



Nightingale School

Inspection Report

Unique Reference Number 131594
LEA Wandsworth LEA
Inspection number 282231
Inspection dates 23 May 2006 to 24 May 2006
Reporting inspector Glenys Fox

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

Type of school	Secondary	School address	Beechcroft Road
School category	Community		Tooting
Age range of pupils	11 to 16		London SW17 7DF
Gender of pupils	Boys	Telephone number	02088749096
Number on roll	65	Fax number	02088773724
Appropriate authority	The governing body	Chair of governors	Mr Graham Wickham
Date of previous inspection	29 January 2001	Headteacher	Dr Jonty Clark

Age group	Inspection dates	Inspection number
11 to 16	23 May 2006 - 24 May 2006	282231

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

Nightingale School caters for boys who have statements of special educational need as a result of emotional, social and behavioural difficulties. Most pupils live in Wandsworth although some come from outside this area. The school is federated with Elsley Special School and shares the same principal and governing body. The school also manages the School Support Centre, which is an on-site provision for secondary pupils who have been excluded and the Community Learning Team, which provides programmes for secondary age pupils who find it difficult to attend full-time schooling. The pupils at Nightingale are all vulnerable young people; approximately 75 per cent are eligible for free school meals, 70 per cent have involvement with social care services, 65 per cent are, or have been, on the child protection register and 17 per cent are looked-after children. Ninety per cent are known to the Youth Justice Board and nine per cent have experienced or are serving custodial sentences. Approximately half of the pupils are White British, and half are Black British and Black or mixed Caribbean. Nearly all experience stress in their personal lives and have had an unsettled early education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that it provides effective education and very effective care for its pupils. The school has made significant progress since removal from special measures three years ago. Staff make a good team and have tackled issues from the previous inspection effectively, showing their good capacity to improve. The school provides good value for money. Pupils' achievements are good overall and improving, especially at Key Stage 3. Progress in mathematics, science and information and communication technology (ICT) is good. Progress in English is satisfactory. Many pupils struggle with reading and writing because of gaps in their earlier learning and because the teaching does not focus sufficiently on developing specific skills.

The personal development of the pupils is good and staff work very effectively to promote their well-being. Behaviour in lessons and around the school is generally good and pupils make very good progress in improving their social skills. Attendance is satisfactory given the pupils' circumstances. Efforts to promote attendance and punctuality are good. Teaching and learning are good because of the emphasis on relationships and meeting pupils' needs. The curriculum at Key Stage 3 is matched well to the needs of the pupils. At Key Stage 4 the curriculum does not engage the interests of the pupils well enough because there are insufficient opportunities for vocational education. Assessment systems are good and individual records of progress are robust and maintained effectively. Leadership and management are good and the staff show outstanding commitment to promoting the health, safety and well-being of the pupils, frequently 'going the extra mile' to give support. They work very well with external agencies, particularly where learners are most vulnerable. One pupil made the comment, 'Teachers are good here, they help you; you get more chances to do things here than you do at mainstream school.'

What the school should do to improve further

- * Provide a more engaging curriculum for the older pupils especially in improving the range of vocational courses.
- * Improve the teaching of reading and writing by providing work which is focused on developing specific skills.

Achievement and standards

Grade: 2

The achievement of pupils from all backgrounds is good. Standards are improving but are very low. More pupils are taking the Key Stage 3 national tests and achieving GCSE passes than previously and the trend is improving. Although, on entry, pupils' attainment is nearly always below average, in nearly all cases the school enables them to make good progress. Pupils make most progress in mathematics, ICT, art, science and food technology. In the Key Stage 3 national tests in 2005, all pupils gained levels in line with expectations for their age in mathematics.

Because of pupils' poor skills in English when starting school their lack of confidence and competence hampers their success in tests but they make satisfactory progress. The school has good data on reading and spelling levels but programmes to improve literacy skills have limited success because they are not focused well enough on individual needs. Pupils make big improvements in meeting their individual targets for behaviour and social development are making a significant impact on their overall progress.

Personal development and well-being

Grade: 2

The pupils' much improved and good attitudes and personal development are exemplified in the words of a Year 10 pupil who has recently been successfully returned to school after a long absence. 'What's the point of fighting, you might as well get on with each other. Leave your gangster self at the gate and get on with your learning.' Pupils enjoy their time at the school and many of the older pupils appreciate the support the school provides. A pupil said, 'It keeps me off the road, away from the police. It keeps me out of trouble'.

Pupils behave well and concentrate hard in lessons. Their spiritual, moral, social and cultural development is good. They show respect for teachers, tell each other off for swearing and care for their bright and attractive environment. Attendance is satisfactory and has improved recently. Pupils report that they like coming to school and their attendance is often better than in their previous schools. Pupils make very good progress in improving their social skills. They have good attitudes to their work and are proud of their achievements. They know a lot about living healthily and becoming responsible citizens. They enjoy and co-operate well in the lunch sessions, which provide nourishing food and good social and sporting opportunities. Some pupils made a very good contribution to the recent appointment of the principal. As part of the interview panel, they devised and asked pertinent questions of the applicants.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. Pupils' learning is not always as good as the teaching when pupils' emotional needs, and gaps in their knowledge, get in the way. The impact of the good teaching can be seen in pupils' improving attitudes to learning and in their behaviour. Their progress in learning how to learn is good although this is not always matched by academic gains. Pupils respond very positively to practical tasks.

