

Nightingale Primary School

Address: Bloomfield Road, Woolwich, London, SE18 7JJ

Unique reference number (URN): 145215

Inspection report: 15 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders prioritise securing pupils' knowledge in reading, writing and mathematics. This focus enables pupils to develop the essential skills that they need to access learning confidently across the school's broad curriculum. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, build secure subject knowledge from their individual starting points. As they move through the school, pupils deepen their understanding of increasingly complex ideas and concepts. This supports them to achieve well across the curriculum and to develop the knowledge needed for their next stage of learning.

Pupils' positive achievement is clearly reflected in national assessment outcomes. Pupils attain above-average results in reading, writing and mathematics. Disadvantaged pupils achieve particularly well, outperforming their non-disadvantaged peers nationally. Leaders ensure that every pupil, regardless of their circumstances or the point at which they join the school, develops secure and detailed knowledge.

Attendance and behaviour

Strong standard ●

The school places a strong emphasis on securing high attendance. Clear expectations and well-established procedures underpin this work. Leaders' determined oversight has led to sustained improvements, as reflected in current attendance figures. Leaders and staff work closely with pupils and their families to improve attendance. For example, pupils are encouraged to write to parents and carers to explain how their previous challenges with punctuality and attendance affected their learning and experiences. This helps both pupils and parents to understand the benefits of attending regularly, including engaging fully with the school's rich learning and enrichment offer.

Leaders have embedded a culture of high expectations for behaviour, and pupils respond positively. As a result, pupils behave very well. Established routines help them to meet expectations consistently. Classrooms are calm, purposeful spaces where learning is prioritised and disruption is rare.

Positive behaviour extends beyond lessons. Around the school and during social times, pupils act with kindness and consideration. Consequently, bullying and discrimination are not tolerated by pupils or staff. Playtimes are well organised and effectively supervised. Staff track behaviour incidents carefully and respond promptly. Support for individual pupils is thoughtfully integrated into the school's pastoral offer. This helps to ensure pupils' needs are met and the support has a lasting impact.

Early years

Strong standard ●

The early years provision is a joyful environment where children are highly engaged in their learning, both indoors and outdoors. When children join the school, staff get to know children's interests and strengths. They nurture children's independence, confidence and all-round development. This is purposefully designed and delivered through a wide range of

learning and play-based opportunities. Staff draw on high-quality training and apply it rigorously to maximise the impact of their interactions. This skilled practice supports children's language and communication development well. Furthermore, this extends children's knowledge and early understanding of the world.

Staff are unwavering in their belief that effective early provision is essential for future success. Leaders have established an ambitious curriculum that sets high expectations for every child. The curriculum is carefully designed to close gaps, address misconceptions and secure children's basic skills in reading, writing and number. Staff deliver the curriculum with consistency and precision. This enables children with lower-than-typical starting points to catch up quickly. As a result, children leave Reception well equipped with the knowledge and skills needed for a successful transition into Year 1.

For children who require extra support, leaders collaborate effectively with parents and carers and external specialists, including speech therapists, to secure timely and appropriate intervention. This coordinated approach ensures that every child, particularly those who find learning more difficult, receives the precise help needed to flourish.

Inclusion

Strong standard ●

Leaders have established an inclusive culture in which pupils are known well and valued as individuals. Leaders demonstrate a clear understanding of their school and wider community and use this insight effectively to shape the school's provision. As a result, pupils are supported to achieve well and thrive.

Robust systems are in place to identify pupils' needs swiftly and accurately. Leaders make effective use of pupil premium funding and other resources to ensure that disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), receive timely and appropriate support. This work is strengthened by productive partnerships with external agencies which leaders draw on to check that their approaches remain suitable and effective.

Staff benefit from regular, well-targeted training that develops their expertise in meeting a wide range of needs. This includes training on specific needs as well as on teaching approaches that help them to adapt the provision successfully. Consequently, staff are well equipped to support pupils with the highest levels of need.

The support provided for pupils is carefully designed and monitored. Staff use their detailed knowledge of pupils' individual circumstances to tailor support precisely. Leaders track the impact of this provision closely, ensuring that most pupils achieve well from their starting points. The school's pastoral offer is a significant strength, and disadvantaged pupils, along with those with SEND, benefit particularly from this well-coordinated support.

Leadership and governance

Strong standard ●

Leaders have a deep, analytical understanding of the school's context and the challenges it faces. They are clear about what is working well and what further actions are needed to strengthen practice across all aspects of school life. Those responsible for governance are committed to the school's aims and ambitions, and they have a detailed grasp of its

priorities. They fulfil their statutory duties effectively. They have well-established systems that ensure they receive the information needed to assure themselves that the decisions leaders make are in the best interests of pupils.

Staff are highly positive about working at the school and describe it as an environment where they can grow and thrive professionally. They appreciate the well-designed professional learning offer, which is closely matched to their needs and to the needs of pupils. This has a positive impact on their workload and wellbeing. Consequently, staff feel confident, knowledgeable and well-resourced to carry out their roles effectively.

Parents and carers speak highly of the support they receive from school leaders. They value the school's clear, timely and effective communication, which ensures they feel well informed about their children's learning and wellbeing.

Leaders are forward looking and committed to contributing to the wider educational community. They work with the trust and other professionals to assure themselves of the quality of the school's work and to support their own development. School leaders also share their best practice with other educational settings. This includes the use and application of technology, which has supported improved outcomes for pupils.

Personal development and wellbeing

Strong standard 

The school provides an ambitious and carefully constructed personal development programme. Leaders ensure that all pupils, including the high proportion who are disadvantaged, benefit from a broad range of opportunities.

