

# Nightingale First School

## Inspection report

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<b>Unique Reference Number</b>	120924
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313793
<b>Inspection date</b>	17 January 2008
<b>Reporting inspector</b>	Nick Butt

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Sean Callaghan
<b>Headteacher</b>	Mrs Jackie Loughlin
<b>Date of previous school inspection</b>	13 June 2005
<b>School address</b>	Nightingale Drive Taverham Norwich NR8 6LA
<b>Telephone number</b>	01603 867976
<b>Fax number</b>	01603 867976

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## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues - achievement and standards, personal development and well-being, teaching and learning, leadership and management and care, guidance and support - gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with pupils, governors and staff, also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small school draws pupils from a mixed residential area. It has hardly any pupils from minority ethnic backgrounds and few speak English as an additional language. The percentage of pupils eligible for free school meals is below other schools. The proportion of pupils with learning difficulties or disabilities is below average. In September 2007 the school was reorganised as a two-form entry infant school from a three-form entry first school. It now houses a playgroup in the school building, which is run separately. The school has awards for promoting healthy lifestyles and physical education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school provides an excellent education for all its pupils. It has come through a period of considerable change and reorganisation all the stronger because of the inspirational leadership of its headteacher. Through quiet determination, she has ensured the school's intense focus on raising standards and achievement has sharpened, and has developed a superb team of dedicated professionals. Teaching and learning are outstanding, with a high degree of consistency, so that every lesson is at least good and often better. Teachers share their enthusiasm and love of learning with pupils and have high expectations of them. They make learning fun, so that pupils respond with excellent attitudes and a great desire to participate in lessons. As a result, they make outstanding progress and reach standards that are exceptionally high by the end of Year 2 in reading, writing and mathematics.

Children enter the Reception classes with a wide range of abilities that are overall a little below expectations, especially in social skills and in linking letters and sounds. They settle quickly and are soon making outstanding progress, because of the staff's expertise and thorough knowledge of the needs of young children. They enter Year 1 mainly achieving the expected learning goals, with a third of them exceeding them. This rate of progress continues throughout Years 1 and 2. Because teachers know their pupils so well, any need is identified quickly and intervention put in place to ensure no momentum in progress is lost. Pupils with learning difficulties and disabilities benefit from particularly focused targets that pinpoint the exact provision that will enable them to achieve their potential. Consequently, their achievement is as outstanding as that of their classmates. The school has maintained exceptionally high standards year after year, despite fluctuating cohorts.

Pupils' personal development and well-being are outstanding, along with their spiritual, social, moral and cultural development. Pupils are polite and kind to one another, love learning, and attend well. Their behaviour is impeccable. Pupils thoroughly enjoy school. The school council is influential and run entirely by the pupils. They met with governors to explain the kinds of playground structures they would like, including a castle and a tardis, both of which they acquired. Pupils have many experiences of other cultures and traditions, and have established links with friends in Zimbabwe, who visited them earlier in the year to lead dance workshops. One pupil said, 'They told us they hadn't got many things. It was well different to us.' Pupils have an excellent understanding of how to live a healthy lifestyle and take plenty of exercise. One said, 'We do exercises to get our brains thinking.' Pupils feel safe at school and free from bullying or harassment. As playground friends, they take on responsibility for ensuring everyone has a positive experience at playtime. They support their local community through harvest gifts and Christmas activities at the local day centre and church. They also raise funds for local and other charities. Pupils participate in sporting and musical events with other schools. They are working with the Royal Society for the Protection of Birds in developing a hide and improving the grounds. The removal of several mobile classrooms as part of the reorganisation has released a considerable area for use. The school has already created a sensory garden, a pond area and a trim-trail outside, and is relishing the new challenge of improving this area of land for pupils' learning. Pupils leave the school with outstanding basic skills, confident learners, fully prepared for junior school. The school's curriculum is outstanding and meets the needs of all pupils particularly effectively, as it has been crafted with their interests in mind. In wishing to engage boys more, the school introduced much more drama and role-play into the curriculum, with a high degree of sophistication. One project imagined that Year 2 pupils were project directors

bringing a new mode of transport to a Scottish island and the teachers emailed them as local councillors, setting specifications and deadlines. Pupils designed their vehicles and gave presentations to the 'councillors' as part of a bidding process! This kind of approach, that links skills learnt in several different subjects together, brings learning to life and motivates pupils highly. The school's provision for information communication technology (ICT) is excellent. For example, Year 2 pupils gave a media presentation to new parents. Also, pupils are involved in contributing to the school's exceptionally informative and stimulating website, which includes all sorts of games and learning activities that can be accessed from home. The curriculum is enriched further through a wide range of clubs and many visits and visitors that capture pupils' interest, such as a Victorian day at a local rural life museum.

The care, guidance and support offered to pupils are outstanding, with a family atmosphere in which each child is valued as an individual and their needs met. The school is very successful at including and helping pupils with behavioural and emotional difficulties, and goes to great lengths to ensure they feel safe and secure. The management of pupils who find learning more difficult is excellent, and teaching assistants make a very valuable contribution to the support pupils with learning difficulties receive in making outstanding progress towards their individual targets. Pupils are given particularly effective academic guidance and support, with individual targets regularly reviewed and marking that shows them the next steps in their learning. They are involved in assessing how well they are doing and in evaluating one another's work.

The school's leadership and management have a considerable impact on the outstanding provision and in ensuring pupils maintain exceptionally high standards year after year. Both the headteacher and deputy head provide excellent leadership and management, know their school inside out, and work collaboratively with all staff to bring out the best in their pupils. As the headteacher said, 'We say to the pupils, 'don't be afraid of making mistakes, because it means you're going to find out something new'.' Monitoring of teaching and learning is rigorous and regular, and contributes to professional development. The school's self-evaluation is spot-on, and its strategic plans are focused on raising standards and achievement still further. Governors play a vital role in supporting and challenging the school, bringing to bear their expertise in areas such as finance and ICT. They ensure the school provides outstanding value for money. The school has made excellent progress since its last inspection.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children thrive in a stimulating learning environment that matches tasks exactly to their level of need, and fires their natural curiosity. Teaching is outstanding, with all staff working together closely, making daily astute assessments of children's progress. There is an excellent blending of adult-led and child-initiated activities, with full use made of the outside area. Children are given an imaginative range of experiences linked to particular themes. Work is purposeful and enables children to make very rapid progress from starting points slightly below those normally expected. The Foundation Stage is extremely well led and managed and children receive outstanding provision.

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

- Build on the existing good practice outdoors, to develop further the school grounds as a stimulating learning resource.



## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 January 2008

Dear Pupils

Inspection of Nightingale Infant School, Taverham, Norwich, NR8 6LA.

Thank you very much for making me so welcome at your school. I did enjoy my visit. I agree that yours is an outstanding school. There are so many excellent things about it to choose from, but here are some of the particular strengths.

- You reach exceptionally high standards in your work and make extremely good progress.
- The teaching is outstanding and lessons are really interesting and fun.
- You take part in many exciting activities both in school and outside it.
- Your behaviour is impeccable and you care for one another exceptionally well.
- You know all about living healthy lives and staying safe.
- The school supports you very well and is always there for you if you have a worry.
- Mrs Loughlin gives excellent leadership to the school and has a very strong team of staff supporting her.

There are exciting plans for the outdoor area where the mobile classrooms used to be, and I know you are involved in discussing how it might be used. I would like the school to press on to develop this area so that the grounds become an even better place to study than they are at the moment.

Thank you once again for your help. My very best wishes for the future.

Yours sincerely

Mr. N. Butt Lead inspector