

# Nightingale Primary School

## Inspection report

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<b>Unique Reference Number</b>	100160
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	276262
<b>Inspection dates</b>	7–8 June 2006
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Alsbury Mrs L Pethick
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Bloomfield Road Plumstead London SE18 7JJ
<b>Telephone number</b>	020 8854 6838
<b>Fax number</b>	020 8317 4001

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school with a nursery. It serves a culturally and ethnically diverse area in Plumstead. The social circumstances of families are lower than those found nationally. Over 60% of pupils are bilingual, with 41 pupils at early stages of acquiring English. Mobility is high and many families live in temporary accommodation.

## Key for inspection grades

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

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

- Make more consistent use of assessment and the organisation of adults' time in the Foundation classes.
- Increase the attendance of the small group of pupils with persistently high absence.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

Teaching and learning are good. Teachers have very positive relationships with pupils and establish clear expectations of work and behaviour. As a result, pupils work hard, behave well and are keen to succeed, taking a pride in their accomplishments. Teachers generally assess pupils' progress carefully, and make good use of the information to plan work that is well matched to the needs of groups of different abilities. However, on occasions this is not done well enough in the Foundation Stage, particularly in Reception, and children then have work that is either too easy or too hard for them.

Good use is made of skilled teaching assistants to help pupils learn, particularly those who have learning difficulties or disabilities. Teachers work hard to make lessons interesting, providing lots of hand-on practical opportunities, for example, and making very good use of interactive whiteboards to clarify and illustrate their explanations. Pupils respond enthusiastically and develop an enjoyment of learning.

### **Curriculum and other activities**

**Grade:**

The school provides a satisfactory curriculum. The Foundation Stage curriculum fosters independence as well as more formal learning. However, skills are not always built up in a sufficiently structured way. Throughout the school, there is a strong focus on English, particularly speaking and listening. This ensures that pupils, especially those learning English as an additional language, make good progress. The curriculum for pupils with learning difficulties ensures that they make good progress, and in some 'reading recovery' lessons their progress is outstanding. Pupils enjoy learning and value the good range of extra activities and interesting visits. The curriculum enables pupils to contribute satisfactorily to the wider community, develop their self-esteem and adopt healthy and safe lifestyles. The school is still working to develop the curriculum for very gifted pupils, which is currently satisfactory.

## **Care, guidance and support**

### **Grade:**

The school takes good care of its pupils and strongly promotes their health, personal development and safety. Children settle quickly into school because staff are very supportive, information is very clear and a strong partnership quickly develops with parents. Thorough assessment and careful support for the large number of pupils who join the school at different times help them make good progress. Pupils feel that there is always someone they can go to if they have problems. Vulnerable children are particularly well supported, for example, by successfully including pupils who failed to attend other schools and by supporting the many pupils who face complex social and emotional difficulties.

Good child protection and risk assessment procedures are in place. The school takes firm action to increase attendance, particularly through the community liaison programme. Overall, good systems are in place to assess how well pupils are progressing and most pupils know their targets. Pupils are set tasks that are challenging because they are based on this accurate information. However, the tracking of children's progress in the Foundation Stage is still being developed. Pupils commented that they are well cared for, with one saying, 'The teachers are kind and gentle and you can make lots of friends.'

## **Leadership and management**

### **Grade:**

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## Text from letter to pupils explaining the findings of the inspection

### Pupils

Thank you for your help when we visited your school last week. We enjoyed talking to you and watching you at work in lessons. This is what we found out.

We think that Nightingale is a good school because your teachers are good at helping you to learn. You make good progress as you get older and your standards get steadily better. Your teachers are usually very good at checking how you are doing, so they can give you work that is just right for you. Just occasionally, this is not right, and then some of you get work that is either too easy or too hard. We have asked your teachers to make sure that this improves. The adults in school care for you very well, and they are particularly good at helping children who struggle with your work to do well. The children who speak different languages at home all learn English quickly, because the adults are good at helping with this. We were impressed by how well you all get on together, and by how hard you work. We thought your behaviour was good, and the children we talked to were friendly, sensible and thoughtful. Most of you have good attendance, but a few of you have too much time off, and this stops you learning as much as you should. We are asking the staff to help you improve this, and would like you to try harder not to miss so much school. We were pleased to see how hard you try to keep healthy through exercise and by trying out the healthy school meals. Keep eating your fruit and vegetables!

Mrs Pethick and the other adults are good at organising the school and checking that everything is going smoothly. They work very hard with the governors to make improvements, and we know that you like to help them with this, particularly though giving your ideas through the School Council. Enjoy the rest of term,

Best wishes,

Steven Hill

Lead Inspector