

Nightingale Primary School

Inspection report

Unique Reference Number	116256
Local Authority	Hampshire
Inspection number	338773
Inspection dates	22–23 March 2010
Reporting inspector	Michael Barron

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Ayleen Thew
Headteacher	Susie Wallis-Maclean
Date of previous school inspection	23 March 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 11 teachers. They also held meetings with the headteacher and members of the school's senior leadership team, members of the governing body, school staff, groups of pupils and parents and carers. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 39 Ofsted questionnaires returned and the views of staff in 12 returned questionnaires.

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

- the standard of pupils' work, especially in Year 6, and what this signifies in terms of the quality of teaching and learning and the progress of different groups of pupils
- the impact of recent changes to the leadership and management of the school on improving the school's overall effectiveness
- the quality of the school's work in promoting community cohesion, especially regarding the multicultural nature of aspects of modern society in the United Kingdom.

Information about the school

This is an average sized primary school. Almost all pupils are of White British heritage. There is Early Years Foundation Stage provision in the school's Reception Year classes. There have been several changes to the leadership and management of the school in recent years.

A new headteacher was appointed shortly after the last inspection in 2007 but resigned in 2009. The school then had an acting headteacher until the present headteacher took up her position in January 2010. The governing body has also undergone a period of significant change since the previous inspection and now has a new Chair and Vice-Chair of the Governing Body in place.

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

This is a good school. It has recovered well from a period of disruption since the last inspection and now provides a good education for its pupils. A key factor in this recovery is the good quality of leadership and management, especially that of the enthusiastic and dedicated headteacher and the outstandingly effective governing body. Together they have provided the driving force for school improvement and have significantly increased the effectiveness of the school in quite a short space of time. The initiatives they have put in place to improve pupils' progress and raise attainment have already had the desired impact and pupils now achieve well and make good progress. This improvement has not gone unnoticed by parents and carers. One wrote 'I think the new headteacher will do well. She has already, in her short time here, put into place various things to improve the school.' Others commented they felt the school now provided a good education for their children. Inspectors agree with these views.

Children enter the school at the age of four with skills and understanding well below those expected for their age. They make outstanding progress in their Reception Year and continue to make good progress from Year 1 to Year 6 because consistently good or better teaching caters effectively for their needs. The school has developed outstanding links with parents and carers and uses these very effectively to enhance pupils' learning. Pupils with special educational needs and/or disabilities make similar progress to other pupils because they receive effective support. By Year 6 pupils attain average standards and this is reflected in their work. Even so, standards in writing, especially pupils' ability to complete longer pieces of writing successfully, lag behind the standards pupils attain in mathematics throughout the school.

The school provides an excellent level of care, guidance and support for pupils and this is reflected in their good attitudes and behaviour and also their willingness to learn. Attendance is satisfactory. Nearly all pupils have good attendance records but a very small but persistent number still go on holiday in term time. Pupils say that they enjoy school because teachers make learning interesting. They are keen to talk about the good range of popular extra-curricular activities provided by the school and their visits to places of interest such as the Aviary Children's Centre Forest Classroom. However, although pupils develop an appropriate understanding of how people in other countries live, they have little understanding of the multicultural nature of society in the United Kingdom.

Systems for monitoring and evaluating the school's work are comprehensive and are used effectively to set clear priorities for improvement. Staff are enthusiastic and work well as a team to ensure the school reaches the challenging targets it sets itself. This has been an important factor in the recent improvement in the overall effectiveness of

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the school and clearly indicates the school's good capacity for sustained future improvement.

What does the school need to do to improve further?

- Raise standards in writing, especially the ability of pupils to complete longer pieces of writing successfully, by improving pupils' basic writing skills. (Timescale: end of autumn term 2010.)
- Improve the attendance of the small minority of pupils who regularly go on holidays in term time by increasing parents' and carers' awareness of the need for their children to attend school regularly. (Timescale: as soon as possible.)
- Improve the quality of community cohesion and increase pupils' cultural awareness and understanding, especially that of the multicultural nature of modern society in the United Kingdom, by providing pupils with regular opportunities to increase their knowledge and experience of the wider world in which they live. (Timescale: end of autumn term 2010.)

