

Nightingale Primary School

Inspection report

Unique Reference Number	100254
Local Authority	Hackney
Inspection number	335512
Inspection dates	1–2 March 2010
Reporting inspector	Gulshan Kayembe

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Ms Marla Bishop
Headteacher	Mrs Catrina Tilbury
Date of previous school inspection	14 February 2007
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Introduction

This inspection was carried by three additional inspectors. The majority of time during the inspection was spent observing learning. Twelve lessons were observed. All classes were visited and eight teachers seen teaching. Meetings were held with staff, governors and pupils. Inspectors observed the school's work, and looked at a wide range of documents, including safeguarding and equalities policies. They analysed questionnaires returned by pupils and staff as well as 40 that were completed by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness with which senior leaders are using information gathered from their evaluation of the school's work to promote further improvement
- the effectiveness of governors in ensuring that statutory requirements are met, especially in relation to safeguarding and equalities.
- whether pupils in Key Stage 2 are making sufficient progress in mathematics
- the impact the school is having on raising attainment in the Early Years Foundation Stage and in reading in Key Stage 1.

Information about the school

This average sized inner city primary school serves a very culturally and ethnically diverse area of London. Over 90% of pupils are from minority ethnic backgrounds and a very high proportion arrive at school with little or no English. About half the pupils in the school are at various stages of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average though the proportion with a statement of special educational needs is above average. About 60% of pupils are eligible for a free school meal and this is well above the national average. Pupil mobility is high and a significant number of pupils join or leave the school midway through their primary education. Many are new arrivals to the country and join the school for a year or two, leaving when their families find more permanent accommodation. The school has a number of awards, including the Healthy Schools and International School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Nightingale Primary School provides a good quality education for its pupils. It has improved significantly since its last inspection, particularly in relation to the attainment of pupils. This is now in line with national averages in English and mathematics and above average in science and represents good achievement given pupils' low starting points. The school was recently identified as the seventh most improved school in the country by the Department for Children, Families and Schools.

Pupils achieve well and develop into mature, confident and personable youngsters who are well prepared for secondary school education by the time they are in Year 6. The school's vibrant and supportive atmosphere contributes much to their personal development. They are at ease with the school's wide ethnic, linguistic and religious diversity and work with cultural differences with skill while maintaining a strong sense of their own identity. This is because the school successfully promotes respect for others and a sense of community so that all feel they belong. Behaviour is good, and often excellent in lessons.

A well-developed curriculum underpins good teaching and learning. The literacy programme followed by the school makes a tangible contribution to pupils' reading in particular. It was having less impact in Key Stage 1 on lower attainers, but changes this year have enabled these pupils to make good progress in reading. Lessons are well structured with clear learning outcomes so that pupils develop new skills and ideas in a systematic way and have a clear understanding of how well they have achieved during the lesson. However, at times, even in good lessons, teachers do not always push or challenge pupils that little bit more. In the small number of satisfactory lessons, work is not as well matched to pupils' needs as it could be, pace can be slow and questioning not probing enough. Provision in the Early Years Foundation Stage is satisfactory. It focuses well on children's social and oral skills, but places insufficient emphasis on developing early writing. In addition, activities provided are not always sufficiently challenging, especially for middle and higher attainers. Pupils across the school, including in the Early Years Foundation Stage, are well looked after and cared for. Strategies to support vulnerable pupils are good.

Governors are actively involved in the work of the school and ensure that policies and practices in relation to safeguarding and equal opportunities are in place and regularly reviewed. A rigorous and systematic approach to identifying and tackling weaknesses has underpinned the school's success in improving the quality of its work and, hence, the outcomes for pupils. New initiatives are carefully developed and their implementation checked regularly to ensure that they are having the desired impact. As a result, new strategies and initiatives are consistently and effectively adopted across

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the school. A good example of this is the implementation of a new marking policy in mathematics which has resulted in excellent feedback to pupils on how well they are doing and the next steps they need to take. Given the school's track record, the capacity for further improvement is good. School leaders are ambitious to do more and are focusing their attention on the Early Years Foundation Stage, having addressed the more pressing need for improvement higher up the school.

What does the school need to do to improve further?

