

# Nightingale Primary School

## Inspection report

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<b>Unique Reference Number</b>	102839
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	335978
<b>Inspection dates</b>	4–5 February 2010
<b>Reporting inspector</b>	Glynis Bradley-Peat

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 of pupils on the school roll</b>	653
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Machin
<b>Headteacher</b>	Elizabeth Barrett
<b>Date of previous school inspection</b>	21 September 2006
<b>School address</b>	Ashbourne Avenue London E18 1PL
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## Introduction

This inspection was carried out by four additional inspectors. The proportion of time spent looking at learning was 60%. Inspectors observed 29 lessons and saw 20 teachers. They held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. There were no meetings with parents. They observed the school's work, looked at pupils' exercise books, documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies. The inspectors also analysed information from the 228 parental questionnaires and the 152 staff and pupil questionnaires received.

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

- The current progress and attainment across the school and whether it is good or better?
- Whether teaching, learning and progress are consistently good or better across the school and whether assessment for learning features strongly?
- Whether governors make an exceptional contribution to the work and direction of the school and whether they provide high levels of professional challenge to hold the school to account?
- The strengths in the school's work.

## Information about the school

Nightingale Primary is a larger than average sized primary school. There is provision for the Early Years Foundation Stage in Nursery and Reception classes. An outside provider offers a breakfast club.

The proportion of pupils in receipt of free school meals is below average. The proportion of pupils from minority ethnic groups is much higher than average and has increased rapidly in the last three years. The percentage with English as an additional language is also above average and is increasing. The proportion of pupils with special educational needs/and or disabilities is just above average and this has also been rising steadily. The majority of these pupils have moderate and/or specific learning, behavioural and emotional and/or speech and language difficulties.

The school has gained the Healthy Schools Award which reflects a commitment to promoting pupils' healthy lifestyles.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Its success is highly evident in the praise voiced by the large majority of parents and in the enthusiasm demonstrated by the pupils. One parent wrote, 'Both my children have attended Nightingale Primary School, I am delighted with their achievements.' What really stands out is the way in which teachers aim to enthuse and excite the pupils about their learning. For example, teachers use well-known themes to create real atmosphere in lessons and to generate exceptionally high levels of engagement. Most lessons are at least good which ensures that pupils' behaviour is outstanding.

Excellent assessment and tracking systems are strengths of the school. They clearly show the high percentages of pupils who are set to make outstanding progress in years to come. Data are analysed competently and the resulting information is used highly effectively to improve teaching and thereby help pupils make even better progress. Relatively weaker practice is effectively supported and challenged; excellent practice is shared within and beyond the school. Teaching is exceptional in ensuring that pupils learn new skills and develop and consolidate their understanding of these. Marking, which is detailed and focused on how to help pupils improve their work, is also an excellent feature of the school's work. Pupils are given time to reflect and act upon the teacher's marking and say that this ensures that they improve their work next time.

Pupils' basic skills are good and teachers' excellent behaviour management skills make sure that pupils work well in teams and cooperate well with each other. A small minority of pupils do not always come to school regularly but staff continue to work diligently with parents to improve the levels of attendance. Attendance figures are also adversely affected by the taking of holidays in learning time. Most parents report that the school communicates with them well using a wide variety of methods.

Since the time of the last inspection, the school has secured improvements in outcomes and in the quality of teaching and learning, both of which are now outstanding. Areas of comparative weakness are tackled robustly and the school builds upon its strengths and then shares them effectively. The school meets challenging targets and has exceeded them in recent times. The school knows itself very well because self-evaluation procedures are excellent. The capacity to improve therefore continues to be outstanding.

## What does the school need to do to improve further?

- Ensure that the approach to improving levels of attendance has more impact by:

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- celebrating regular attendance in a variety of ways
- rigorously following up and taking firm action to discourage the taking of holidays in learning time.

**Outcomes for individuals and groups of pupils****1**

In the vast majority of lessons, pupils make good progress and in many lessons progress is outstanding. It is abundantly clear in all lessons that pupils enjoy and achieve exceptionally well. As a result, pupils' behaviour is excellent. In an outstanding Year 6 mathematics lesson, high quality targeted questioning which linked the different areas of mathematics, coupled with innovative use of talking partners, led to spontaneous, reasoned discussion about a variety of strategies to solve problems. Pupils spotted the short cuts and explained how they ascertained answers to some challenging questions about profit and loss. The activity also contributed very well to pupils' economic well-being. They learnt at a furious pace. In another outstanding Year 2 literacy lesson, pupils developed a high level of independence because the teacher had planned exceptionally well to ensure that they were given appropriate time to reflect upon and improve their work. This gives rise to outstanding learning.

