

Nightingale School

Inspection report

Unique Reference Number	131594
Local Authority	Wandsworth
Inspection number	381732
Inspection dates	7–8 November 2011
Reporting inspector	Denise Morris

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	11–19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	71
Of which, number on roll in the sixth form	19
Appropriate authority	The governing body
Chair	Graham Wickham
Headteacher	Alina Page
Date of previous school inspection	22 January 2009
School address	Beechcroft Road Tooting SW17 7DF
Telephone number	020 8874 9096
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Age group	11–18
Inspection date(s)	7–8 November 2011
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 11 lessons and saw 11 different teachers. They observed the school's work and looked at students' books, the school development plan, minutes of recent governors' meetings and lesson plans. They looked at questionnaires returned by 10 parents and carers, 25 students and 16 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What has been the impact of work undertaken to improve attendance?
- Do students now have a voice in the school?
- How has the school maximised opportunities for accreditation and work experience for students?
- Are data used effectively to measure progress?

Information about the school

Nightingale School is an average-sized special school providing for boys who have statements of special educational needs related to social, emotional and behavioural difficulties. Most students live in Wandsworth, although some come from outside this area. Just over half are White British, with the remainder Black British or Black or mixed Caribbean. The majority of pupils have had an unsettled early education. A minority of pupils have additional special educational needs and/or disabilities, mainly specific learning difficulties. A few are looked after by their local authorities. The school manages the Community Learning Team (CLT), which provides programmes for its secondary-age students who find it difficult to attend full-time schooling. The school is federated with a primary school meeting similar needs, and shares the same Principal and governing body. The school has an on-site sixth form.

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

Nightingale is an outstanding school. As a result of inspirational leadership and management, the school has continued improving since the previous inspection and still provides exceptionally well for all its students. The quality of vocational provision is outstanding, providing excellent accommodation and resources, and ensuring that students are well prepared for their futures. Students are extremely well cared for and show outstanding awareness of how to keep themselves safe. Their excellent understanding of the importance of being healthy is demonstrated in their active lifestyles and the way they regularly choose fruit and a variety of vegetables at lunchtime. Most students come to school regularly and punctually and thrive on the memorable experiences that the school provides. Given the unsettled early education experiences of the majority of students, this represents a significant improvement in attendance for the very large majority compared with their previous settings. However, despite stringent procedures to encourage attendance, a very small minority do not attend regularly enough and a few do not arrive on time. As a result, attendance is broadly average.

Students achieve well during their time at the school, including in the sixth form. They make excellent progress from their individual starting points so that by the time they leave the main school in Year 11 many achieve national accreditations such as GCSEs or vocational qualifications that will contribute well to their future careers. All students, whatever their special educational needs and/or disabilities, also achieve equally well; those with additional special educational needs and/or disabilities such as specific learning difficulties achieve as well as their peers. Throughout the school, students benefit from at least good and often excellent teaching. Students in the sixth form make outstanding progress and benefit from the highly supportive environment, although forward planning to meet the academic needs of future cohorts of higher-attaining students is not strong enough. Vocational education for the older students is a particular strength. Leaders have worked extremely hard to provide high quality workshops, including a garage, a working hairdressing salon and nail bar, a construction centre with facilities for plumbing, bricklaying and decorating, and a school farm. As well as enabling their own students to gain experience of these jobs, the school supports over 150 students from other local schools. This in turn enables students to integrate and develop good work-related skills, providing them with realistic opportunities to become productive citizens.

Excellent leadership and management have resulted in positive outcomes for all groups of students. Leaders have worked diligently to improve all aspects of the

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school. Exceptional partnerships with local businesses and schools have resulted in greatly improved facilities and exciting opportunities for all students. The governing body provides a high level of challenge; governors are also very supportive and many are regular visitors to the school. The good community cohesion strategy is evident in the harmonious way that students from different backgrounds and lifestyles work closely with each other. The pursuit of excellence in all of the school's activities over a considerable period of time has built on previously outstanding performance in key areas such the use of data and the quality of the curriculum. Self-evaluation at all levels is highly effective, leading to accurate analysis of the school's work. It is very well used to compare performance with other schools and to plan accordingly. Given the school's record in sustaining and further enhancing its outstanding provision and good and improving outcomes for students, it has an excellent capacity to improve further.

What does the school need to do to improve further?

- Improve attendance by working even more closely with students, parents and carers and the local authority.
- Improve forward planning for future cohorts of higher-attaining students entering the sixth form so that they can achieve their full potential.

