Centre is looking at ways to make visits more accessible for pupils. There are increased links with the police: an officer visits weekly. The plan is to use this contact to help break down barriers / negativity towards the police. A local estate agent is offering a work experience partnership. Three students have job interviews as volunteers at a local hospital. There is a link with a local special school (Cambridge) for pupils to become ‘pen pals’.

OVERALL EFFECTIVENESS**In making this judgement, the school should take account of the four key judgements****Grade 1**

The Overall Effectiveness judgement from the 12th June 2018 inspection was: 'The leadership team has maintained the outstanding quality of education in the school since the last inspection. The governing body provides clear strategic leadership and offers support & challenge. Since the last inspection, leaders have implemented a number of school improvement strategies that have further strengthened the provision for pupils. Staff are overwhelmingly positive about their school and report a sense of pride in being part of Jack Tizard School.'

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Strengths	Grade 1	Areas for Development
Safeguarding in all forms is outstanding – all leaders have ensured that teachers take a strong lead in promoting practice. TAs are fully involved in delivery of provision. Governors are active & well informed.		Conduct a review of the leadership structure.
Promotion of teaching & learning: Team & multi-disciplinary working results in highly effective, bespoke provision for all individuals. This is because of close monitoring & regular reviews of on-going progress.		
Impact of leadership: As a result of leadership coaching, there is a significantly more dynamic extended leadership team that is increasingly influential in helping drive school development		
Evidence of strengths		
<ul style="list-style-type: none"> ▶ Linked governors are highly effective in holding the school to account through rigorous dialogue. ▶ Governors have a very clear view of the school's values & use this understanding well when taking actions. ▶ Governors bring a wide range of skills to use in support of the school, e.g.: professionals in the fields of law, accountancy, social care, P & IT. ▶ Governors demand high standards of clarity from the school when discussing policy & impact. ▶ The school's fortnightly multi-disciplinary safeguarding meetings are effective in highlighting areas of potential need – this effectively informs early interventions. ▶ On-going staff training plus 'Circles of Support' provide high quality communication about on-going issues. ▶ The school's Family Link Worker ensures that attendance issues are followed up rigorously. ▶ The school is highly effective in ensuring that national guidelines are customised to reflect the specific needs of students (eg: 'Prevent' issues). ▶ Assessment is securely underpinned by high-quality discussions that clearly show that all members of staff fully understand of the wide range of ways in which pupils demonstrate their learning. ▶ Coaching is securely established as an effective tool for fine-tuning the quality of teaching & learning. ▶ Multi-disciplinary teams ensure a highly integrated approach to meeting pupils' individual needs 		

TEACHING, LEARNING AND ASSESSMENT

Strengths	Grade 1	Areas for Development
Provision is highly bespoke as a result of the impact of multi-disciplinary input – enhanced knowledge of pupils & strong partnerships with parents.		Further develop staff confidence in initiating the use of signing.
<i>'Lessons are exciting & motivating & teachers deliver the curriculum with remarkable enthusiasm'. (Ofsted 2018)</i>		
<i>'Teachers are particularly effective in working in partnership, sharing expertise & using a wide range of techniques to effectively meet pupils' needs'. (Ofsted 2018)</i>		

Evidence of strengths

- ▶ Progress data & information from progress meetings
- ▶ Multi-disciplinary teamwork observed in lessons & learning walks
- ▶ Pupil premium and sports premium reports
- ▶ Assessment Data Analysis - reports
- ▶ Multidisciplinary teamwork (observed in lessons, learning walks, Individual Learning Intentions, Annual Reviews)
- ▶ First hand observations of the quality of pupils' learning
- ▶ Raised profile & improved routines for PLMD learners (see planning)

PERSONAL DEVELOPMENT, BEHAVIOUR WELFARE

Strengths	Grade 1	Areas for Development
'Pupils keep safe & healthy due to the comprehensive training programme that is in place'. (Ofsted 2018)		Further enhance pupils' development of independence & ability to make meaningful choices about their lives.
'Attendance rates have increased by 10% this year.' (Ofsted 2018)		
'As a result of staff training & skilful management of pupils, There has been a significant reduction in instances of inappropriate behaviour this year.' (Ofsted 2018)		

