

Nightingale Academy

34 Turin Road, London, N9 8DQ

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Achievement is inadequate because not all students make the progress expected of them. Many students do not have strong enough skills in reading or writing to reach the levels they need as they move through the academy.
- There is not enough good or outstanding teaching to move students' learning on quickly enough. Work is not always set at the right level for students who need additional help to understand the lesson or for those who need extra challenge.
- Attendance, although improving, remains stubbornly low because some students are absent for long periods. As a result, many students have gaps in their learning.
- The sixth form is inadequate because there are weaknesses in the way that leaders organise the subjects that students study. Students have been allowed to study for qualifications that do not match their abilities or needs.
- Leaders and governors have spent time tackling extreme behaviour, dealing with staffing difficulties and checking the quality of teaching. In the past, this has distracted them from focusing on achievement.

The school has the following strengths

- Teachers are set challenging targets to improve their teaching.
- Leadership has been strengthened by the appointment of managers who are improving achievement in the subjects they are responsible for.
- Actions taken to tackle anti-social and disruptive behaviour have been effective.
- A high priority is placed on promoting students' spiritual, social, moral and cultural development.

Information about this inspection

- Inspectors observed 38 lessons of which six were jointly observed with senior staff. Visits were made to a further 12 lessons to look at students' work and assess the quality of marking.
- Meetings were held with the Principal, deputy and assistant principals, heads of subjects, the Vice Chair of the Governing Body, groups of students and two representatives from the academy sponsor.
- Inspectors took account of five responses to the on-line questionnaire (Parent View) received during the inspection.
- Inspectors also took account of 78 responses to the staff survey.
- The inspection team observed the academy's work, looked at the academy's data about students' achievement, examined records relating to behaviour and attendance and looked at documents used by leaders to monitor and evaluate the academy's work.

Inspection team

Anne Wellham, Lead inspector	Her Majesty's Inspector
Valerie Houldey	Additional Inspector
John Mason	Additional Inspector
Brabul Matin	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Nightingale Academy opened in September 2010. The academy is sponsored by The London Academies Enterprise Trust. It is a Mayoral Academy. One of its targets is to reduce the number of students not in education, employment or training.
- It is slightly smaller than the average-sized secondary school and the sixth form is smaller than average. It has specialisms in English and literacy and sport and active leisure.
- The proportion of students known to be eligible for support through the pupil premium, the additional government funding for children in the care of the local authority, children of parents in the armed forces, and for those known to be eligible for free school meals, is greater than that found nationally.
- The proportion of students from minority ethnic groups is much higher than the national average, as is the proportion of students who speak English as an additional language.
- The number of students supported at school action, school action plus or with a statement of special educational needs is well above average.
- A small number of students attend work-related training away from school at three local colleges and a training company. These are Southgate College, Enfield College, Capel Manor and First Rung Ltd.
- The school's recent GCSE results did not meet the government's floor standard, which sets the minimum expectation for students' attainment and progress.

What does the school need to do to improve further?

- Make sure that all teaching is good or better by ensuring that teachers:
 - take account of students' literacy and language skills so that work is set at the right level
 - check students' understanding during lessons, adapting teaching to allow everyone to learn
 - provide opportunities for students to practise and develop their reading, writing and speaking skills in every subject
 - mark work regularly to tell students how to improve, provide time for students to respond to comments, and follow this up with meaningful homework.
- Improve attendance and reduce persistent absence by:
 - making sure that all staff share responsibility for checking attendance
 - providing consistently high-quality teaching that interests and engages students.
- Improve the leadership and management of the sixth form and raise students' achievement by:
 - placing students on courses that are matched to their level of ability
 - making sure that all students have good skills in literacy, English and mathematics before starting higher-level courses
 - improving the range of subjects and qualifications that are studied at Key Stage 4, particularly for the more-able students, so that they are well prepared for A-level study.

Inspection judgements

The achievement of pupils is inadequate

- Students across the school and in the sixth form make inadequate progress. Fewer students make the expected rates of progress in English and mathematics at GCSE than students in other schools because their skills in reading, writing and number are weak. As a result, they are not well prepared for study in the sixth form.
- High numbers of students join partway through the year. Many of them are learning English and many students have gaps in their learning because they are frequently absent or are away for long periods. Not all teachers show students how to improve their writing, reading and communication in the same way, so students do not catch up quickly enough in some subjects.
- The proportion of students achieving five or more A* to C grades, including English and mathematics, declined in 2012 and remains well below the national average. Staffing in English and mathematics is now stable, new leadership is in place and students' progress is improving in these subjects.
- Students are entered early for GCSE examinations in English and mathematics. In 2012 not enough students gained the higher grades. The progress of students who entered early this year is checked carefully and school data show an improvement compared to last year.
- Students in Years 7 and 8 receive intensive daily practice in reading. This is helping to develop their skills, improve their ability and build their confidence.
- Disabled students and those with special educational needs make too little progress. They make better progress when they get extra help out of the classroom, but they struggle to keep up in lessons where work is not set at the right level or there are no additional resources to help them.
- The small numbers of students who study away from the school make variable progress. Poor attendance stops some achieving as well as they could.
- In 2012, the average scores gained in examinations by students who are supported by extra funds, including those eligible for free school meals, were below those of students in other schools. Recent data show that the gap is narrowing for current students more quickly in English than in mathematics as a result of extra support to develop literacy, especially reading.
- The progress of students is tracked carefully. One-to-one support and small group teaching are starting to narrow the gaps in achievement between different groups of students. The academy has been successful in helping nearly all students leaving Year 11 to find education, employment or training.

