



Nightingale Primary School

Inspection Report

Unique Reference Number 102839
Local Authority Redbridge
Inspection number 286504
Inspection dates 20–21 September 2006
Reporting inspector Daniel Kilborn

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

Type of school	Primary	School address	Ashbourne Avenue
School category	Community		South Woodford
Age range of pupils	3–11		London E18 1PL
Gender of pupils	Mixed	Telephone number	020 8989 9987
Number on roll (school)	532	Fax number	020 8530 5233
Appropriate authority	The governing body	Chair	Councillor Allan Burgess
		Headteacher	Mrs Elizabeth Barrett
Date of previous school inspection	24 June 2002		

Age group	Inspection dates	Inspection number
3–11	20–21 September 2006	286504

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a socially and culturally diverse community, with nearly half of the pupils coming from outside the catchment area. The proportion of pupils' eligible for free school meals is below average. The proportion of pupils who have learning difficulties is low and five have a statement of special need. Nearly half of the pupils have English as an additional language and many of these are at the early stages of learning English. There is a wide variety of minority ethnic groups in the school with the largest groups being of Pakistani or Indian heritage. There are currently forty languages spoken. The school's Nursery entry profile indicates that attainment on entry varies widely but is typically below average. There is significant mobility in the school population.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education. There has been good improvement since the previous inspection and the capacity for further improvement is good. Standards have improved and are now above average for pupils at the end of Year 6. Achievement is good for the large majority of pupils. However, the teaching and curriculum for a small minority of less able pupils does not always build sufficiently on their good progress in the Foundation Stage and causes slow progress.

The school has a good reputation in the area and enjoys the support of the large majority of parents. Leadership and management are effective and have successfully brought about improvement in most aspects of the school's work. Robust and generally accurate systems of self-evaluation have given the school a reliable guide on where to provide support. Pupils' personal development and care are good. Pupils enjoy school, relationships are good and pupils are prepared well for their future economic well being.

Governors play a crucial role in the school's development and strategic direction. They hold the school accountable for its performance and have contributed effectively to improvements since the previous inspection.

Teaching and learning are now good. Teachers work together as a team and are keen to evaluate and improve their own performance. This is the result of effective monitoring by senior leaders. Teaching is informed, engenders enjoyment in learning, and helps pupils to make progress. Learning is supported well by a strong team of classroom assistants. Whilst there are good examples of very effective practice, inconsistency in the use of day-to-day assessment of pupils' learning results in some work that is too difficult for some pupils. Behaviour is good and reflects the teachers' consistently high expectations. Attitudes to learning are developed successfully and most pupils are committed and enthusiastic. This is partly as the result of the good curriculum, which supports and extends learning well and provides a good range of out-of-school experiences.

What the school should do to improve further

- Make more consistent and effective use of day-to-day assessment of pupils' learning to improve teachers' skills in planning work which is even more accurately matched to the pupils' academic needs.
- Ensure that the teaching and curriculum for the small minority of less able younger pupils fully meets their needs.

Achievement and standards

Grade: 2

Most pupils, regardless of their ability, gender, or ethnicity, make good progress and achieve well. They reach above average standards in English, mathematics and science by the end of Year 6. Analysis of school and national test results shows an improving

trend in pupils' performance since the previous inspection. The more able pupils do well and a significant proportion attain above average levels. Standards are also rising at the end of Year 2. They are broadly average, with an increasing percentage of pupils achieving at levels which are higher than those expected for their age. This has resulted from the good additional teaching support for the average and higher ability groups. Inspection evidence and the school's good tracking systems show that this improving trend is well established. The school meets its appropriately challenging targets. Although children in the Foundation stage benefit from good teaching and achieve well, many do not attain the expected goals for their age by the end of the Reception year. This is because a large proportion starts school with quite low level skills. In Year 1, there are some occasions, particularly when the whole class is taught together, when teaching does not take enough account of the variation in pupils' abilities and the work set is too difficult. At these times, pupils' progress is too slow.

Personal development and well-being

Grade: 2

Pupils' enjoy school and their personal development is good. Their spiritual, moral, social and cultural development is good and pupils develop into sensible, mature and tolerant individuals. One boy summed up school life by stating that, 'This is a multicultural school and we all get on well together.' Another explained that the differences between them often made their lessons more interesting, particularly in religious education and geography. Pupils talk with enthusiasm and pride about the good range of extra-curricular activities.

Most pupils behave well and have positive attitudes to their lessons, approaching their work with confidence. They think that, although some lessons are difficult, most are about right. They listen carefully to instructions and are capable of sustained concentration in order to complete their tasks. They understand how they are expected to behave. Although pupils talk of bullying, they thoroughly disapprove of it and know that it is important to tell an adult if it happens. Pupils arriving from other places say they were made to feel welcome.