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

Pupils enjoy school and lessons and list information and communication technology among their favourite subjects, while others say they enjoy the wide range of sporting activities the school provides. The quality of pupils' spiritual, moral, social and cultural development is good overall. However, while aspects of their cultural development are in need of improvement, their moral and social development is strong and this is reflected in the respect and care pupils display for others. They are also aware that a very small number of pupils sometimes find behaving acceptably difficult. However, pupils say they are confident that adults will always deal with any instances of unkind behaviour quickly and fairly.

Pupils develop good attitudes to learning and achieve well because teachers are firm but friendly and try to make sure that the work pupils are asked to complete in lessons is matched to their different abilities and is not too hard or too easy. Pupils work hard because they like the challenge and display a real sense of achievement when they complete tasks successfully. This was evident in a literacy lesson for Year 4 pupils. They completed their written tasks successfully and made good progress because the work was set at the correct level for individual pupils, and pupils requiring extra help were supported well by effective learning support assistants.

Pupils understand why it is very important to stay safe and are very aware of the importance of exercising regularly and healthy eating. Pupils' contribution to the school and the wider community is good. They talk enthusiastically about the role of the school council in ensuring the school listens to their views and understand the importance of their efforts to raise money for local charities and good causes. Pupils' satisfactory skills in literacy and numeracy, their good attitudes to learning and their good collaborative and independent skills prepare them effectively for their next schools and beyond.

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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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum provides a wide range of experiences for pupils, who appreciate the diverse programme of enrichment activities the school provides for them. Teachers and learning support assistants work well together to make a positive contribution to pupils' learning. Classrooms are bright and well resourced and teachers make good use of interactive whiteboards to enhance learning. During the inspection nearly all teaching quality was typically good and more effective teaching was also seen. Very effective planning, which meets the needs of different groups of pupils effectively, and the high quality of teachers' marking, ensures pupils clearly understand how to improve their work. Success criteria were clear. Where teaching is less effective, pupils found working independently difficult and drifted off task. This is not always picked up, so they made less progress than they were capable of.

The school promotes an outstanding level of care, guidance and support for pupils and this is the basis for their good progress and their very good personal development. Parents and carers highly value the way the school looks after their children and pupils say they always feel very welcome at school and confident they will be very well looked

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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after. Effective induction and transfer arrangements help pupils settle quickly into new routines and vulnerable pupils receive a high level of care and support to help them become fully involved in all school activities. The school works very closely with several outside agencies and goes that extra mile in order to offer an excellent level of support to families and pupils who are hard to reach or who are facing challenging circumstances.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has made a marked impact upon school improvement since her arrival. This is most evident in the thoroughness of the school’s self-evaluation and the very good quality of its highly focused development planning. The headteacher has gained the full confidence of staff and the governing body and has ensured that leaders and managers at all levels share a common belief in continually striving for school improvement. Parents and carers agree that the headteacher has been the main driving force behind the rapid improvement in the effectiveness of the school. Governors are rigorous in supporting the school and are fully and systematically involved in evaluating its effectiveness on a regular basis. They are extremely well organised and thorough in their approach and provide a high level of professional challenge to the school when appropriate.

The school tackles any discrimination well and places equality of opportunity at the heart of its work, making sure that all pupils are given equal chances to succeed. This is a key factor in ensuring that all pupils, regardless of their background or ability, make good progress, not only in their academic work but in developing their social skills and their respect for others. The school has worked hard to forge excellent links with parents and carers, including those who might possibly find working with the school difficult. The school provides parents and carers with very good guidance about their children’s progress and how they can help to support their children’s learning. This has led to improvements in pupils’ achievement as more parents and carers become involved in the life of the school and, most importantly, in their children’s education.

Safeguarding procedures are good and meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks. Staff and governors receive regular good quality training about safeguarding and child protection issues and are well aware of the importance of their roles in protecting pupils. The school’s work in promoting

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community cohesion is satisfactory. It has built up effective links with the local community, which it uses well to develop pupils’ understanding of different cultures and shared values. However, pupils’ appreciation of the diversity of cultures and beliefs in the wider national community is not sufficiently well developed.

