

Nightingale Primary School

Inspection report

Unique Reference Number	100160
Local Authority	Greenwich
Inspection number	376357
Inspection dates	17–18 November 2011
Reporting inspector	Margaret Coussins

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Bob Love
Headteacher	Linda Pethick
Date of previous school inspection	19 March 2009
School address	Bloomfield Road Plumstead London SE18 7JJ
Telephone number	020 8854 6838
Fax number	020 8317 4001
Email address	headteacher@nightingale.greenwich.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and nine teachers. Meetings were held with the headteacher, other staff with leadership and management responsibilities, members of the governing body and pupils. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation, the school development plan, pupils' progress records, and safeguarding policies and procedures. Questionnaires from 58 parents and carers were received and analysed, along with those from staff and pupils.

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

- How well the school is improving pupils' writing.
- The level of challenge in lessons, including through marking and feedback, to determine the quality of teaching.
- The impact of the use of a commercial curriculum programme on pupils' achievement.
- The impact of the work of all leaders and managers, including the governing body, on monitoring and evaluation, and school improvement, and particularly on the proportion of good or better teaching.

Information about the school

Nightingale is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is well above average, as is the proportion who speak English as an additional language. The largest minority ethnic group is of Black African heritage. The proportion of pupils with special educational needs and/or disabilities is above average, as is that of those pupils supported by school action plus or with a statement of special educational needs. The needs of the latter relate mainly to speech, language and communication difficulties. The school makes provision for the Early Years Foundation Stage in a Nursery, where children attend either on a full-time or part-time basis, and a Reception class. The school has a range of national accreditation including National Healthy School Status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Nightingale is a good school. Pupils enjoy coming to school, as shown by their increasingly regular attendance, which is above average. There are good, trusting relationships between adults and pupils, and pupils say they feel safe in school and confident to talk to adults should any problems arise. Good behaviour contributes well to the positive learning atmosphere and pupils' good progress. Pupils understand the established rules and routines, and help to create a school community that is orderly and calm.

Pupils' attainment has been gradually improving over the past three years and, even though the school rightly has aspirations for it to improve still further, it is now broadly average in English and mathematics. Pupils' progress is good and they achieve well. Good leadership and management have led to a clear and rigorous focus on raising the quality of teaching, which is now good. Accurate use of assessment information ensures that work in lessons is well tailored to pupils' individual needs and that targets for improvement are used effectively. Good marking and feedback, and skilled questioning by most teachers, mean that pupils are usually aware of how to improve their work. However, pupils do not get enough time to digest and respond to teachers' comments, nor enough opportunities to evaluate and reflect on their own and others' progress.

There is a good programme of visits, visitors to school and after-school clubs that enrich the curriculum, which is satisfactory overall. The school implemented a new curriculum programme at the beginning of this school year. It is benefiting pupils' learning through their increased enjoyment, and effectively meeting an increasingly diverse range of interests and backgrounds. The curriculum is not fully embedded, however, and the school is aware that it needs to monitor it to ensure that it is meeting pupils' learning needs as well as their interests. The enrichment afternoons, for example, while providing pupils with enjoyable activities, do not always make the best use of time and ensure that pupils acquire the necessary skills. Teachers make good use of information and communication technology (ICT) to motivate and inspire pupils but there are insufficient opportunities for pupils to use ICT to enhance learning across a range of subjects. There are some good examples of meaningful and purposeful activities that link learning across different subjects and enable pupils to apply their academic and personal skills to good effect, but these are too infrequently evident across the school.

Since the previous inspection, many aspects of the school's work have improved and

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the school's overall effectiveness has moved from satisfactory to good. This good track record shows that the school has good capacity to sustain further improvement building on the vision and ambition of the headteacher and a strong, senior leadership team. Staff have high expectations of pupils and are committed to ensuring that all children reach their potential. The school's self-evaluation is robust, painting a clear and accurate picture of its strengths and areas for further development, and is effectively used to plan for the future and to deploy resources and staff.

What does the school need to do to improve further?

- Raise levels of attainment in English and mathematics by:
 - encouraging pupils to take responsibility for their own learning by providing them with more opportunities to respond to teachers' comments and evaluate their own progress
 - ensuring pupils have more opportunities to apply their skills in a range of contexts.
- Strengthen the curriculum by:
 - ensuring that it is fully embedded across the school and that time is used well to maximise pupils' learning opportunities and acquisition of skills
 - providing pupils with more opportunities to use ICT to support learning across a range of subjects.