Different groups of pupils are catered for exceptionally well; in particular, those pupils with special educational needs and/or disabilities make consistently good or better progress. This is because individualised approaches to learning ensure that the most is made of pupils' inherent skills and of their prior levels of knowledge and understanding. The exceptionally good work the school has done to ensure that boys are motivated and learn as well as girls has paid off. Boys' excellent attitudes to all areas of their learning are evident in lessons across all year groups.

Since the time of the last inspection, attainment has risen steadily. This is also evident in the Early Years Foundation Stage. This trend is set to continue according to the school's own tracking data. The rising attainment on entry to Year 1 is the result of the sterling work in the Early Years Foundation Stage. Because the school builds successfully on these gains, attainment is improving in Year 6 where currently it is significantly above average.

Excellent spiritual, moral, social and cultural development is regularly seen in and out of lessons. Pupils show respect for each other and share highly positive relations with adults in the school. High quality class assemblies promote pupils' fascination of the world around them and promote an appreciation of diversity. Pupils adopt healthy lifestyles and were keen to tell inspectors about how lunch box policy ensures that parents are informed and involved in supporting their children to eat more healthily. Pupils' contribution to the community is excellent. For example, a group of pupils work with the police to improve aspects of the local area. They know how to keep themselves safe and are confident that the adults in the school are approachable and listen to their worries. Pupils acquire a good level of basic skills in reading, writing, mathematics and information and communication technology (ICT) that will contribute well to their future economic well-being. The school is working hard to improve currently average levels of

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attendance but has not yet developed a wide variety of strategies to tackle holidays taken in learning time in particular.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Outstanding teaching is evident across the school from the Early Years Foundation Stage up to Year 6. Teachers are committed to and enthusiastic about ensuring that all pupils enjoy lessons and make as much progress as they are capable of. Teachers plan series of lessons exceptionally well to ensure that progress is paramount. Each lesson builds securely on what pupils know and already do. Marking and assessment is exemplary. New technology is used innovatively to enliven learning. In an excellent Year 6 literacy lesson, film clips of short advertisements demonstrated the 'power of persuasion' and pupils were more easily able to identify the vocabulary and features associated with persuasive writing. The pupils say that learning is enjoyable at Nightingale. Following an excellent Year 5 literacy lesson where pupils debated the pros and cons of hunting and the teacher dressed up and assumed the role of a hunter, one pupil said, 'That was fun!', the other replied, 'Wasn't it good!', a third commented, 'That was the best lesson

<sup>1</sup> 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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ever!’ Those pupils with English as an additional language benefit greatly from a wide range of planned speaking and listening tasks. Exemplary use of resources, including learning support assistants, also aids learning.

The school constantly reviews curriculum provision, which is already excellent. There is no room for complacency in this school. Current work is aimed at improving cross curricular work in subjects beyond English, mathematics and science. Personal, social and health education ensures that pupils get on well with each other and know what they need to do to remain healthy. It contributes well to the curriculum. A thought-provoking Year 3 lesson brought gasps of surprise from pupils when discussing the differences between being brave and unwise. Pupils praise the range of after school clubs which are well attended. Trips and visits also contribute very well to pupils’ enjoyment and learning.

Pupils praise the adults in the school who are approachable, show concern and are sensitive to their needs. All pupil responses from the questionnaires stated that ‘adults in my school care about me.’ Pupils say that teachers always help to ‘sort things out.’ The care, support and guidance provided for vulnerable pupils are exemplary because excellent communication with outside agencies secures prompt action. Excellent intervention strategies make sure that no child falls through the net and that all groups of pupils in the school achieve very well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Ambition is fully embedded amongst all staff. There is a living, breathing vision of how high expectations promote improved outcomes. This is evident in every classroom. All staff have high aspirations for the future of the school. Improvement is driven through at all levels of leadership and management down to every teacher being a leader within their own classroom.

The school’s evaluation of its performance is accurate but somewhat modest. Despite this, the highly competent senior and middle leadership teams clearly know the correct priorities for development. The school monitors the quality of teaching and learning rigorously and has a clear picture of its strengths and areas for improvement.