Pupils understand how to use resources and equipment safely and have a good awareness of how to keep themselves safe. They know about the benefits of healthy eating and the importance of taking regular exercise. Pupils are proud to serve on the school council and make a positive contribution to the school community. Other responsibilities, such as the playground buddy system, instil a good sense of community responsibility and a desire to help others. Pupils' good literacy and numeracy skills and their ability to work cooperatively, prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved since the previous inspection and the overwhelming majority of parents agree that pupils make good progress because teaching is good. As one parent said, 'We've been consistently impressed with the commitment and care of the teaching staff.' The school has recovered well from a period of staffing instability and in the past two years the more settled teaching staff has contributed well to the improvements in learning. Support teachers and classroom assistants give good guidance to pupils with learning difficulties and those at the early stages of learning English.

Most pupils have positive attitudes to their work, because teachers have high expectations of their work rate and behaviour. Relationships are good. Most teachers promote a good range of learning styles and work is usually matched well to pupils' abilities. Teachers' good subject knowledge enables pupils to develop appropriate subject vocabulary and to ask searching questions. Resources, including the use of computers, support learning well. Pupils have good opportunities to share their work. In some classes/year groups, weaknesses in teachers' day-to-day assessments result in work that is sometimes too difficult for the less able pupils. There are some good examples of effective marking that gives pupils guidance on how to improve and encourages them to assess their own work.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of the large majority of pupils well. Meaningful links are made between subjects and this makes learning more relevant. Pupils' literacy, numeracy and computer skills support learning in other subjects effectively, for example, there is impressive writing in history and geography. There is generally good provision for most pupils with learning difficulties and pupils at the early stages of learning English. A good range of extra-curricular activities, including sport and the arts, is a strong feature. The school grounds are used well to enhance learning outside the classroom. An excellent science garden adds a further dimension to learning in that subject. Provision for personal, social and health education is good and permeates other subjects as well as through specific lessons. The Foundation Stage curriculum is planned well to include coverage in all the areas of learning. However, the curriculum in Year 1 does not build strongly enough on what the pupils learned in the Foundation Stage, particularly in meeting the needs of the less able pupils.

Care, guidance and support

Grade: 2

Consistently good care, guidance and support underpin the work of the school. Parents trust the staff to take care of their children and value the good efforts made to ensure

that those with learning or language difficulties are usually well supported both in and out of lessons. There are good meetings with parents to explain the school's approach to teaching numeracy. Opportunities are provided during circle times for pupils to discuss problems. Pupils say that adults will always listen to their concerns and do their best to help them.

There are effective systems for behaviour management and for promoting good attendance. There are good procedures for child protection and health and safety, which safeguard pupils effectively. Outside agencies support the school well in meeting the needs of those with learning difficulties and disabilities.

Pupils' academic progress is generally tracked well, although there is more scope for teachers to use day-to-day assessments of progress to match work more accurately to pupils' needs.

Leadership and management

Grade: 2

The senior managers and subject leaders support the headteacher well and are good role models in their own teaching. They are sharply focussed on improving standards and pupils' achievements and have a good track record of making improvements. There is effective self-evaluation based on good systems to track pupils' progress. Data from national and school testing is used well to target particular groups requiring additional support, although more needs to be done to meet the needs of the less able younger pupils. The leadership team recognise the most important aspects that need to be improved and school improvement planning mirrors inspectors' views of the key issues. Effective monitoring of teaching and learning has brought about improvements in pupils' learning and personal development. There is a strong emphasis on staff development and this is reflected in the accuracy of the staff in appraising their own performance. The school seeks the views of parents and pupils and uses extended services well to support learning.

Governance is good and governors hold the school accountable for the quality of education it provides. They are provided with good evidence about the school's performance and ask critical questions about areas for development. Spending is linked well to priorities in the school development plan.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspectors to thank you for the friendly way in which you welcomed us to your school. You were all very polite, helpful and well behaved. It is clear you get on well together and enjoy coming to school. Children who have arrived from other places say they were also made to feel welcome and soon made new friends.

You like and respect your teachers and you tell us how they help you if you have any problems. We know your teachers and visitors to school tell you about keeping safe, and teach you about the importance of healthy eating and taking regular exercise. We were pleased to see how many of you take part in the after school activities and were very impressed by the new playground apparatus and the science garden.

You work hard in class, help each other with work and listen when other children or your teacher is talking. You are good at English, mathematics and science and working with computers. You do especially well when lessons are interesting and the tasks you are given are set at the right level. We have asked your teachers to make sure that the work they give to some of the younger children is not too hard.

We agree with your headteacher, teachers and governors that you have a good school, and know they are working hard to make the school even better. We agree with the targets they have set and feel sure that you will do your best to help the school to meet them.

Good luck for the future.

Mr. D.M.Kilborn (Lead Inspector)