Outcomes for individuals and groups of pupils**2**

Students achieve well both in their academic and in their personal development, and different groups achieve equally well. From low and often very low starting points, the vast majority of students rapidly improve their skills. Students in Years 7 to 9 make at least good and often outstanding progress from their Year 6 results; the very large majority now exceed the levels of progress expected of them. The rate of progress in Years 10 and 11 has improved steadily over the past four years and in 2010 and 2011 students exceeded their targets. The majority attain passes in their GCSEs, including in English and mathematics. They also achieve well in vocational qualifications. Students attain particularly well in mathematics. In one Year 10 and 11 lesson, focused questioning extended students' understanding of fractions. They showed mature learning styles that enabled them to work out how to change improper fractions into mixed fractions. In a Year 7 lesson, students improved their communication and personal skills because of excellent teaching about how to be respectful. They engaged enthusiastically in role play with a partner and learned many strategies to help them reduce tension. The session was very successful in helping them to form friendships, support others, and improve their language and social skills. Students' support for each other was clearly evident in a sports activity in Year 11 when they spontaneously clapped a good shot over the net in volleyball by a student who previously had not managed it.

They behave well in all areas of the school and individual behaviour typically improves over time. This good behaviour represents very good progress for most

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students from their starting points on entering the school. Students have a very clear understanding of safe and unsafe situations and many have experienced local gang cultures that have put them at risk. They view the guidance provided by the school as helping them to minimise the potential risks they face in the outside world. Many boys spoke about their fears of ending up in gangs, in prison and being alone. 'School is safe because I've learned to control my temper and things,' commented one boy. Almost all say they feel safe at school. They are confident that any issues with behaviour will be managed effectively. Students' healthy lifestyles are reflected in the way boys, including those at risk, communicate comfortably about factors affecting their physical and mental health and their emotional well-being. They regularly cook healthy foods and engage in a very wide range of sports, some with students from other schools. The boxing club for example is very popular and boys respect the fact that it is run by a real boxer. They practise and work hard, with many staying after school several nights a week.

Students present and past are very proud and committed to the school. There are several apprentices working on their national vocational qualifications (NVQs) who have left school but who are continuing their training there in various key skills and who contribute extensively to supporting younger students. One commented that he 'wanted to put back into the community what this community provided for me'. Another said, 'I was a crazy kid. The school matured me.' There is a productive school council who have a clear voice in decision making. As a result they have a wide variety of input into school development. Students raise money for different charities, and feedback from the community about students is very positive. Although a very small minority do not attend often enough, the school makes a considerable difference to the lives of its students and they are well prepared for their futures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will	2

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

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is extremely effective and regularly inspires students to be aspirational. Lessons have challenging learning objectives which are shared with students and which show that teachers have high expectations of students' successes. Relationships are outstanding and excellent subject knowledge ensures that lessons are exciting. Questioning is a major strength of lessons, helping to extend students' skills and ensuring that those with different abilities can access learning. Teachers make the best possible use of assessment to plan individual tasks and to measure how much progress each student makes. They set challenging targets and manage behaviour very well so that disruptions to learning are minimal. All students know what teachers expect of them. Teaching assistants play a significant role in managing and calming students. As a result there is an extremely calm and productive atmosphere in lessons.

The rich and varied curriculum is a major strength and has a strong impact on students' enjoyment and on their achievement. The school is fully involved with local businesses which help to provide students with the skills to become good citizens. The good community cohesion strategy is having a major impact on students' enjoyment and awareness of the world around them. For example, their understanding of different cultures has been enhanced through a visit to France and through their work with the local community. Enrichment through visits, sports activities and vocational experiences is exceptional and helps to keep students engaged and excited by their learning. In one session, a student was helping the farm manger to worm the sheep and was completely engrossed in the task. Students help with shearing, feeding the pigs and collecting and cooking eggs. Integration with students from mainstream schools provides many opportunities for social links and provides good role models. In vocational activities such as bricklaying, car mechanics, plumbing, painting and decorating, for example, Nightingale students work side by side in harmony with students from other local schools, learning new skills and acquiring aspirations for their futures.

The school's inclusive approaches ensure that students are nurtured very effectively via the varied high quality curricular and therapeutic provision. This means that support is targeted towards every individual so that they are able to make the very best of their opportunities. The Community Learning Team and the therapy teams make a significant contribution to the care, guidance and support of students who require medical, mental health or emotional support. Over 30% of students benefit from these therapies. The school works relentlessly with students, parents and carers and families to meet individual needs. The very best use is made of external partners and services to promote opportunities for students, such as working in local shops

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and with local tradespeople. Induction and transition procedures are excellent so that new students quickly find their way around, and older students transfer smoothly to college. The school works extremely hard to encourage students to come to school and, as a result, most students improve on previous low attendance.

These are the grades for the quality of provision

The quality of teaching	1
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?

Outstanding leadership is a key feature of the school; the headteacher and the principal have an ambitious vision for its future. They are ably supported by other senior leaders and staff. All of the staff who completed a questionnaire said that they know what the school is trying to achieve. Senior leaders and managers embed ambition and drive improvement highly effectively. Consequently, leaders and managers at all levels are effective in securing improvement. The school provides exceptional facilities that meet students' needs very well. The monitoring of teaching and learning is rigorous and performance management processes are highly effective.

