

Nightingale Primary School

Blackbird Road, Eastleigh, Hampshire, SO50 9JW

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the time pupils leave the school, standards in reading, writing and mathematics are average.
- All groups of pupils make good progress from their starting points because of good teaching. Progress in writing has improved steadily since the last inspection.
- Very effective systems are in place to help vulnerable pupils and those who find learning difficult to make the best progress they can.
- Excellent use of funding for school sport has a successful impact on pupils' behaviour and attitude to school life and work. Pupils are very appreciative and say, 'This has made a huge difference to our school.'
- Alongside the emphasis on physical development, there is strong guidance for pupils' spiritual, moral, social and cultural development. This effectively underpins their good relationships with each other and their understanding of right and wrong behaviour.
- Pupils feel very safe and well cared for and attendance has improved and is now average. The vast majority of parents fully support the school and sought out inspectors to make highly positive comments.
- All issues from the last inspection have been successfully addressed and the headteacher, senior leaders and governors are determined that the school will continue to improve. The whole school team is fully committed to ensuring the best possible learning experiences for all pupils.
- The school's review of the way subjects are taught in the light of new national requirements is well advanced. Learning is imaginatively planned, with many opportunities for pupils to develop a sense of enjoyment and fascination in the world around them.
- Strong partnerships with schools, parents and outside agencies fully support pupils' learning and development.

It is not yet an outstanding school because

- Teachers do not yet have all the skills they need to become outstanding teachers and help pupils to make even faster progress.
- There are insufficient opportunities for pupils to respond to marking by making improvements to their work.

Information about this inspection

- Inspectors visited 18 lessons and observed 12 teachers. Teaching assistants were observed working with individual pupils and small groups. Inspectors talked to pupils about their work and heard individual pupils from Years 2, 4 and 6 read.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is doing and how it plans to improve. Records of monitoring the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspectors looked at samples of pupils’ work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. Inspectors spoke to individual pupils in lessons and around the school. Meetings took place with a school adviser from the local authority and the speech and language therapist for the school.
- Questionnaires from 39 members of staff were analysed. The inspectors took account of the views expressed in the 41 online responses from Parent View, an email from a parent and comments made by parents during informal meetings at the school during the inspection.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Alison Marshall

Additional Inspector

Philip Mann

Additional Inspector

Full report

Information about this school

- Nightingale Primary School is larger than the average-sized primary school. Most pupils live in the immediate area.
- New classrooms will be opening in September 2014 which will enable all pupils to be taught in single age classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported by school action plus, or through a statement of special educational needs, is also above average.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils from minority ethnic groups is below average. A very small number is at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is a breakfast club run by the school.
- The school has very recently achieved a Silver Kite Mark for sports and the International Schools Award.

What does the school need to do to improve further?

- Make more use of existing outstanding teaching, coaching methods and local authority support to develop teachers' skills further so that there is a higher proportion of outstanding teaching, enabling pupils to make even more rapid progress.
- Ensure that pupils have a dedicated time in lessons to apply the guidance teachers' marking gives them on how to improve their work and take the next steps in their learning.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with knowledge and skills well below those typical for their age, especially in communication and language. The strong support the school provides by following recommendations from the speech and language therapist results in especially good progress in this area of development.
- Children settle quickly into school life because of a warm welcome and imaginatively planned learning. They are eager to come to school and, for example, were excited one morning to find a trail of 'fairy dust' in the Reception class area. They are willing to try a wide variety of challenging activities, responding very well to a writing task to describe their chosen fairy.
- The school places a high priority on learning to read through regular reading groups in class. The school promotes enjoyment of reading and its library has a good selection of books from which pupils can choose. Pupils borrow books, but there is not always sufficient support for reading at home.
- Younger pupils confidently use their knowledge of the sounds letters make (phonics) to help them tackle unfamiliar words. They break words down, successfully sounding out words such as 'grudgingly'. Evidence gathered during the inspection showed the teaching of phonics to be good. Results of the national screening check for phonics show that the progress of Year 1 pupils is in line with the national average.
- Standards have been steadily rising over the last three years and are now above average in reading, writing and mathematics by the end of Year 2, building on the good progress pupils make in Reception.
- Throughout the school, pupils continue to make good progress from their starting points. This year, attainment in Year 6 is average in reading, writing and mathematics. Standards have been affected by a high percentage of pupils with very complex needs. Percentages of more-able pupils reaching the higher levels of which they are capable are increasing, especially in mathematics.
- There has been steady improvement in pupils' writing since the last inspection. Training for teachers in the teaching of writing and more exciting opportunities for pupils to practise their writing in other subjects have improved their skills. Finding a meteorite on a visit to the school field, for example, gave Year 2 pupils an exciting opportunity for writing.
- The substantial number of pupils at risk of not doing well and those who need extra help are extremely well supported by teachers and highly trained and effective teaching assistants. High levels of skilled support enable pupils at risk of exclusion to remain in class and learn well alongside their peers.
- The gap in attainment between all other pupils and those supported by extra funds to improve their learning has closed for the large majority of this group of pupils. Where attainment is less than expected, it is because of pupils' significant learning needs. Nonetheless, they make good progress from their starting points.
- Support for the most vulnerable pupils is outstanding and parents spoke positively of the help and support they are given to ensure that their children are fully integrated and included in all school activities.
- Achievement is not yet outstanding because some teachers do not have all the experience and expertise they need to ensure that all pupils make the rapid progress of which they are capable.