- Improve teaching by:
 - making work even more challenging for pupils in classes where teaching is currently good
 - using questioning further to promote in-depth understanding more consistently across the school
 - providing work that is well matched to pupils' needs in all lessons.
 - ensuring that good pace and active engagement of pupils are promoted in all lessons.
- Raise attainment by the end of the Early Years Foundation Stage by:
 - ensuring that planning takes better account of the needs of all children
 - planning activities for children that provide sufficient challenge especially for middle and higher attaining children
 - providing a rich range of opportunities for developing early writing skills.

Outcomes for individuals and groups of pupils**2**

In lessons, pupils are focused and demonstrate a good work ethic. They are keen to succeed. Their good social skills ensure they work very effectively in pairs or groups. Pupils apply skills they have learned in English and mathematics in other areas of work, often making use of information and communication technology to help them with their learning. Progress is consistently strong in English across the school and this is particularly significant given the high proportion of pupils learning English as an additional language. These pupils often develop their English language skills at a rapid rate. In Key Stage 1, they are able to express simple ideas and their day-to-day use of English is good, but they do not always have the range of vocabulary to express more complex ideas. As they move into Key Stage 2, pupils learning English improve their vocabulary and begin to express more sophisticated ideas with increasing ease. Pupils' progress in mathematics has been slower in the past, but has improved and is becoming more consistently good as they move through the school. Pupils love science and this shows in their good results at the end of Year 6. Pupils with special educational needs and/or disabilities are well supported and make good progress. There are no significant variations in performance between pupils from different ethnic backgrounds, and Black African and Caribbean pupils perform better than their counterparts nationally.

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Pupils feel safe and know who to turn to if troubled. Their good participation in sporting and physical activities and enjoyment of the nourishing school lunches demonstrate their eagerness to lead a fit and healthy life. Pupils are reflective and thoughtful about life's bigger questions and demonstrate a healthy curiosity about others. They have a strong sense of right and wrong. Pupils readily take responsibility for jobs around the school. They make a strong contribution to the school and are becoming increasingly involved in the local and wider communities. Pupils have a good understanding of how well they are working and what they need to do to make their work better. Most attend very regularly and the number whose attendance is low is reducing substantially.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Clear explanations of what pupils are expected to learn in lessons are accompanied by a set of helpful criteria that enable staff and pupils to assess how well the intended outcomes have been achieved. Relationships are good and ensure that pupils cooperate well with staff. Pupils are well organised so that each has a 'talk partner' with whom they can share ideas or discuss problems. In most lessons, work is well matched to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils' needs, pupils are actively engaged, time is well used and the pace is brisk. In satisfactory lessons, there is a tendency for teachers to talk for too long, which slows the pace of pupils' learning as they are not actively engaged. In good lessons, there is scope for teachers to push pupils' learning even further by providing additional challenge or through even more in-depth questioning. Teachers pay very good attention to key subject vocabulary and this is particularly helpful for those learning English as an additional language and for pupils with special educational needs. Support staff are well deployed in lessons and used particularly well to support vulnerable groups.

The curriculum is tailored well to the needs and interests of different groups. A well-planned mathematics curriculum ensures systematic development of key concepts as pupils move through the school. The creative curriculum provides good opportunities for pupils' broader development as well as opportunities to use and strengthen their literacy and numeracy skills in different subject areas. A wide range of visits, as well as after-school clubs, supports pupils' learning and personal development. International links enrich the curriculum and broaden pupils' horizons, however opportunities are missed to further develop pupils' understanding of the United Kingdom.

Pastoral care is good. The school has worked hard and effectively to improve attendance, especially to reduce the number of persistent absentees. Pupils are well supervised in and out of class and there are good links with a wide range of agencies to support pupils, especially the more vulnerable, and their families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's good leadership has been a key factor in the success of the school. She has promoted a strong sense of common purpose so all are clear about the school's key priorities. Senior staff provide a strong lead in their areas of responsibility so that school improvement initiatives bear fruit. Pupils' progress is very rigorously tracked and data analysed carefully so that the school has a clear picture of how well each pupil is doing. Any underachievement is quickly spotted and tackled.

Procedures to safeguard pupils are good and the school keeps a vigilant eye on those who are more vulnerable. Pupils report that the school is quick to deal with any bullying. The school is also effective in ensuring equality of opportunity. Senior leaders monitor the progress and participation of different groups to ensure that none are being disadvantaged. The school community is very cohesive and the school works to ensure

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that pupils have a strong understanding of cultural and religious diversity. It is making a difference to its parents and local community through activities such as classes in information and communication technology and for parents who speak English as an additional language. Cohesion in relation to the United Kingdom community is less well promoted.