Leaders are rigorous in promoting equality and eliminating discrimination so that all groups achieve equally well. All students at the school have equal access to all the opportunities. Exceptionally accurate self-evaluation, including the monitoring of different groups, ensures that leaders know what is working well and what needs improving. They acknowledge the need to further improve attendance. They have embedded their ambition for the school by working closely with local businesses to create an outstanding vibrant, vocational environment in the school grounds which helps students to thrive and which serves them very well. The governing body is highly effective and plays a full role in the school's management, as appropriate. It meets its statutory responsibilities, including those relating to safeguarding, very well. Safeguarding procedures, including those for child protection, are excellent and fully meet current government guidelines. They are rigorously monitored and the site is exceptionally safe and secure. The governing body has ensured there is a good strategy for community cohesion based on its clear analysis of the school's context. Effective plans ensure good engagement with a wide range of community groups, both beyond the school and more locally. The impact of this work is evident from the way that pupils from different backgrounds get on very well together. Very close local links promote effective working relationships with local schools, many of whom purchase places on the vocational courses for their students. Partnership activities are outstanding and have a very positive impact on learning for all students. Regular

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links with parents and carers contribute well to students’ personal development.

These are the grades for leadership and management

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	1
The effectiveness of the school’s engagement with parents and carers	2
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	2

Sixth form

All students make outstanding progress from their starting points. For example they complete functional skills qualifications in English and mathematics in Year 12, moving on to vocational studies in drama, sports, information and communication technology, electrical installation, motor mechanics and building. These qualifications prepare them very well for their futures. There is no significant difference between the achievement of students of different abilities. Students take on a wide range of responsibilities for their own lives and are supportive of each other. All of the students regularly complete their sixth form studies and there has been no drop-out recently. Programmes and activities are very well matched to students’ personal needs. For example, planning and provision takes account of the fact that 40% of students require key support for their emotional and behavioural needs and 60% require support at college. As a result of very effective teaching and monitoring, all groups of students are able to maintain their places and achieve very well. They receive high-quality care, guidance and support, helping them prepare for future challenges in their lives.

Good leadership has resulted in the successful development of the sixth form over the four years of its existence, with a clear focus on the holistic development of each student. Although there is an awareness that future cohorts will typically contain higher-attaining students than those who attend currently, forward planning for these future cohorts is not yet strong enough.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	1
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	2

Views of parents and carers

Parents and carers are very pleased with the school. Although only a few responded to the inspection questionnaire, all of these said that the school deals effectively with unacceptable behaviour and that the school helps them to support their children’s learning. They all believe that teaching at the school is good and feel well informed about their children’s progress. A small minority did not think their children enjoyed school. A similar proportion also thought the school did not meet children’s needs or help them have a healthy lifestyle. Inspectors found all of these aspects to be excellent. ‘I am pleased with the work of the school. If I have any concerns I don’t feel intimidated, I tell his tutors,’ wrote one parent, typical of the supportive comments made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nightingale 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 10 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	20	6	60	1	10	1	10
The school keeps my child safe	7	70	2	20	1	10	0	0
The school informs me about my child’s progress	8	80	2	20	0	0	0	0
My child is making enough progress at this school	4	40	5	50	1	10	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child’s learning	7	70	3	30	0	0	0	0
The school helps my child to have a healthy lifestyle	3	30	5	50	2	20	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)	7	70	2	20	0	0	0	0
The school meets my child’s particular needs	4	40	4	40	2	2	0	0
The school deals effectively with unacceptable behaviour	5	50	5	50	0	0	0	0
The school takes account of my suggestions and concerns	6	60	4	40	0	0	0	0
The school is led and managed effectively	6	60	3	30	0	0	0	0
Overall, I am happy with my child’s experience at this school	6	60	3	30	1	10	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



9 November 2011

Dear Students

Inspection of Nightingale School, Tooting SW17 7DF

Thank you for your help in our recent visit to your school. We enjoyed meeting you very much. This letter is to tell you about our findings.

- Nightingale is an outstanding school and it provides you with an excellent education.
- You make excellent progress in your lessons because of high quality teaching and support.
- Your behaviour in and around the school is good.
- You told us how much you enjoy school and most of you come to school regularly, but a few of you do not come often enough.
- Your school prepares you well for your futures. It helps you to develop skills that will improve your chances in life.
- You have lots of exciting activities and told us how much you enjoyed working on the farm and all the sports activities.
- The leaders of your school make sure you are very safe and secure.
- You have an excellent awareness of safety and how to keep fit and healthy.

We are asking your school to do two things to help it become even better:

- to ensure that you all come to school every day
- to improve planning to fully meet the learning needs of higher-ability students who will be entering the sixth form.

Thank you again for your help.

Yours sincerely

Denise Morris
Lead inspector

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