

Tuke School

Inspection report

Unique Reference Number	100880
Local Authority	Southwark
Inspection number	376476
Inspection dates	4–5 October 2011
Reporting inspector	Barnard Payne

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 students	11–19
Gender of students	Mixed
Gender of students in the sixth form	Mixed
Number of students on the school roll	64
Of which, number on roll in the sixth form	24
Appropriate authority	The governing body
Chair	John Maggs
Headteacher	Heidi Tully
Date of previous school inspection	15–16 July 2009
School address	Daniel Gardens Peckham London SE15 6ER
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Introduction

This inspection was carried out by two additional inspectors. They observed all nine class teachers in eleven lessons and held meetings with a group of students, the chair of governors and staff. Inspectors observed the school's work, and looked at a sample of students' work and achievement records from across the school and the school's plans and policies, including those for safeguarding. They also looked at 31 parental and carer questionnaires and 15 staff questionnaires.

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

- The extent to which assessment data and other evidence support the school's judgement that achievement is outstanding for each group of students.
- The extent to which students' personal targets are challenging and outcomes exceed predictions.
- How effectively the school provides an equally broad and challenging curriculum for all groups and evaluates the impact on achievement.

Information about the school

Tuke School provides education for students aged 11 to 19 years with severe, profound and complex learning disabilities. These include severe physical disabilities, fine and gross motor difficulties, severe intellectual and/or sensory impairment, developmental delay and extreme communication difficulties, as well as challenging behaviours. Of the students, 25% have additional medical needs. All students have a full statement of special educational needs and can be admitted at any time in their school career; consequently, there is a high level of mobility. There are 50% of the students known to be eligible for free school meals, with 75% of students being from minority ethnic groups and 40% have learned English as an additional language. The school has achieved the Healthy School, Artsmark Gold and Sportsmark awards

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

At the heart of Tuke School is a total commitment to equality of opportunity for all students. The school continually strives to achieve more and, over the past two years, has significantly developed its use of assessment to track students' progress. This has enabled staff to set challenging personal targets for all students, so that by the time they are in the sixth form they have the opportunity to use their skills in a very wide range of contexts, including visits to different countries. An outstanding curriculum provides an excellent range of experiences and reflects the school's very high level of ambition for its students. Consequently, students' progress and achievement are outstanding. Parents and carers have a very high regard for the school. As one wrote, 'Tuke School has very dedicated and hard-working staff. My child is so happy and content at school.'

Teaching is outstanding and there is a very high level of consistency. The headteacher and senior leaders have set out a clear vision to which all staff commit themselves. There is a highly developed sense of shared purpose and pride. Students feel very safe and show a high level of trust in staff. Staff know students well; the difficulties they face mean that students' behaviour can be very challenging on occasions. However, because all staff are so clear about the approaches to take, it is managed consistently well and behaviour is good, a real achievement given students' starting points. Attendance has improved and is now above average. Students' personal targets focus not only on the key communication, language and numeracy skills but also on independence and social skills. Consequently, there is continuous improvement in all outcomes for students and their understanding of healthy lifestyles is outstanding, reflecting Tuke's Healthy School and Sportsmark awards. The contribution to the school and wider community and development of workplace and other skills for the future are also both outstanding. The impact is significant, not just in school but outside as well. As one parent comments, 'I am impressed by the positive impact that Tuke has had on my daughter within just one year. Tuke's effect on her has meant a better living for my entire family.'

The school's inspirational leadership is reflected in the superb, new building, over which the school's leaders had a direct influence at all stages. The building reflects the school's ethos and encapsulates its vision: it is designed completely around students' needs and aspirations. The school makes outstanding use of self-evaluation to bring about improvement. Expectations of staff and students are absolutely clear and there are excellent systems in place to monitor and develop teaching and track the progress of every student. The school has identified further developments to

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make in its use of progress tracking to help extend learning even more, and plans to develop the use of information and communication technology (ICT) further to enable students, parents, carers and staff to access information outside school. The school was judged outstanding when inspected just over two years ago but has continued to make significant improvements. The school's track record shows that its capacity for sustained improvement is outstanding.

What does the school need to do to improve further?

- Develop the use of the school's systems that track students' progress to help extend learning, using data to pinpoint any aspects where progress is slower, and use this to provide input in planning meetings and staff training and as a focus for lesson observations.
- Enable staff, students, parents and carers to access school information and resources via ICT, at home and elsewhere.

Outcomes for individuals and groups of pupils**1**

Students interact very effectively with the staff and are highly motivated by their personalised programmes. They meet, and often exceed, the predictions based on their previous progress. Students from minority ethnic groups, including those who have learned English as an additional language, make the same excellent rates of progress as other groups. Students effectively use their communication, language, literacy and numeracy skills across the curriculum. Their progress in developing independence and expressing preferences is excellent. In a physical education lesson for students in Years 10 and 11, highly focused planning enabled all students to make excellent progress and develop their physical control and mobility, making full use of a variety of equipment. Students were challenged to attempt increasingly demanding activities and also to communicate by, for example, tapping an adult to ask for more bounces on the trampoline. In a sixth form lesson on the concepts of 'public' and 'private', students sorted symbols to identify public and private places, the more able students using more complex pictures. All students made outstanding progress in acquiring an understanding, leading to increased independence and ability to make informed choices.

