

Inspection of Nightingale Primary School

Blackbird Road, Eastleigh, Hampshire SO50 9JW

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and motivated to learn. Strong relationships between adults and pupils help pupils feel safe in school. The school values of respect, courage, compassion and friendship permeate throughout. Right from Reception Year, children play well together and enjoy learning collaboratively.

The school aspires for all pupils to experience a broad range of learning opportunities and achieve well. Pupils are known as individuals. Bespoke support for those pupils with special educational needs and/or disabilities (SEND) enables them to learn effectively. Staff tirelessly encourage pupils to achieve their very best.

Pupils are encouraged to develop a range of broader skills. They speak enthusiastically about their first aid training. They also enjoy helping to improve the school through leadership roles such as librarians, young governors and pupil 'future leaders'. Pupils understand the importance of supporting their wider community. They learn how to put together food parcels that make healthy, nutritious meals through working with the local community pantry.

A range of visits both locally and further afield enrich pupils' learning experiences. Through their trip to Wales, Year 6 pupils develop resilience and independence. Furthermore, visitors into school such as from an Arctic explorer and Olympians broaden pupils' horizons and knowledge of life beyond school.

What does the school do well and what does it need to do better?

Children get off to a strong start to their education as soon as they join the school. In many subjects, the important knowledge and skills that pupils must learn and the order in which they should learn them have been identified right from the start of Reception to the end of Year 6. This ensures that teachers know exactly what they need to teach so that pupils build understanding over time. For example, in design technology, pupils develop an increasingly complex understanding year on year of how mechanisms make objects move.

However, in a few subjects, the precise knowledge that pupils need to learn and when they need to learn it is not clear enough. In these cases, teachers do not have clarity about what pupils must know securely at each step of their learning. For example, in history the important knowledge that pupils must remember about the past is not identified precisely. This means that the information pupils are taught is sometimes not what they need to know to be ready for the next part of their learning.

The school has focused on building teachers' knowledge of how to teach well. There is a clear, consistent approach to teaching across the school. In many subjects, teachers' subject knowledge is secure and they provide work which helps pupils to learn well. However, occasionally, teachers' subject knowledge is not as strong as it

could be. Where this is the case, the activities that teachers design do not always help some pupils learn as much as they could.

Support for pupils with SEND is a strength of the school. Pupils' individual needs are identified using a variety of well-considered strategies. Specially chosen resources ensure that pupils can access the curriculum effectively. For example, when learning how to sew some pupils use larger needles, which helps them to learn to sew successfully.

The school wants all pupils to be confident and fluent readers. Carefully chosen reading materials develop pupils' understanding of language and extend their vocabulary. Children learn to read right from the start of Reception using a well-structured programme. They read books which are matched to the sounds that they know, generally supported effectively by well-trained staff.

Pupils behave well. In lessons they work hard and focus on their learning. Pupils are polite and well mannered. Older pupils act as strong role models for younger pupils, demonstrating positive attitudes to learning. The school actively encourages high attendance. Effective approaches towards this have resulted in most pupils attending school regularly.

The school provides many opportunities to support pupils' personal development. In Reception, children learn how to keep healthy. The well-resourced outdoor area enables them to keep physically fit. A wide variety of competitive sports opportunities and extracurricular clubs encourage pupils to keep active. Pupils also learn age-appropriate knowledge about how to keep themselves safe online, including how to deal with cyber-bullying.

All staff and governors are determined to continue to improve the school. Staff feel well supported to focus on making a difference to pupils' learning. Well-trained subject leaders lead their subjects with confidence. Staff are happy working at this school. They all strive to do their very best for the pupils and their families.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the important knowledge that pupils need to learn is not identified precisely enough. Teachers do not always know exactly what they need to teach to ensure that pupils build knowledge coherently over time. The school needs to identify the exact knowledge that pupils need to remember securely in all subjects so that they are ready for their next steps in learning and achieve well.

- Sometimes teachers do not have the detailed subject knowledge required to teach the intended curriculum. The activities that teachers design do not always enable pupils to learn as much as they could. The school should ensure that teachers have comprehensive subject-specific knowledge in all subjects so that they can support pupils to achieve well across the full curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116256
Local authority	Hampshire
Inspection number	10296222
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair of governing body	Robert West
Headteacher	Hannah Beckett
Website	www.nightingale.hants.sch.uk
Date of previous inspection	25 and 26 September 2018, under section 5 of the Education Act 2005

Information about this school

- This school is larger than the average-sized primary school.
- The school currently uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with members of the governing body, including the chair of governors, and a representative from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, English, geography and design technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and carers were considered through their responses to Ofsted Parent View. The views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

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