The quality of teaching requires improvement

- There is still too much teaching that provides the same tasks and activities for all students so some struggle to keep up and others find the work too easy. An increasing proportion of good and outstanding teaching is helping to raise standards and to make up lost ground, but has not had time to significantly improve students' overall achievement.
- The most skilful teachers use the information they have on students' literacy and language levels to plan lessons that develop their basic skills. They also check frequently during their lessons that students understand what to do and then adapt their teaching so that all students can make progress.
- Where teaching is at its best, attention is paid to improving reading and writing whatever the subject. An outstanding sports lesson did not just focus on developing agility skills. The teacher broke down words and meanings and checked carefully that everyone understood. As a result, students made outstanding progress.
- When students' books are marked regularly and the students are given comments on how to improve, present their work neatly and correct their mistakes they make better progress. In

history and geography lessons students receive good quality feedback in their books and are given time to respond to the teacher's comments.

- Training is used well to help teachers develop their skills. Not all teachers are improving their teaching quickly enough because they do not apply in the classroom what they have learned during training. Good and outstanding practice is not shared widely enough across the academy.
- Teaching in the sixth form is too variable, ranging from outstanding to inadequate. Some students struggle to keep up and others are not set demanding work because they are studying for qualifications that do not match their abilities.
- Carefully planned tasks in some lessons help students to develop an understanding and appreciation of different cultures, beliefs and values.

The behaviour and safety of pupils requires improvement

- Behaviour has improved since the academy opened and serious incidents of anti-social behaviour are now rare. Poor behaviour is checked quickly and good behaviour is rewarded and celebrated. Students usually move around the building calmly and sensibly, although occasionally behaviour becomes boisterous and students need reminding about how to behave.
- Students' attitudes and behaviour in lessons are mostly good. In a few subjects, lessons are disrupted because students cannot understand what to do and they lose interest.
- Students receive good care and support from teams of dedicated staff who help with attendance, behaviour, and personal needs. Positive relationships between staff and students are developing well which help students to settle and learn.
- Attendance is improving slowly as a result of efforts to help students and parents understand the importance of coming to school. Persistent absence remains very high, although the attendance of students who have previously been absent for long periods of time is improving.
- The number of students not allowed at school for short times because of bad behaviour is reducing. As a result of higher expectations, incidents of extreme seriousness are reducing.
- Students feel safe and well supported. They know how to stay safe when using the internet and understand the different forms of cyber bullying. They say that if racist or homophobic name calling happens it is dealt with quickly and effectively by staff.

The leadership and management requires improvement

- The Principal and senior leadership team communicate clear ambitions and hold high aspirations for students and staff. The academy's own evaluation of its work is mostly accurate and leaders and governors understand the urgent need to raise achievement.
- Frequent changes have been made to staffing since the academy opened which has placed heavy demands on the time of senior leaders who have had to take over the leadership and teaching of some subjects. Staffing has stabilised and some strong appointments have enhanced the leadership of teaching and learning in different subjects.
- There is more good and outstanding teaching because senior leaders check the quality of teaching thoroughly. Teachers are observed teaching and receive good quality feedback on how to improve. They are set challenging targets linked to students' progress which they have to meet before they move up the pay scales.
- A few subjects are lagging behind in providing good teaching because teachers are inexperienced or subject leadership is not strong enough to drive forward rapid improvement.
- Leadership of the sixth form requires significant improvement. Students have been allowed to study for qualifications that do not match their abilities or needs. Many students do not have the good skills in literacy, English and mathematics that are needed to be successful in the sixth form. The range of subjects and qualifications available at Key Stage 4, particularly for the more-

able students, does not prepare them well for A-level study.

- Extra money that the academy receives to support the achievement of students known to be eligible for free school meals is used to provide activities and resources that improve learning. A summer school to improve literacy and numeracy helped to improve their scores in reading and mathematics faster than other students.
 - Students' spiritual, moral, social and cultural development is given a high priority. 'Discipline with Dignity' is used to help students understand how to treat others with respect regardless of different religions and beliefs and allows social and cultural differences to be celebrated.
 - Procedures for safeguarding meet requirements. Strong partnerships with local agencies such as the police and social services help students who experience problems in their lives.
 - Senior leaders and governors are held to account by the board of the academy trust through a rigorous process of review and support. The academy is benefiting from the resources, experience and expertise of its partners.
 - **The governance of the school:**
 - The governing body knows what is happening in the academy and the governors understand how the academy's results compare to other schools. They will challenge decisions if they feel that improvement is not rapid enough. They share the ambition to make all teaching good or outstanding and know how targets are set to reward teachers or challenge them to improve. The governors are aware of how additional money is spent to help students learn, but they do not check carefully to see what difference it makes. Governors fulfil their statutory responsibilities. They attend relevant training and are thorough in making sure that students are safe.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136157
Local authority	N/A
Inspection number	399777

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

Type of school	Academy sponsor-led
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	949
Of which, number on roll in sixth form	125
Appropriate authority	The governing body
Chair	Paul Sutton
Principal	Jane Willis
Date of previous school inspection	Not previously inspected
Telephone number	02084438500
Fax number	02083720303
Email address	contactus@nightingaleacademy.org

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