Safeguarding is good because the school ensures that paperwork is in order and that policy is translated into practice. The governing body are fully committed to supporting and challenging the school and carry out their duties effectively but they are not yet

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playing a full part in monitoring and evaluating the safeguarding policy.

The school ensures equal opportunities for all, as excellent teaching and learning closes any gaps between groups of pupils swiftly. There are few racial incidents because the school has rigorous and effective methods to combat discrimination.

Community cohesion is promoted exceptionally well and the work of the school has a marked impact on the wider community. The school knows clearly, through its outreach work with a variety of partnerships, how to engage the local community for mutual benefit.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Attainment on entry to the Nursery varies from year to year but has been rising more recently. Usually, less than half of the children who enter the Nursery proceed into the Reception class. Presently, children enter Reception with skills that are broadly at the expected level for their age. Because the Early Years Foundation Stage is well run, excellent provision ensures that children make good progress and enter Year 1 with attainment that is above the expected level. Attainment at the end of the Reception year has been improving in recent years. A stimulating environment both indoors and out has been particularly effective in engaging the boys. This is because staff are highly skilled and ensure that they focus effectively on particular groups of children. A real strength is the way in which oral and written assessment is integrated into all adult- and child-initiated activities. This ensures that activities challenge children and promote excellent learning. Children play well together and independently. They routinely engage



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in clearing away activities and develop good hygiene habits because adults give these aspects a high priority. The exemplary leadership and management have been successful in ensuring that all adults, including parents, share an ambitious vision for children’s education. Safeguarding is good because safeguarding procedures are monitored carefully.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents are very positive about the school and the level of disagreement with any of the questions on the questionnaire was low. Many parents made additional comments. Some spoke highly of the particularly good start their children receive in the Nursery. Some spoke enthusiastically about the quality of teaching. A few parents felt that their children who had special educational needs and/or disabilities were not helped well enough by the school to support their children’s learning and that the school did not meet the needs of their child well enough. This was not supported by inspection evidence, but was, nevertheless brought to the attention of the school by inspectors. A few parents also felt that the school does not take account of suggestions and concerns; this has also been drawn to the attention of the school. Very few parents expressed other concerns.

### Responses from parents and carers to Ofsted's questionnaire

The inspection team received 228 completed questionnaires by the end of the on-site inspection. In total, there are 653 pupils registered at the school.

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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	150	60	72	31	3	1	2	1
The school keeps my child safe	140	61	83	36	4	2	0	0
The school informs me about my child's progress	85	37	117	51	17	7	4	2
My child is making enough progress at this school	85	37	117	51	17	7	4	2
The teaching is good at this school	84	36	130	57	5	2	0	0
The school helps me to support my child's learning	68	29	128	56	24	11	2	1
The school helps my child to have a healthy lifestyle	94	41	113	49	14	6	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)	61	27	128	56	6	3	0	0
The school meets my child's particular needs	76	33	128	56	16	7	0	0
The school deals effectively with unacceptable behaviour	77	34	128	56	10	4	1	0
The school takes account of my suggestions and concerns	60	26	134	59	15	7	5	2
The school is led and managed effectively	90	40	115	50	8	4	5	2
Overall, I am happy with my child's experience at this school	106	47	112	49	7	3	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



6 February 2010

Dear Pupils

Inspection of Nightingale primary School, South Woodford, London E18 1PL

Thank you very much for giving me and my colleagues such a warm welcome when we visited your school recently. While we were walking around your school it was good to see so many smiles; we found you to be very polite, courteous and exceptionally well behaved. Well done!

We were pleased to hear that you enjoy attending school and that you know how to lead a healthy lifestyle. The work of the school council has ensured that your school lunches have been improved and that there is more playground equipment. You told us about how much you enjoy going on trips and visits to places of interest arranged by your school.

We enjoyed watching you learn very much. You were able to participate in some excellent lessons because your teachers have very high expectations of what you can achieve. They plan interesting and exciting lessons for you. I know that some of you really enjoyed your debate about hunting, which was made even better when your teacher dressed up and played the part of a hunter.

Your headteacher and her deputy also work hard to ensure that you all do as well as you can. That is why we think your school is outstanding J; that means it is pretty super. It has made lots of improvements since the last time inspectors visited it.

Although it does so well, we have asked your school to try to improve attendance. You can help with this too by always attending school whenever you can.

Once again, it was a pleasure to visit your school and we wish you all the very best for the future.

Yours sincerely

Glynis Bradley-Peat  
Lead Inspector

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