Students have a very secure understanding of how to eat healthily and take a full part in the many physical activities provided. An active school council plays a role in decision making. There is a high level of challenge and ambition for students, with many opportunities to work with new people from outside the school. Because students have an exceptionally wide range of experiences and the school's values are so clear, they learn to interact, take control and recognise right from wrong. Equally, because staff are so consistent in managing and motivating students, they learn to understand expectations and significantly develop their abilities to interact with one another and with the wider world, achieving a sense of self-worth. Students' spiritual, moral, social and cultural development is outstanding.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	*
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 contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Staff have an excellent knowledge of students' needs, making outstanding use of assessment to set individual targets. Teachers and support staff work as highly effective teams. Lessons are very well planned to ensure a balance between whole-class, group and individualised activities and staff have very clear learning intentions. These build very effectively on students' achievements, so that by the time they are in the sixth form students can apply their skills in a very wide range of contexts. The school's curriculum is highly relevant to the students, with an excellent balance between key skills and highly memorable experiences. Reflecting its Artsmark Gold award, the school makes excellent use of its links with theatres and other creative partners; these are very effectively managed to ensure maximum impact on students' achievement. The school takes groups of sixth form students abroad so that students not only experience a different country but make choices about what to do, what to eat and how to communicate. The planning for these trips is exceptional, with close liaison with hotel managers and the use of signs and symbols in restaurants to ensure that students are enabled to be as independent as possible. The school is intent on extending these opportunities to include an even wider range of students, which reflects the high level of ambition the school has for every group. The school's care, guidance and support enable all students to make the best of the opportunities provided. The school's work with families and a range of outside agencies is outstanding and sustains the learning, development and well-being of all students.

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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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?

The school's senior leaders inspire the school community to share a strong sense of purpose. This is exemplified in the consistently high quality of provision and in the sense of pride felt by staff to be part of the school. The school's leadership and management of teaching and learning are exemplary; there is an unrelenting drive to enable all staff to develop their practice continually. The governing body provides good support, particularly in strategic decisions. It is developing its monitoring and evaluation role through each governor taking on a specific responsibility and is increasing the number of focused visits to the school. However, these are not formally recorded, which reduces, to some extent, their impact as a self-evaluation strategy. The school is highly effective in its engagement with parents and carers. From the initial home visits prior to admission, through to parents and carers returning to the school after their children have left, the school continually seeks to support parents and carers and involve them in their children's learning. This is reflected in the high level of positive responses in the questionnaires.

The school's use of partnerships to extend opportunities and learning experiences includes: competitive sports partnerships; students performing on stage with their peers from mainstream schools; and, excellent links with neighbouring schools where, for example, students have worked together on a shared project. The school's outstanding safeguarding practice includes excellent quality assurance and risk assessments. These do not in any way restrict opportunities because the school adopts a realistic and proportionate approach to safety, enabling students to take on new experiences independently within a supportive framework. The school's promotion of community cohesion is good. It has a detailed knowledge of the backgrounds of its students and, while it is still new to its local area, has already forged links with the neighbouring primary school and local residents. There are also more established links with other schools, including another special school in Namibia. The national dimension is less developed, which is why the promotion of community cohesion is good rather than outstanding. Taking into account the outcomes for students and the deployment of resources to achieve them, the school provides outstanding value for money.

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

Sixth form

All groups of students make outstanding progress, achieving and often exceeding their learning goals. Their opportunities to use and extend their skills have a significant impact on their confidence and independence. They increasingly learn to take responsibility for their own health, safety and well-being. Some act as mentors to other students, making a significant contribution to the school community. The sixth form curriculum is challenging and effectively targeted at students acquiring the skills and experiences to move on to the next stage in their lives. Teaching is outstanding, showing a high level of knowledge of students' needs and capabilities. Students' welfare has the highest priority, but the provision does not shy away from placing students in situations that demand a great deal from them, such as the trips abroad. The sixth form is led with a highly developed sense of purpose and vision. There is outstanding emphasis given to equality of opportunity. Resources are extremely well used to achieve outcomes. Engagement with both students and parents and carers is excellent.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
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	1

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Views of parents and carers

The return rate for questionnaires was higher than the average for special schools. Written comments from parents and carers were virtually all positive, showing how pleased parents and carers are with their children's progress. Inspectors found that progress and achievement in the school are outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of students registered at Tuke 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 64 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	65	10	32	1	3	0	0
The school keeps my child safe	20	65	11	35	0	0	0	0
The school informs me about my child’s progress	19	61	12	39	0	0	0	0
My child is making enough progress at this school	10	32	17	55	1	3	0	0
The teaching is good at this school	14	45	16	52	0	0	0	0
The school helps me to support my child’s learning	13	42	18	58	0	0	0	0
The school helps my child to have a healthy lifestyle	12	39	18	58	1	3	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)	10	32	19	61	0	0	0	0
The school meets my child’s particular needs	15	48	13	42	1	3	0	0
The school deals effectively with unacceptable behaviour	12	39	16	52	1	3	0	0
The school takes account of my suggestions and concerns	13	42	16	52	2	6	0	0
The school is led and managed effectively	15	48	15	48	0	0	0	0
Overall, I am happy with my child’s experience at this school	16	52	14	45	0	0	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.



6 October 2011

Dear Students

Inspection of Tuke School, London SE15 6ER

Thank you for making us welcome when we visited your school. When we spoke to some of you, you said there was nothing you would change about your school and we can see why. It is an outstanding school that helps you make excellent progress. The staff know you well and are very clear about how to help you communicate, read, write and use numbers. You have lots of exciting things to do, including sports, drama, art and music. Many of you in the sixth form travel to other countries and learn how to be independent. You feel very safe at school and you know that the adults care very well for you. You also learn how to stay safe outside school. Your achievement is outstanding. It is such an excellent school that it may seem there is nothing else for it to do, but the best schools always want to do more and we have two things for your school to do.

- Use assessments of your work to find any areas where your progress is slower, and use this to plan activities to speed up your progress.
- Make it easy for you, your parents and carers and the staff to find school information and resources using a computer at home.

You can help by working particularly hard in those subjects you find more difficult.

Yours sincerely

Barnard Payne
Lead inspector

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