

# Nightingale House School

Bridge House, 1 Stuart Road, Bredbury SK6 2SR

## Inspection dates

19–20 June 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have not ensured that the independent school standards are consistently met.
- Teaching does not take into account pupils' academic starting points well enough. Work is not pitched effectively to meet the academic needs of pupils of different ages and abilities.
- Pupils do not acquire new knowledge, skills and understanding to a standard that enables them to make adequate progress from their starting points. Expectations of what pupils can achieve in their academic work are not high enough.
- Leaders have not planned or implemented a curriculum that provides pupils with sufficient breadth of skills and understanding.
- Leaders have identified some gaps in the curriculum coverage and the provision of specialist teaching. However, they have not addressed these gaps effectively, particularly in mathematics.
- Pupils do not receive impartial careers education and guidance. They do not receive an insight into a broad range of careers.

### The school has the following strengths

- Leaders have devised and implemented a coherent therapeutic programme that has enabled pupils to make significant progress in their emotional and social development.
- Leaders and teachers know their pupils well. They are attuned to the pupils' emotional needs and develop and sustain positive relationships.
- Pupils behave and attend well because relationships are good, and they find many tasks engaging. Leaders develop experiences that enhance pupils' spiritual, moral, social and cultural development effectively.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed at the end of the full report.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and assessment to enable pupils to make stronger academic progress in the knowledge, skills and understanding they acquire by:
  - pitching work at levels that match pupils' age and ability
  - raising expectations so that pupils produce work of greater depth and quality and make stronger progress from their starting points
  - enhancing the quality of specialist teaching and support, particularly in mathematics.
- Rapidly improve the effectiveness of leadership and management by:
  - improving the curriculum so that pupils experience deeper insights into a wider variety of subjects
  - providing impartial careers information and guidance into a wider range of careers
  - improving systems at all levels to check both the implementation of the curriculum and the quality of academic teaching, learning and assessment
  - ensuring that the independent school standards are fully met.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders have not ensured that independent school standards concerning the quality of education and the quality of leadership and management are being met.
- Leaders are aware that the breadth of curriculum and the quality of teaching have not met their expectations. However, actions to provide greater breadth of experience and to improve specialist teaching in subjects, such as mathematics, have not occurred rapidly enough.
- Leaders are in the process of building further teaching capacity by appointing more specialist teachers. There is evidence that this is beginning to improve the quality of pupils' writing in English. However, pupils' academic progress across a wider range of subjects is weak.
- Although pupils have had access to engaging topics that have explored themes such as discrimination, they have not developed sufficient knowledge, skills and understanding across a wide range of subjects.
- Leaders have put in place a structure to monitor teacher performance against targets, but they have not used this system rigorously enough to check on the quality of teaching, the curriculum and the rates of pupils' academic progress.
- Leaders monitor the social and emotional well-being of pupils assiduously. Pupils make substantial progress in dealing with trauma, managing risk and developing emotional resilience. However, the systems that leaders have developed to check pupils' academic progress are much less effective.
- Leaders have developed strong systems to enhance pupils' social and emotional development. Teachers, care workers and specialist therapeutic staff work closely together to meet pupils' needs. Their actions have led to significant improvements in pupils' well-being.
- Leaders have provided additional curriculum experiences that have developed pupils' interests and increased opportunities to engage with the wider community. These have included work placements, theatre trips and college visits. As a result, pupils have developed their self-confidence and skills of social interaction.
- Leaders do much to raise pupils' awareness of equalities. Pupils learn about different faiths, religions and sexual orientations. Pupils have worked with officers from the local authority to discuss the government's 'Prevent' duty to enable them to challenge extremist views.

### Governance of the school

- The school has developed tiered systems of accountability, with regular meetings between the lead teacher, the head of education and the director of education. The director of education is accountable to the managing director of Care 4 Children. These systems have been ineffective in addressing weaknesses in the quality of education and failures to meet some of the independent school standards.