Governors have a good focus on academic achievement and the quality of provision. They know the school's strengths and priorities for development well. With a number of new members, governors have seen this as a good time to review their work. Many statutory policies have been, or are in the process of being, rewritten to ensure they are up to date. Hence, governors are ensuring statutory requirements are met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children begin school with skills and knowledge that are significantly below age related expectations, especially in literacy and numeracy and aspects of personal and social development. They quickly settle into the Nursery and enjoy the range of activities provided, particularly those in the outdoor area. There are good procedures for transition to the Reception class and children make satisfactory progress throughout the Early Years Foundation Stage. However, their attainment remains below average, especially in reading and writing, aspects of numeracy, such as calculation, and personal and social development. A good focus on counting means that children are making good progress in this. Progress in social skills and oracy is also good because children are provided with a wide range of practical activities and good opportunities to work with one another. There are some well-led adult activities in both counting and learning letter

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sounds. While children readily participate in the activities provided, including activities of their choice, these are often not structured well enough to enable them to make better than satisfactory progress. Planning does not focus tightly enough on the individual needs of children and work is not sufficiently challenging for many.

Children learn good eating habits and they develop well physically because the outdoor areas are constantly used. They learn how to keep safe, for example, when cooking children learn how to cut vegetables safely. Leadership of the area is satisfactory. There are common formats for planning and assessing across Nursery and Reception. Staff make careful observations of children while they work in order to assess how well they are doing. Relationships with parents are good and this helps children to settle in well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The questionnaire return rate is relatively low. Nonetheless, parents who completed questionnaires are very satisfied with the school. The very few written comments are generally supportive. Parents are pleased with their children's progress and how the school meets their children's needs. All agree their children enjoy school and are safe. A few parents feel they do not get enough information about their child's progress. Inspection evidence indicates there are good formal and informal opportunities for parents to receive this information. However, the school will happily consider what else it can do to meet parents' needs. A small number of parents do not feel the school prepares their children well for the future and some are unsure about this. Inspection evidence indicates that this is done well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nightingale Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	63	15	38	0	0	0	0
The school keeps my child safe	19	48	21	53	0	0	0	0
The school informs me about my child's progress	12	30	22	55	6	15	0	0
My child is making enough progress at this school	16	40	24	60	0	0	0	0
The teaching is good at this school	14	35	21	53	3	8	0	0
The school helps me to support my child's learning	17	42	19	48	4	10	0	0
The school helps my child to have a healthy lifestyle	14	35	23	58	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	35	17	43	4	10	0	0
The school meets my child's particular needs	12	30	26	65	0	0	0	0
The school deals effectively with unacceptable behaviour	19	48	20	50	1	3	0	0
The school takes account of my suggestions and concerns	15	38	23	58	2	5	0	0
The school is led and managed effectively	14	35	22	55	2	5	0	0
Overall, I am happy with my child's experience at this school	22	55	18	45	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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3rd March 2010

Dear Pupils

Inspection of Nightingale Primary School, London, E5 8PH

We enjoyed visiting your school, and in particular, we enjoyed talking to you. We should like to thank you for making us feel so welcome. The school gives you a good education, and you achieve well as a result.

These are some of the best things about the school.

- You enjoy school and get on remarkably well with one another.
- By the time you are in Year 6, you are responsible, thoughtful and keen to do well. You are more than ready for secondary school.
- Teaching is good and you get good feedback on how well you are doing. As a result, you know what to do to improve.
- The curriculum provides you with a wide and interesting range of experiences including working with schools abroad.
- Your headteacher has worked successfully with staff and governors to help the school become much better than it was.
- You are well looked after and your parents agree that you are safe in school.

There are a few things that we would like your school to do next:

- make sure you always have work that is at the right level for you, that introductions to lessons are not too lengthy and questions teachers ask make you think hard
- provide more challenging activities for children in Nursery and Reception and better opportunities for developing early writing skills so that they are more prepared for Key Stage 1.

We were pleased to see that your attendance has improved. Most of you attend school regularly but there are still a few of you who miss too much school. You can help your education by making sure you keep up a good attendance record and continue to work hard.

Yours sincerely

Gulshan Kayembe

Lead inspector

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