The quality of teaching is good

- High expectations of behaviour in lessons mean that pupils are ready to learn and listen carefully to instructions. They respond readily to the school's 'traffic light' system for behaviour. Lessons are imaginatively planned and interest pupils, so they are keen to learn and settle to work quickly. For example, Year 6 made rapid progress in mathematics and used their skills well

as they worked out the profit they had made from an enterprise project selling different kinds of cold drinks.

- Tasks are made very clear to pupils, so they know exactly what they are expected to achieve. Pupils use statements stuck into their books prior to the lesson to check their own progress as they work, so they know how well they are succeeding.
- Pupils know how well they are achieving over time because they have appropriate individual targets to meet. Teachers' marking is consistently thorough throughout the school and shows pupils how to improve their work. However, pupils are not given enough time to respond to marking comments and to make their corrections.
- Teachers' good subject knowledge and the good questioning skills of both teachers and teaching assistants enable them to check pupils' understanding. This moves pupils on quickly in their learning, especially in mathematics where they are given good opportunities to explain their answers.
- Pupils are very well supported by small display boards on their tables that show information they might need for a particular task. This helps them to solve difficulties if they are stuck.
- Teaching is not outstanding because some teachers do not yet have the expertise and experience they need to help pupils learn as rapidly as they could.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. School records show that strategies to help with challenging behaviour are successful and exclusions are now rare. During the inspection the vast majority of pupils were well behaved in lessons, polite and well mannered. They display a positive attitude to school and take a pride in their neatly presented work.
- Pupils told inspectors, 'Teachers help us when we don't understand and they don't make us feel bad about it.' Their improved attendance demonstrates how much they now enjoy school.
- Behaviour is particularly good during breaktimes because of the excellent opportunities for well organised games. This makes a significant contribution to pupils' social development and well-being. Playtimes are exceptionally well supervised by adults. Older pupils enjoy wearing special vests as play leaders and take their responsibility to look after other pupils very seriously. They are properly trained in helping their classmates to get on well together.
- Pupils have many other responsibilities that support their personal development, such as being monitors of school equipment, librarians and members of the school council.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school. During the recent building programme, pupils were involved in risk assessments, heightening their awareness of how to keep safe.
- Incidents of bullying are rare and pupils say teachers deal with it very quickly if it does happen. They know exactly who to go to if they are worried about anything. The school ensures that all types of bullying are talked about openly. Pupils are given good advice from visiting groups such as Childline. They demonstrate a very clear understanding of internet safety.
- Pupils' behaviour and safety are not outstanding because a very small minority of pupils with challenging behaviour occasionally cause learning to slow down in lessons.

The leadership and management are good

- The headteacher is determined to secure the best possible progress for all pupils. Together with competent senior leaders, knowledgeable governors and a highly committed whole school team, she is leading a strong drive towards further improvement.
- The school has effectively addressed all the issues raised by the last inspection, clearly demonstrating its capacity to continue to develop. Accurate knowledge about what needs to be done next is supported by comprehensive action plans, especially for improving the quality of teaching.

- Teachers' performance is measured rigorously and reviewed regularly during the year against national teaching standards. Training needs are identified quickly. Through help and support from the local authority and other agencies, there has already been significant improvement.
- The school's tracking of the progress of different groups of pupils is extremely comprehensive. Teachers use this information very carefully to plan pupils' next steps in learning.
- Subject leaders lead and manage their subjects well. They keep a constant check on standards in their subject by using the information about pupils' progress, looking at pupils' books and teachers' planning and observing teaching. The teaching of mathematics has benefited considerably from this organised approach, enabling the mathematics leader to raise achievement over time.
- The school is well advanced in its planning of the new statutory National Curriculum. Subjects are tackled imaginatively, with very good opportunities for pupils to practise their literacy and numeracy skills. Pupils are keen to learn because experiences are enriched by a wide range of visits, visitors and after-school clubs.
- The school's excellent use of additional funding for sport is improving fitness levels and attitudes towards healthy living. The school has recently been awarded the Silver Kite Mark for sport, in recognition of this high quality provision. It is making a significant contribution to pupils' personal development, especially through the many team games and competitions that pupils now take part in locally.
- Improvement in pupils' cultural awareness since the last inspection has been recognised by the International Schools Award. Strong provision for pupils' spiritual, moral, social and cultural development is underpinning the good behaviour that is helping pupils to achieve well.
- Pupils' learning and development are also supported well by the strong partnerships that exist with local schools, external agencies and parents. Inspectors spoke personally to a considerable number of parents who were fully supportive of the school.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and the school staff make sure that safeguarding procedures are followed rigorously and meet statutory requirements.
- **The governance of the school:**
 - Governors visit the school regularly, receive comprehensive reports about its progress and attend appropriate training. They are well organised and monitor the school's performance carefully. As a result, they are able to ask challenging questions as well as offer their support. Governors are well informed about the spending and impact of additional funding, making sure that it is used to maximum benefit. Teachers' pay, the quality of teaching and the progress pupils make are carefully compared and considered to ensure good value for money. Governors set rigorous annual objectives for the headteacher and these are monitored and reviewed regularly throughout the year. Governors carry out all their statutory duties diligently.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116256
Local authority	Hampshire
Inspection number	444240

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Sara Payne
Headteacher	Susan Wallis-Maclean
Date of previous school inspection	22–23 March 2010
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