## Safeguarding

- The arrangements for safeguarding are effective. Safeguarding pupils lies at the heart of the school's work. Teachers, care workers and therapeutic staff work as a team with pupils to help them to develop an understanding of risk and the actions they can take to manage these.
- Pupils follow a programme that has been developed to support their safety and welfare. This programme enables pupils to develop emotional resilience and coping strategies that support their independence and ability to make safer choices in life.
- Leaders carry out appropriate checks to ensure the suitability of adults working on site. In recruiting staff, leaders carefully assess whether staff have the personal skills and attributes to provide appropriate support to pupils. Safeguarding training is extremely thorough and devised to take account of the vulnerabilities of pupils at the school.
- Safeguarding policies are thorough and responsive to current government requirements. These policies are available to parents and carers on request.
- The high quality of emotional and therapeutic support provided by the school helps to protect pupils.
- Leaders act swiftly to address any concerns over pupils' welfare. They work closely with external agencies if they have concerns over pupils' welfare. Leaders record any concerns very thoroughly. They have developed a system to support pupils' independence as they progress through the three-phase programme. While this, on occasions, brings challenges, leaders take suitable actions to try and manage the risk.

## Quality of teaching, learning and assessment

### Inadequate

- Teachers' planning for pupils' learning is not sufficiently adapted to effectively meet the needs of pupils of differing ages and abilities. Across key stages, work is not sufficiently targeted to the skills and knowledge that pupils need to acquire. Teaching has not provided sufficient opportunities for pupils to develop and apply their literacy and numeracy skills in enough depth.
- Leaders have not secured staff with sufficiently strong subject knowledge to enable pupils to make good progress in English and mathematics. Although specialist teachers have recently been recruited to provide support in English, this support has not been in place long enough to ensure that pupils make sustained progress. Teaching in mathematics has been even more limited.
- Teachers and carers in the school have a deep understanding of pupils' emotional needs, which they monitor through a carefully planned therapeutic programme that is adapted to meet pupils' needs. However, systems to track pupils' academic progress are less well developed. As a result, teaching is not adapted to meet pupils' academic needs so that they are well prepared for future education or training.
- Teaching does not enable pupils to acquire new knowledge, skills and understanding across a wide range of subjects. This is particularly evident in geography and history. Opportunities to apply skills in the creative arts are also inconsistent.
- Teachers do provide illuminating topics that engage pupils' interest and enthusiasm. Pupils have had opportunities to see sculptural work by Anthony Gormley in Morecambe

Bay and have taken part in art classes at a local college. Pupils enjoyed the experience of seeing a performance of 'A Christmas Carol' so much that they then performed their own version.

- Pupils have received effective teaching to support their personal, social and emotional development. They have followed programmes that have developed their ability to manage their emotions and become more resilient. In biology, specialist teaching has developed their understanding of the human body and phases of growth and development. These topics have been taught with sensitivity, care and relevance.
- Teachers have established good relationships with pupils that have helped pupils to become more confident and articulate. Pupils are willing to share their thoughts and opinions and contribute towards discussion.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Despite many strengths in this area, leaders have not ensured that pupils receive impartial careers advice to enable them to develop insight into a broad range of careers.
- Leaders and teachers have worked closely with pupils to develop their self-confidence and self-awareness. Over the course of the academic year, pupils have become more articulate and are much more willing to contribute to discussion and debate. One teacher described the pupils' 'transformation' as 'amazing'.
- Much of the curriculum is designed to develop pupils' well-being. Pupils have developed strategies to support restful sleep and used yoga and mindfulness to manage stress and feelings of anger.
- Leaders and teachers support pupils' physical well-being with units on healthy eating. Pupils have access to horse riding and have weekly exercise at a local gym.
- Pupils follow a core therapeutic programme that is personally customised to develop their knowledge and ability to keep themselves safe. The rigorous three-part programme they follow is focused upon pupils' safety and well-being, taking them on a journey from nurture and protection to one of increasing independence and resilience.
- Leaders communicate with external agencies and key workers to develop cohesive approaches to pupils' well-being that address the emotional needs of pupils extremely well.

