

# Tuke School

## Inspection report

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<b>Unique Reference Number</b>	100880
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	276409
<b>Inspection dates</b>	17–18 November 2005
<b>Reporting inspector</b>	Gregory Sorrell

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

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Maggs Ms Heidi Tully
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	4 Woods Road Peckham London SE15 2PX
<b>Telephone number</b>	02076395584
<b>Fax number</b>	02076358937

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<b>Age group</b>	11–19
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Tuke School caters for 56 boys and girls aged 11 to 19 from the borough of Southwark. One-third are in the sixth form and all have statements of special educational needs related to profound and multiple learning difficulties, severe learning difficulties and autistic spectrum disorders. In recent years, more pupils with complex and challenging behavioural needs have been admitted. Nearly 50% have English as an additional language and boys outnumber girls by approximately 3:1. The school recently gained Artsmark Gold status in 2005 and is scheduled to re-locate within the next two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Extend the role of subject managers to enable them to become more involved in evaluating the effectiveness of their subjects throughout the school;\* Develop a management role with overall responsibility for sixth form co-ordination and development.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

The inspectors, parents, students and pupils agree with the school's judgement that teaching is good. In all lessons, there is evidence that relationships between teachers and teaching assistants are good. There are many examples of good practice that include shared planning, team teaching and regular assessment. Good attention is given to learners' individual targets in lessons and this promotes good quality learning. Some lessons observed were outstanding as a result of high expectations, excellent deployment of staff and a very close monitoring of responses to provide the right pace of learning. For example, the teacher and support assistants observed the pupils' behaviour and recognised the need to change activity in order that learning could continue. Effective communication with pupils and students is ensured by the use of a number of methods including the use of Picture Exchange Communication System (PECS); signing; symbols and astute judgement of facial expression and gesture. These systems work especially when seeking to allow the learners to exercise choice, for example, whether they wished to use a drum or cymbal when playing music to support a lesson in religious education. Many staff have strong subject backgrounds in subjects such as English, information and communication technology (ICT) and drama. Although learners are not always taught by subject specialists, they benefit from the teachers' expertise which permeates the teaching staff. Outside expertise, as seen by the input of artists from The Wallace Collection, is an excellent example of curriculum enrichment resulting in superb pieces of art produced by the students in Year 12. Relationships with pupils and students are also strong and significantly aided by effective communication. They respond well to praise and prompt feedback to re-inforce learning. For example, they are frequently praised for 'good listening and good looking, when paying attention to staff.

### **Curriculum and other activities**

**Grade:**

The curriculum is good with many strengths, notably the attention given to creativity and the arts which is outstanding. The staff have given considerable thought to reviewing the curriculum with particular attention to Key Stages 3 and 4 with similar developments planned for the sixth form. This has resulted in new schemes of work that will be implemented in the near future.

These new schemes enable teachers and teaching assistants to identify how much additional support pupils require to access the content. Pupils for whom English is an additional language also benefit from a specialist teacher having overview of their work. The current schemes of work take appropriate account of the pupils' range of needs and offer broad experiences with major emphasis given to first hand experiences that maximise opportunities for learning. The curriculum addresses all aspects of the National Curriculum and religious education with a strong focus on literacy, numeracy, personal, social and health education and citizenship. Pupils and students with additional complex needs also access the curriculum with a suitable emphasis on their sensory capabilities. Many learners also take part in competitive sports and residential school journeys that they help to plan. Pupils in Key Stage 4 and students in the sixth form gain accreditation through ASDAN Youth Award Scheme which helps them to develop their literacy and numeracy skills as well as those of independence, communication and co-operation. Additional accreditation is not currently offered to complement the good work already being done. Relevant vocational education is provided by access to careers education and guidance. Regular use of the community involves shopping for food and visits to local leisure facilities. These experiences out of school are always re-enforced back at school, for example, food ingredients purchased are later cooked as part of a food technology lesson. Links with a local college of further education also prepare students well for life after school. The accommodation lacks specialist teaching areas for all subjects apart from food technology. The staff make best use of the space available, although the lack of suitable areas for design technology and science does limit the opportunities available for learning. As a result of very good staffing arrangements, the pupils and students move safely along the corridors despite many being too narrow to accommodate two wheelchairs.

## **Care, guidance and support**

### **Grade:**

The quality of care, advice and guidance to safeguard pupils and students to promote their welfare is excellent. The school places a very high value on ensuring all learners receive the best possible provision. Policies and procedures are frequently reviewed and are put into practice in the classroom and at other times. The impact of this approach is that pupils and students are assisted in achieving maximum independence with appropriate support. All staff undergo regular training to enable them to manage pupils' needs effectively; staff new to the school have a well planned induction programme to further promote consistency. Parents agree that their children are safe and well cared for and they appreciate the commitment shown by staff. The staff remain vigilant at all times to ensure a safe environment and any incidents are properly recorded and followed up. Where possible, pupils' and students' views have been sought and they, too, indicate that they feel safe. Links with external agencies, such as careers guidance, speech and language therapy, physiotherapy and social services are very well established so that additional support and guidance is provided as required. Communication between parents and school staff is effective in ensuring everyone is fully informed about welfare and progress. Individual education plans contain realistic targets that enable the pupils and students to achieve success. Regular reviews of the learners' complex, needs result in appropriate action so that wherever possible, they make good progress in becoming as independent as possible.

## **Leadership and management**

### **Grade:**

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## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us find our way around your school and for allowing us to see you in lessons, at break-times and outside in the playground.

We agree with the staff and your parents that Tuke is a good school. The school is a friendly place to be and we were made really welcome during our short stay. You all appear to be happy at school and I know that you enjoy going out from school when you go swimming or play football. The teaching is good and this helps you to do well in improving reading, writing and mathematics. You also do very well in becoming more able to look after yourselves. We saw that the staff work hard to help you let them know what you want so you can make choices. You get on well with the staff and do your very best to see that everyone can get on and learn in class. When any boy or girl has a problem we can see that they get help from an adult they know and feel safe with. We were very pleased to see the many different things you do during the day and many of you enjoy staying after school for activities. What we really enjoyed seeing was the amount of art, drama and sport you could do. We think that you have some very exciting lessons at Tuke School. When you are older you can get some awards and this is good to show other people. We think there might be some other awards that your teachers might want to do at school.

There are only a couple of things that we think your school could do to improve. One is to enable the teachers to see how well things are going well in the whole school. Another improvement would be to have one teacher in charge of the sixth form so they can help that improve further all the good things that happen already.

Yours sincerely

Greg Sorrell

Lead Inspector