

# Jack Tizard School

## Self-Evaluation Summary



**Headteacher:** Francesca Smith

**Date:** September 2017

## 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, severe and profound learning difficulties, including physical, sensory, medical, behavioural and autistic spectrum learning needs. The diversity of the pupil population means that class groupings are based on dominant individual needs rather than year groups. The school serves a very diverse community, with extremes of wealth and deprivation.

### Data:

- 67 pupils on roll: 43% girls / 57% boys
- 69% from Hammersmith & Fulham, 13% from Kensington & Chelsea, 7% from Ealing, 7% from Westminster and 3% from Brent
- Wheelchair users: 60% Primary / 44% Secondary
- Mobility difficulties: physical/sensory processing issues - 69%
- 36% of pupils with behaviour management plan to reduce risk to themselves and other pupils
- 74% incontinent
- 57% complex sensory needs
- 43% EAL: There are 20 home languages – Somali speakers are the most significant group
- 45% entitlement to free school meals
- 22% of pupils are tube-fed

### Awards:

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

### Partnerships with other institutions:

- Outreach service supports 41 pupils in 16 schools across the LA.
- 52 pupils from mainstream schools 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 and includes: Kingsley High School (Harrow), Children's Trust (Tadworth), Watling View (St Albans), Woodlands School (Harrow) and Linden Lodge (Wandsworth).
- Close links to other agencies, including CLCH NHS Trust, CBT Transport team, the BBC and QPR.

**The school was previously inspected** in December 2014 and judged to be outstanding.

The single area for improvement was:

Give the few more-able pupils more challenging targets and evaluate the impact of teaching on their achievement.

By the end of the 2014-15 school year, this target had been successfully addressed through:

- The increased emphasis placed on all aspects of literacy. Focused work with targeted groups provided clear evidence of gains in achievement.
- Improved IT provision to support pupils' learning.
- Increased internal and external moderation of target setting.

### Developments since previous inspection:

Registration with Schools Direct (two students successfully completed their QTS) / appointment of Family Link Worker / establishment of a moderation group drawn from four boroughs (see above) / expanded leadership team / external lift installed / PMLD curriculum reviewed / the school was part of the UK-wide CAMHS pilot project.

**PROGRESS IN ADDRESSING KEY PRIORITIES FOR SCHOOL DEVELOPMENT IN 2016-17****Redefine the phases of learning within the school to reflect the changing age-profile of pupils**

Departments were reclassified to reflect the age/key stage profile that existed at the time. This effectively met the school's need in 2016-17 and has on-going relevance.

**Conduct a whole school review of assessment systems following the removal of p levels**

Progress meetings are now more 'formalised' and ensure that all targets are the result of a team approach (e.g.: including the use of therapists).

**Deepen staff understanding of pupils' emotional & mental health issues**

The work carried out on this issue in 2016-17 continues to have impact (e.g.: support training &amp; enhanced information about practical activities).

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

This continues to be an outstanding school as it is consistently successful in ensuring that its pupils make the best possible progress and are very well equipped for the next stage of their education and adult life. Its pupils benefit strongly from a curriculum that helps develop their spiritual, moral, social and cultural qualities. The teaching is highly effective in providing challenges for pupils of all abilities pitched at demanding, but achievable levels. There is a clear vision for the school's future development, which is shared by the whole community. Staff are relentless in challenging practice to ensure the maximum provision for the pupils.

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Strengths	Grade 1	Areas for Development
Governance is outstanding. Governors bring a wide range of skills to inform their monitoring and evaluation - providing rigorous challenge and effective support.		Following the addition of new leaders to the SLT and ELT, review the systems in place to support leadership development.
Safeguarding procedures are rigorous. All members of staff are very well trained and provide highly effective support for pupils.		
The senior leadership team leads by example, ensuring that all evaluations of practice are securely based on sharply focused, thoughtful and reflective discussion (e.g.: in assessing pupils' progress).		
<b>Evidence of strengths</b>		
<ul style="list-style-type: none"> <li>▶ Linked governors are highly effective in holding the school to account through rigorous dialogue.</li> <li>▶ Governors have a very clear view of the school's values and use this understanding well when taking actions.</li> <li>▶ 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 &amp; IT.</li> <li>▶ Governors demand high standards of clarity from the school when discussing policy and impact.</li> <li>▶ The school's fortnightly multi-disciplinary safeguarding meetings are effective in highlighting areas of potential need – this effectively informs early interventions.</li> <li>▶ On-going staff training plus 'Circle of Support' meetings provide high quality communication regarding on-going issues.</li> <li>▶ The school's Family Link Worker ensures that attendance issues are followed up rigorously.</li> <li>▶ The school is highly effective in ensuring that national guidelines are customised to reflect the specific needs of students (e.g.: 'Prevent' issues.)</li> <li>▶ Assessment is securely underpinned by high-quality discussions that clearly show that all members of staff fully understand the wide range of ways in which pupils demonstrate their learning.</li> <li>▶ Coaching is securely established as an effective tool for fine-tuning the quality of teaching and learning.</li> </ul>		