A significant strength of the teaching lies in the strong, positive relationships with pupils. Adults give pupils consistent messages about their behaviour. Their calm approach works effectively by giving pupils plenty of chances to make the right choice in how they behave. Positive reinforcement and praise for good work as well as

improved behaviour give pupils the confidence to attempt hard work without the fear of failure. Each new lesson gives pupils a fresh start.

Lesson planning is consistently good across the school. In most lessons, staff are clear about which basic skills to promote as well as what they want pupils to learn in the subject. In each lesson, there is a good focus on learning key vocabulary.

Teachers know pupils' individual needs well and cater for these effectively. The high staff to pupil ratio ensures that pupils get a very good level of individual support. Support staff are deployed effectively with a clear brief for who to support and how. Just occasionally, staff do too much for pupils and this reduces opportunities for pupils to gain independence.

The good feedback pupils have in lessons is not always matched by the quality of teachers' marking. This praises pupils' efforts but does not tell them what to do to improve, especially in English where some pupils need more guidance on how to improve their writing.

Curriculum and other activities

Grade: 3

The quality of the curriculum is good at Key Stage 3 where it is broad and balanced. It is adequate at Key Stage 4, but is not matched well enough to the needs or interests of the pupils. The school rightly recognises that there is a weakness in the provision of vocational courses and has good plans for improvement.

Key Stage 4 pupils benefit from a small range of work experience and college education placements and careers advice. There is an increasing trend in the percentage of pupils moving on to gainful experiences post-16. The curriculum plays an increasingly important part in helping pupils understand the need to live healthily and stay safe. There is a particularly strong focus on food technology which most pupils enjoy. In their leisure time, some pupils continue to smoke, drink alcohol and take drugs. Pupils know the risks of this lifestyle and the school provides appropriate teaching about sex and drugs and intends to extend these sessions. Pupils enjoy a good range of out of school activities including a recent trip to Paris. Last year the school held a 'pop idol' event where pupils had to judge the performance skills of the staff. The DVD shows everyone having a good time.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The staff work very effectively in providing individual care for pupils, especially when they experience personal stress. Pupils respond very well to the respect they get from staff, who present positive role models and are very committed to pupils' health, safety and well-being. The school successfully encourages pupils to get on well together and respect each other's backgrounds. Behaviour management is robust and works well. Adults are very good at setting pupils achievable targets for their behaviour and providing effective support

when they struggle to meet them. The staff act swiftly to address any anti-social behaviour, such as bullying, and the pupils report that they feel safe in school.

Child protection procedures are robust and staff receive regular training. The staff communicate regularly with parents. Parents like hearing good news about their sons and value the good links with the school which enhance the quality of care, support and guidance.

There are some outstanding links with external services, for example the educational psychology service and social care services. Many pupils return to schooling because of the effective work of the school support centre and the community learning team.

Leadership and management

Grade: 2

Leadership and management of the school are good. The principal provides outstanding leadership in his commitment to the pupils and to the staff and his clear understanding of the next steps in school improvement. He has the support of a good management team including the recently appointed headteacher and assistant headteachers. Together, they set a clear direction which is well focused on educational improvement and high quality care. The staff form a cohesive team who work well together in supporting the pupils. The school has improved well since the previous inspection. Improved standards, an increased rate of progress and good developments in care and pupils' personal development point to good capacity for improvement.

Systems for ensuring quality are good. The school's self evaluation is good. The priorities for development are realistic and the evaluation of teaching and learning is rigorous. These strengths have resulted in rising standards especially in mathematics, science and ICT. Professional development is well focused. Resources are deployed effectively so that the school provides good value for money. Governance is strong. The chair of governors meets regularly with the principal, offers valued challenge and support and has a good understanding of the school's strengths and weaknesses.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Students

Thank you for welcoming us to your school just before half term. We really enjoyed meeting you. Thank you to those of you who talked to us about your school which we judge to be good.

You told us that you like the way the staff help you with your work and with your behaviour. We think that the staff are very committed to helping you to learn and they care a lot about what happens to you. They are very good at giving guidance when you need it and they are well led by the senior staff. We were pleased to see that more of you are taking exams and being successful in taking your modules. We liked the way that you respect the adults in school and that they respect you. We enjoyed watching the DVD of the 'Pop Idol' contest when you judged the performances of the staff. You clearly had a good time doing that. Some of your art work is really impressive and it was lovely to see the school so well decorated with your work. It is good that many of your parents are pleased with the progress you make at Nightingale.

The school is planning to introduce some more vocational courses for older students and we think that will be really good in helping you to get jobs when you leave. We think that more could be done to help some of you with reading and writing. We wish you good luck for the future and hope that the Year 10 pupils, who are all doing so well, will manage to complete Year 11 successfully.

With our best wishes,

Glenys Fox

Her Majesty's Inspectors of Schools.