Outcomes for individuals and groups of pupils**2**

Children start school with levels of attainment that are generally below expectations for their ages and often low in aspects of communication, language and literacy, and social skills. They then make good progress so that their attainment is average by the time they leave. Pupils' enjoyment, along with their positive attitudes, good behaviour and good interaction with each other, makes an important contribution to their good achievement. Year 5 pupils enjoyed the challenges presented in a mathematics lesson and worked very well in pairs to make good progress investigating how to construct a three-dimensional net. Pupils of all abilities made good progress in a Year 2 English lesson. They were writing descriptions of a dragon for the beginning of a story and demonstrated good use of similes and story openers that enhanced their writing. Pupils who speak English as an additional language often make better progress than others and attain higher levels, particularly in reading and mathematics, because of the good support they receive. Pupils with special educational needs and/or disabilities make similar progress to their peers as a result of effective, tailored provision and clear targets.

Pupils are very caring, understanding and supportive of the needs of others, particularly those who find socialising and learning difficult. Pupils develop a good awareness of how to keep themselves safe in a range of situations. For example, as part of the anti-bullying focus during the inspection, Year 6 pupils demonstrated

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mature attitudes and a good awareness of right and wrong in a session on how to keep safe on the internet. One pupil expressed the views of a group by saying, 'We know now what to do and what not to do, and so we feel more confident and safe.' Pupils enjoy their responsibilities and leadership roles around the school, take them seriously and said they would like more. The school council takes an active role, for example, leading the celebration assembly every Friday. Pupils are proud of their involvement in the Olympic Get Set network, and aspiring to the Olympic ideals makes a significant contribution to their good spiritual, moral, social and cultural development. They have a good understanding of how to stay fit and healthy, as reflected in the school's Healthy School Status. Their personal and basic skills prepare them adequately for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants have good relationships with pupils. Effective, well-targeted care, guidance and support for pupils and their families ensure that pupils, particularly those whose circumstances may make them vulnerable, are included in all aspects of school life, integrate well and make good progress related to their starting points. One parent wrote, 'The school has bent over backwards to help us get the education our child needs. It has listened, taken note and acted on our concerns for our child, who would not have come as far without the staff.' Pupils are supported well in order to make a smooth transition from the Early Years Foundation Stage into Year 1 and from class to class as they move through the school. Good links with secondary schools support pupils well as they move into Year 7. The school

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

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has worked successfully to reduce the number of pupils who are persistently absent by effective liaison with outside agencies and parents and carers.

Teaching mostly engages and motivates pupils. Assessment is used well to plan work that meets the needs of all abilities and which has good challenges for more-able pupils. Notable features of most lessons are teachers’ skilled use of questioning to extend pupils’ thinking and learning, and opportunities for pupils to share their ideas and thoughts with each other through the good use of ‘talk partners’. Staff ensure that pupils are clear about the purpose of, and the targets for, their learning. The school has implemented some successful strategies that are having a positive impact on pupils’ learning. These include sessions in mixed-year groups targeted to improve pupils’ acquisition of key skills in literacy and mathematics, and specific sessions to provide challenge for more-able pupils. These initiatives, as well as the provision of quality ‘core texts’ throughout the school as starting points for learning, and more opportunities to write more frequently for a range of purposes, have helped to improve pupils’ writing.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a strong sense of shared responsibility and commitment among senior staff, who all contribute to school improvement and provide support for colleagues. Senior leaders are good role models in promoting good and outstanding teaching, and they share an ambition to provide the best possible education. The inclusive ethos of the school ensures that all pupils have equal opportunities to learn and develop without fear of discrimination. As a result, all groups achieve well. All staff effectively implement safeguarding procedures, which meet requirements and provide pupils with a good understanding of how to keep themselves safe. However, the implementation of school policies is not always monitored rigorously enough.