## TEACHING, LEARNING AND ASSESSMENT

Strengths	Grade 1	Areas for Development
High quality dialogue between all members of the school community ensures that pupils' needs are clearly identified and fully met, both in and out of class.		Build on the success in improving PMLD provision and address the changing complexity of need of the pupils by fine-tuning provision in the SLD & ASD Pathways.
The school's significant success in raising the profile of the learning challenges encountered by PMLD pupils has ensured that these pupils make impressive gains in their learning.		
All members of staff are highly effective in capturing and holding pupils' imaginations through the excellent use of a wide range of resources and shared expertise.		
Evidence of strengths		
<ul style="list-style-type: none"> <li>▶ Progress data and information from progress meetings</li> <li>▶ Multi-disciplinary teamwork observed in lessons and learning walks</li> <li>▶ Pupil premium and sports premium reports</li> <li>▶ Assessment Data Analysis - reports</li> <li>▶ Multidisciplinary teamwork (observed in lessons, learning walks, Individual Learning Intentions, Annual Reviews)</li> <li>▶ First hand observations of the quality of pupils' learning</li> <li>▶ Raised profile and improved routines for PLMD learners (see planning)</li> </ul>		

## PERSONAL DEVELOPMENT, BEHAVIOUR WELFARE

Strengths	Grade 1	Areas for Development
Pupils make outstanding progress in developing the ability to self-regulate their behaviour through the school's 'team around the child' approach, including support from external agencies such as CAMHS.		Increase pupils' skills in making healthy eating choices.
Pupils are effectively prepared for their future life within the community. They demonstrate secure understanding of how to keep safe – personalised according to their individual needs.		
The school is highly effective in developing pupils' self-esteem and self-confidence and pupils demonstrate excellent attitudes towards learning at all times. All adults are strongly focused on ensuring the effective development of pupils' emotional well-being.		

### 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 and understanding of social, cultural and religious differences in the community
- ▶ Specialist PSHE Programmes (including SRE – new updated policy) - develop tolerance & respect and 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>Pupils never make less than good progress and frequently make outstanding progress in attaining challenging targets in the four key areas of learning:</p> <ul style="list-style-type: none"> <li>• Communication, Language &amp; Literacy</li> <li>• Learning and Thinking Skills</li> <li>• Personal, Social &amp; Emotional Development</li> <li>• Physical Development</li> </ul> <p>Targets are highly personalised, are challenged and moderated during the target-setting process, and agreed with parents and the senior leadership team</p> <p>Progress is closely tracked and constantly moderated.</p> <p>Whole school attainment outcomes for 2016-17 were:</p> <ul style="list-style-type: none"> <li>• Communication, Language and Literacy: 72%</li> <li>• Learning &amp; Thinking Skills; 79%</li> <li>• Personal, Social and Emotional Development: 69%</li> <li>• Physical Development: 72%</li> </ul>		<p>Further Increase the rates of progress made by the most able pupils in acquiring skills in functional literacy.</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 and 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 and 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"> <li>▶ EYFS Curriculum -Topic plans and lesson plans – work with therapists to structure the curriculum</li> <li>▶ 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</li> <li>▶ Admissions meetings and 6 week reviews ensure involvement of therapists and parents</li> </ul>		

## POST 16

Strengths	Grade 1	Areas for Development
Every year, all students leaving the sixth-form gain accreditations and achieve a post-school destination		Enhance provision for the sixth-form to accommodate the increasing numbers of PMLD students.
There is a continuing, strong emphasis on students' acquisition of life skills, including relationships.		
'Person-centred Reviews' are highly effective in giving students a voice by identifying their aspirations and clearly prioritising their needs.		
Evidence of strengths		
<ul style="list-style-type: none"> <li>▶ Internal work experience</li> <li>▶ ASDAN – mini-enterprise projects</li> <li>▶ Personal Progress Modules</li> <li>▶ College link course</li> </ul>		

## 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 – e.g.: with speech and language therapists. Because of a good retention of staff and well-structured CPD, teachers are highly skilled in all aspects of their work – e.g.: in assessment and 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. However, for younger pupils, an early awareness of mathematical concepts needs to be integrated within social development. – e.g.: spatial awareness & simple counting.

#### CURRICULUM

Strengths	Areas for Development
<p>Pupils’ individual learning targets are fully integrated into curriculum planning throughout the school.</p> <p>The school is highly adept at enriching all aspects of the curriculum, particularly through the arts.</p>	<p>Investigate opportunities for further integrating the school into the local community and in raising awareness within the community about the role of the school.</p>

##### 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,
- ▶ Arts mark 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
<ul style="list-style-type: none"> <li>▶ Results of a June 2017 questionnaire show that parents have overwhelmingly positive views about all aspects of provision and the school's ethos.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Look at ways for ensuring greater involvement of the 'hard-to-reach' parents (e.g. overcoming language barriers / provision of informal social activities etc.)</li> </ul>

### Evidence of strengths

- ▶ 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

<b>Communication</b>	Ensuring clarity & consistency in all interactions with pupils, staff, parents and external agencies.
<b>Learning Environment</b>	Use of the learning environment and resources to maximise opportunities for pupils.
<b>Community</b>	Raise community awareness of the needs of our pupils to help improve their transition from school into adulthood.