### Behaviour

- The behaviour of pupils is good. Pupils attend regularly and show increasingly positive attitudes to learning. They can concentrate on writing tasks and respond purposefully to teachers' questions.
- Pupils are willing to move outside their comfort zone and engage with a wide range of activities. They have worked with teachers to explore relaxation techniques, for example. They have also worked with drama teachers to develop their performance skills, culminating in a performance in December.

- Pupils respond purposefully to the rewards leaders provide for positive effort and contribution to learning. On one of the days of the inspection, the director of education invited pupils to a celebratory tea in school leaders' recognition of their good behaviour, achievement, progress and positive contributions. Pupils feel valued as a result of these activities.
- Pupils show a respect for one another and for their teachers and other staff. They have developed positive relationships over time. Teachers and other staff care passionately about the needs of the young people they work with.
- Pupils represent themselves and their school positively. They have received commendation for their behaviour on college placements, work placements and visits to alternative education providers.

### Outcomes for pupils

### Inadequate

- Pupils do not consistently make adequate academic progress from their starting points. Although many have experienced interruptions to their prior learning, they still do not make sufficient progress in English or mathematics.
- Pupils do not have sufficient opportunities to develop their knowledge, skills and understanding across a wide range of subjects to a depth that is commensurate with their age or ability. On too many occasions, subjects have started and then stopped without sufficient opportunities to develop or deepen pupils' understanding.
- Pupils are not gaining access to a wide range of qualifications to appropriately prepare them for the next stage of their education, training or employment. The courses they follow do not always build upon their prior learning and do not fully reflect their ages and abilities.
- Leaders have developed a rigorous therapeutic programme that has enabled pupils to make considerable progress in their social and emotional development.
- Pupils have acquired important social skills and practised applying for jobs and completing CVs. They have been praised for the attitudes they have demonstrated on work placements. However, they have not received the insights into a range of careers to enable them to use these skills effectively.
- Pupils have developed their confidence and understanding on external courses and placements. They have developed skills in areas such as construction, and hair and beauty. On occasions, pupils feel that their work in school has not supported their progress on external courses.

## School details

Unique reference number	143841
DfE registration number	381/6019
Inspection number	10043662

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Girls
Number of part-time pupils	None
Proprietor	Tariq Verpalen
Headteacher	Pam Walmsley
Annual fees (day pupils)	£24,600
Telephone number	03455 215 155
Website	No website
Email address	<a href="mailto:admin@care4children.co.uk">admin@care4children.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This was the first standard inspection of the school. The school was registered by the department for education on 18 April 2017.
- The school provides care for the education of vulnerable pupils who have previously been traumatised.
- The curriculum is designed to restore pupils' well-being and prepare them for employability as adults.
- Pupils follow a three-phase programme that is aimed to provide a balance of education, therapy and care, over an 18 to 24-month period.
- Pupils attend alternative provision with courses in construction, and hairdressing and beauty therapy. In addition, pupils take part in the Prince's Trust team programme at a

nearby provider.

- The proprietor is responsible for 11 other schools that cater for the needs of vulnerable pupils.



## Information about this inspection

- The inspection was carried out over one and a half days.
- The lead inspector toured the school site to ensure that premises are meeting the independent school standards.
- The inspector held meetings with the education director, the head of education and the lead teacher. He also held a meeting with a clinical psychologist and with a teacher specialising in biology, well-being and personal and social education.
- The inspector looked at pupils' learning in lessons in the morning and afternoon of day 2.
- The inspector talked to pupils to gain their insights into aspects of their education.
- The inspector looked at pupils' workbooks and folders.
- The inspector scrutinised a range of documents, including policy documentation, self-evaluation, safeguarding documents and information on pupils' emotional and academic progress.
- The inspection was an aligned inspection, taking place at the same time as a social care inspection of the adjacent children's home. The lead inspector talked to the social care inspector about some of the information she had received from pupils on their care and education.

## Inspection team

Malcolm Kirtley, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if:
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work:
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the

proprietor ensures that persons with leadership and management responsibilities at the school:

- 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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