The quality of teaching and learning is monitored through formal observation, pupils’ progress meetings and regular checks on pupils’ work, and where weaknesses are observed, effective support is provided. Pupils’ progress is tracked and analysed extremely thoroughly, and information is used well to ensure that appropriate additional support is provided. The governing body has a clear view of the school’s strengths and weaknesses, and the school benefits from governors’ skills and expertise in many areas. All statutory requirements are met. The governing body effectively evaluates its impact and has clear plans for further development

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supported by its work to gain a Governor Mark, which includes injecting greater rigour into its monitoring procedures.

The school has positive relationships with parents and carers, and is working hard to enhance this by developing more ways to encourage parents and carers to be involved in the life of the school. Leaders have developed the school as a cohesive community and there are strong links with the local community. International links are at an early stage of development and are evolving through the new curriculum programme. Good partnerships with the local cluster network and external agencies and organisations are well established, help to enrich the curriculum and contribute well to pupils’ well-being and learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get a good start in the Nursery and Reception classes. They clearly enjoy learning, settle well and are happy. Some children start school with low skills in self-care, linking sounds and letters and problem solving, reasoning and numeracy. All children gain in confidence and improve their social and personal development during their time in the Nursery so that when they join the Reception class, although they are still often below expected levels, they are able to build on the good start made in the Nursery and make good progress. By the end of the Reception Year, children have mostly achieved the expected levels for their age and are ready for Year 1.

Good attention is paid to children’s welfare, and positive, trusting relationships between staff and children ensure that children feel safe and secure at all times. Good teaching and adult involvement in play to support learning ensure that children’s needs are met well. In one case, the good interaction between adults and

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children had a good impact on improving language skills as children had to think of questions to ask Goldilocks to find out why she ate the three bears’ porridge. Children generally learn in a stimulating environment, although in the Reception class opportunities are missed to promote and celebrate children’s early writing skills by displaying their work around the room. There is a good balance of activities directed by adults and those where children can make their own choices, thus supporting their growing independence. Children make a good contribution to the smooth running of the day by registering their own names, hanging up their coats and being monitors for the registers. On occasion, however, adults do things for children that they could do for themselves. Assessment is thorough and used well to plan children’s next steps, and the outdoor areas are used well to promote learning in all areas. The Early Years Foundation Stage is well led. Adults work well as a team and there are effective induction procedures enabling good links with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A smaller than average proportion of parents and carers responded to the questionnaire. Of these, all agreed that their children enjoy school and the very large majority were positive about all the aspects of the school’s work. Inspectors noted that the school has plans to provide more opportunities for parents and carers to be involved in the life of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nightingale Primary 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	18	31	0	0	0	0
The school keeps my child safe	33	57	24	41	1	2	0	0
The school informs me about my child’s progress	36	62	21	36	1	2	0	0
My child is making enough progress at this school	40	69	17	29	0	0	0	0
The teaching is good at this school	36	62	21	36	0	0	0	0
The school helps me to support my child’s learning	30	52	26	45	1	2	0	0
The school helps my child to have a healthy lifestyle	24	41	32	55	1	2	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)	25	43	28	48	1	2	0	0
The school meets my child’s particular needs	23	40	33	57	0	0	0	0
The school deals effectively with unacceptable behaviour	24	41	30	52	3	5	0	0
The school takes account of my suggestions and concerns	22	38	34	59	0	0	0	0
The school is led and managed effectively	27	47	28	48	0	0	0	0
Overall, I am happy with my child’s experience at this school	40	69	17	29	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.



21 November 2011

Dear Pupils

Inspection of Nightingale Primary School, Plumstead SE18 7JJ

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly, and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Nightingale because it is a good school.

These are some of the things that really stood out.

- Your teachers teach you well. They make learning interesting and enjoyable, and you make good progress in English and mathematics.
- You behave well, and we were impressed with how well you get on together and care for each other.
- Everybody in your school looks after you well. They provide you with good care, guidance and support.
- Your attendance is now above average. Well done for this!

We have asked your school to:

- help you do even better in English and mathematics by giving you time to respond to teachers' comments on your work, letting you become more responsible for your own learning and giving you more opportunities to use your skills in lots of different ways
- make sure that the new curriculum programme is fully up and running and that you use your time as well as possible
- provide you with more opportunities to use ICT to help you learn.

All of you can help the school get even better by continuing to work hard and doing your best.

Yours sincerely

Margaret Coussins
Lead inspector

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