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	1
The effectiveness of the school's engagement with parents and carers	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The comment by the parent or carer of a child in the Reception Year aptly summed up in a few words the outstanding quality of the Early Years Foundation Stage: ‘Children enjoy coming to school and learn so much.’

Outstanding teaching ensures children make excellent progress in all areas of learning, especially in developing their language, number and social skills, and are prepared exceptionally well for transfer into Year 1. The Reception classrooms and workspaces are colourful and welcoming places which provide stimulating and rich learning environments for children. Leadership and management are outstanding and ensure the needs of all pupils are fully met. The leader has ensured that teachers and learning support assistants have high expectations of what children can achieve. Activities are extremely well planned and are often based around parents’ and children’s ideas. Thorough records of children’s progress are kept and these are shared with the children and used very effectively to plan further work. As a result, children enjoy learning, behave very well and display high levels of independence, especially when working individually. Nothing is left to chance. Welfare is given the highest priority and, as a result, children say they feel very safe and secure. They know they can get help from adults if they are worried about anything. Behaviour is excellent and children play and

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work well together and are happy to share and take turns. Regular visits to interesting places are used very well to build up children’s growing understanding of the wider world.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
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

The large majority of the parents and carers who returned the questionnaires or who were spoken to by inspectors held positive views about the school. All parents and carers felt the school kept their children safe and nearly all believed the school helped their children to have a healthy lifestyle. The overwhelming majority believed their children enjoyed school and several commented favourably about how they felt the school had improved since the new headteacher’s appointment. A few parents felt the school did not deal effectively with unacceptable behaviour or help them to support their child’s learning or meet their children’s needs. A small minority did not agree that the standard of teaching was good or that the school informed them sufficiently about their children’s progress. Inspectors considered these comments and found that unacceptable behaviour was dealt with well and parents and carers are given guidance to support their child’s learning. Inspectors found the standard of teaching to be good and that the school kept parents and carers very well informed.

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 39 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	41	20	51	3	8	0	0
The school keeps my child safe	16	41	23	59	0	0	0	0
The school informs me about my child's progress	16	41	17	44	5	13	0	0
My child is making enough progress at this school	16	41	15	38	6	15	1	3
The teaching is good at this school	13	33	19	49	5	13	0	0
The school helps me to support my child's learning	12	31	21	54	4	9	0	0
The school helps my child to have a healthy lifestyle	12	31	26	67	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)	16	41	16	41	2	5	0	0
The school meets my child's particular needs	13	33	17	44	6	15	0	0
The school deals effectively with unacceptable behaviour	6	15	22	56	5	13	2	5
The school takes account of my suggestions and concerns	13	33	20	51	2	5	0	0
The school is led and managed effectively	14	36	22	56	1	3	0	0
Overall, I am happy with my child's experience at this school	15	38	17	44	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.



24 March 2010

Dear Pupils

Inspection of Nightingale Primary School, Eastleigh SO50 9JW

Thank you for welcoming myself and the other two inspectors to your school. Everyone was very friendly and we enjoyed talking to you about what you like the most about school and seeing you all working hard in lessons.

Here are some of the main things we found out.

- Your school is a good school which gives you a good start to your education.
- Children get off to an excellent start in their Reception Year.
- Your school takes really good care of you and makes sure that you are all safe and secure.
- You enjoy school and your behaviour is good.
- You make good progress in learning because teachers make lessons interesting.
- The governors, together with the headteacher and her staff, have worked very hard to improve the school and now want to make the school even better.

These are the things we have asked the school to do:

- help pupils to develop their ability to write longer pieces of work successfully
- make sure fewer pupils go off on holiday in term time in order to improve attendance
- help you to find out more about the customs and traditions of people living in this country who are from cultural backgrounds which are different to your own.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to get even better by continuing to work hard and not taking holidays in term time.

Yours sincerely

Michael Barron

Lead inspector

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