Evidence of strengths

- ▶ "Circle of Support' meetings
- ▶ Incidences of challenging behaviour are well managed
- ▶ Parent questionnaire
- ▶ 'Person Centred Annual Reviews' - 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
- ▶ Silver Healthy Schools Award achieved – now working towards Gold level
- ▶ Communication Passports
- ▶ Moving and Handling Plans
- ▶ Risk assessments
- ▶ School policies - Behaviour, Touch, Intimate Care
- ▶ Safeguarding Audit
- ▶ Governors' Minutes
- ▶ Health and Safety checks
- ▶ Fire evacuation log
- ▶ Meetings to determine Health & Care Plans
- ▶ Multi-disciplinary safeguarding meetings
- ▶ Single Central Record

OUTCOMES FOR PUPILS

Strengths	Grade 1	Areas for Development
<p>'Consistently high expectations mean that pupils are challenged to make the best possible progress.' (Ofsted 2018)</p>		<p>Embed the improvements made in 2017-18 in developing pupils' functional literacy & extend this focus to numeracy.</p>
<p>'Pupils' progress from their unique starting points is strong because leaders gather detailed baseline information & co-produce targets with a range of professionals.' (Ofsted 2018)</p>		
<p>Referrals for disadvantaged pupils are closely monitored & result in outstanding progress.</p>		

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
- ▶ 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

EARLY YEARS PROVISION

Strengths	Grade 1	Areas for Development
Early years practitioners have a very clear understanding of the communication needs of the children & are highly adept in developing them.		Ensure greater balance between indoor and outdoor experiences accessed by the children.
Provision for the development of children's physical skills is highly effective & children make significant gains in their gross motor skills.		
Provision for children's emotional needs is of high quality, as a result children are much better able to access learning because they are so confident.		
Evidence of strengths		
<ul style="list-style-type: none"> ▶ EYFS Curriculum -Topic plans and lesson plans – work with therapists to structure the curriculum ▶ Annual reviews; Progress Meetings; Manual Handling Plans; Target Setting; ILEs indicate Increased self-confidence of pupils, and development of early exploration, problem solving skills and social interactions ▶ Admissions meetings and 6 week reviews ensure involvement of therapists and parents 		

POST 16

Strengths	Grade 1	Areas for Development
The school has successfully identified wide-ranging post school provisions that are highly relevant to students needs.		<i>'Ensure that the sixth-form curriculum is reviewed so that students are even better prepared for life after school.'</i> (Ofsted 2018)
The school is becoming increasingly successful in identifying age-respectful opportunities for students in preparation for adult life.		
The school has been extremely successful in implementing a highly relevant PMLD post-16 curriculum.		
Evidence of strengths		
<ul style="list-style-type: none"> ▶ Internal work experience ▶ ASDAN – mini-enterprise projects ▶ Personal Progress Modules ▶ College link course 		

SSE SUPPORTING EVIDENCE

THE CURRICULUM

ENGLISH

Quality & Standards:

- ▶ 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:

- ▶ The school places a strong focus on 'maths for life' to help prepare older pupils for practical application of skills in everyday contexts, with an increased emphasis on enterprise. However, for younger pupils an early awareness of mathematical concepts needs to be integrated within social development. – eg: spatial awareness & simple counting.

CURRICULUM

Strengths	Areas for Development
Work with external agencies & other professionals further enhances the strong focus placed on meeting each pupil's individual, personal & academic needs.	
The curriculum provides innovative opportunities for pupils to develop skills in real-life situations.	

Evidence of Strengths

- ▶ Curriculum/ Topic development - promotes learning within communication, reading, writing and maths.
- ▶ Schemes of work - personalised based on primary learning need e.g. a sensory focus for pupils with PMLD,
- ▶ Artsmark Silver
- ▶ 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 experiences
- ▶ Public Performances by pupils
- ▶ Market experiences (mini-enterprise in public spaces)

STAKEHOLDER FEEDBACK

What we do well	What we could improve
Parents feel that leaders respond quickly when concerns are raised. As one parent said, 'They really get my son.' Another reported that the school 'feels like part of me.' (Ofsted 2018)	Further develop wellbeing opportunities for pupils and their families
Evidence of strengths	
<ul style="list-style-type: none"> ▶ Parent questionnaire ▶ Termly meetings of the Siblings Group ▶ Impact of Family Link Worker ▶ Parent workshops ▶ Parent consultations ▶ Half-termly Family Newsletters ▶ School Newsletters 	

PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT

Wellbeing	Review of the well-being of pupils and their families and staff.
Preparing for Adulthood	Further improve the transition between the different key stages & transfer to adult life..
Assessment	Implementation of changes in statutory assessments.