The school's values of 'respect, confidence and excellence' are woven throughout the personal development offer. This is delivered through a wide range of experiences, including community visits, workshops and external speakers. These opportunities are deliberately curated to help build pupils' character, resilience and essential life skills. For example, pupils receive first aid training and learn about the risks associated with gangs. This equips pupils with the knowledge that they need to navigate challenges beyond the school. Regular community visits, including overnight stays, broaden pupils' horizons and encourage them to take on new and adventurous experiences. Routine opportunities to represent the school in sporting competitions, and to present their learning to their peers and families, further strengthen pupils' self-esteem and sense of pride.

A strong commitment to community engagement runs through the school's work. This supports pupils' understanding of the fundamental British values. Pupils take part in purposeful social action, such as preparing rucksacks for people who are homeless and raising funds for charitable causes. They can apply to join the school's 'pupil parliament' and take on representative roles linked to behaviour, community and sport. Pupils carry out these responsibilities with maturity and pride. For example, they help maintain school equipment and support their peers in making friends. These experiences help pupils understand their role in society and prepare them well for life in modern Britain.

The school's relationships curriculum and pastoral support are highly effective. Pupils speak confidently about healthy relationships, and positive mental health and how to sustain it,

including how to stay safe both online and offline. They are reflective and respectful, and recognise the importance of wellbeing and kindness.

Expected standard

Curriculum and teaching

Expected standard

The school's curriculum is ambitious and places no limits on what pupils can achieve. It is carefully sequenced so that pupils learn important knowledge and vocabulary in logical steps. Leaders use research to inform and strengthen teaching practice, and as a result teaching is typically effective. Technology is woven thoughtfully through the curriculum to enrich learning and meet the needs of the school community. This helps pupils deepen and extend their understanding.

The curriculum focuses on building pupils' core skills in reading, writing and mathematics. This work begins in the early years, where children gain the essential knowledge and skills needed for Year 1. Most pupils build successfully on this start. In the oldest year groups, teachers check pupils' understanding in English and mathematics with precision as lessons unfold. Their timely, 'in-the-moment', feedback addresses misconceptions promptly, enabling pupils to secure key knowledge before moving on to more complex content. However, for a small number of younger pupils with more significant gaps in early reading, writing or mathematics, errors and misconceptions are not routinely addressed quickly enough. As a result, these pupils are not supported to catch up as swiftly as they could.

What it's like to be a pupil at this school

Kindness and community cohesion sit at the heart of the school's work. Pupils and their families feel included, regardless of circumstance. As a result, pupils and parents and carers are happy. They value the work of staff.

Behaviour is excellent in classrooms, around the school and during social times. Classrooms are calm, and pupils enjoy learning and sharing their successes. Lessons are not disrupted. Pupils are thoughtful and understand the importance of treating everyone equally and respectfully. Pupils are not worried about bullying and they are confident that staff would take any concerns seriously. This helps pupils to feel safe.

The school provides a rich range of opportunities that supports pupils' wider development and sense of belonging. Curriculum texts are carefully chosen to reflect the diversity of the school community, promoting respect for different cultures and encouraging pupils to take pride in their identity. Pupils benefit from a broad programme of wider experiences, including visits to museums and places of interest. They have access to mentoring from trained boxing coaches. Older pupils attend workshops delivered by the police on staying safe online. These experiences help prepare pupils well for life in modern Britain.

By the time pupils leave the school, they are very well prepared for the next stage of their education. This is reflected in national test outcomes, where disadvantaged pupils outperform their non-disadvantaged peers nationally. Pupils who speak English as an additional language, including those newly arrived in the country, are supported very well. Leaders have effective systems to understand pupils' language needs quickly and accurately. As a result, these pupils settle quickly, grow in confidence and make great strides in learning English. They participate fully in school life and achieve well alongside their peers.

Next steps

- Leaders should strengthen staff expertise so that pupils with the most significant gaps in knowledge and skills receive consistently effective teaching and support.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The school is part of the Maritime Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Osborne, and overseen by a board of trustees, chaired by Tiffany Beck.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, trustees, governors and members of staff during the inspection.

Leaders do not currently make use of any alternative provision.

Headteacher: Omar Jennings

Lead inspector:

Kieran Bird, His Majesty's Inspector

Team inspectors:

Emma O'Connor, Ofsted Inspector

Jenny Lewis, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 15 April 2026

School and pupil context

Total pupils

219

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

40.00%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.20%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.07%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (revised)	83%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	89%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	73%	Above
2024/25 (revised)	97%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	46%	Above
2024/25 (revised)	81%	47%	Above
2023/24 (final)	64%	46%	Above
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	88%	63%	Above
2023/24 (final)	82%	62%	Above
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	59%	Above
2024/25 (revised)	81%	59%	Above
2023/24 (final)	73%	58%	Above
2022/23 (final)	86%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	60%	Above
2024/25 (revised)	100%	61%	Above
2023/24 (final)	82%	59%	Above
2022/23 (final)	86%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	68%	3 pp
2024/25 (revised)	81%	69%	12 pp
2023/24 (final)	64%	67%	-4 pp
2022/23 (final)	57%	66%	-9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	0 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	82%	80%	2 pp
2022/23 (final)	57%	78%	-21 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	78%	2 pp
2024/25 (revised)	81%	78%	3 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	86%	77%	8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	91%	80%	11 pp
2024/25 (revised)	100%	81%	19 pp
2023/24 (final)	82%	79%	2 pp
2022/23 (final)	86%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.0%	5.2%	Below
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.9%	13.3%	Below
2023/24 (3 term)	16.6%	14.6%	Close to average
2022/23 (3 term)	19.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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