

# Nelson Primary School

Napier Road, London, E6 2SE

## Inspection dates

22–23 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils are not achieving consistently well across the school. Though rising, standards at the end of Key Stage 2 remain below national averages.
- Teaching, while improving, is not consistently enabling pupils in Key Stage 2 to make the level of progress that will help them to catch up with pupils nationally.
- In a small minority of lessons, teachers talk for too long. This prevents pupils from getting on with their own work and having enough time to practise skills or work on their own.
- Work provided for pupils who could achieve at a higher level is not set to challenge or extend their progress consistently.
- Marking does not always provide pupils with enough guidance to help them improve their work, and hence, speed up their learning.
- Middle leader roles are not developed enough to help senior leaders drive initiatives to make the school better and to secure more quickly the improvements needed, especially in teaching and learning.

### The school has the following strengths

- Provision for children in the Early Years Foundation Stage has improved markedly since the last inspection. Children are now taught well and make good progress.
- There is a good upward trend in results at the end of Key Stage 1, particularly in writing and mathematics.
- Pupils' reading levels across the school are improving as a result of a new teaching scheme.
- Pupils behave well and enjoy their time in school. They feel safe and are safe at school.
- Pupils' spiritual, moral, social and cultural development is good.
- The headteacher provides good leadership and she is well supported by the senior team. Together they are making a difference to the quality of teaching by holding staff to account for the effectiveness of their work. Hence, an increasing amount of teaching is good.
- Governors provide good oversight of the school and ask challenging questions of school leaders.

## Information about this inspection

- Inspectors observed 32 lessons and a number of these were jointly seen with the headteacher and other senior leaders. In addition, the inspection team made shorter visits to lessons to focus on specific aspects such as provision for disabled pupils and those with special educational needs.
- Members of the inspection team held meetings with two groups of pupils. They listened to some pupils read and discussed their reading with them.
- Discussions were held with the headteacher, other senior and middle leaders and a representative from the local authority. The lead inspector met with a small group of governors including the Chair and Vice Chair of the Governing Body.
- Inspectors took account of 24 responses to the on-line questionnaire for parents and carers, Parent View, as well as 68 responses to a survey for school staff, in informing the inspection findings. Inspectors also spoke to a sample of parents at the school gate to gather their views about the school.
- The inspection team looked closely at a range of documentation, including information on pupils' performance, the school improvement plan, safeguarding and behaviour policies as well as policies on teaching and learning, and documents relating to the targets set for teachers to improve their work.

## Inspection team

Gulshanbir Kayembe, Lead inspector	Additional Inspector
Gillian Bosschaert	Additional Inspector
Alistair McMeckan	Additional Inspector
Terry Payne	Additional Inspector

## Full report

### Information about this school

- The school is much larger than other primary schools.
- The number of pupils joining the school mid-way through their primary education is high.
- The very large majority of pupils are from a wide range of ethnic backgrounds other than White British, and a high proportion speak English as an additional language.
- About 29% of pupils are supported by the pupil premium, which is extra government funding given to the school on the basis of the numbers known to be eligible for free school meals, in the care of the local authority or from service families. This is above average though lower than at the time of the last inspection. The local authority now provides free meals to all pupils.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is well above the national average. The proportion at school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision for pupils with specific language needs, and 14 pupils are in receipt of this currently. These pupils are taught in mainstream classes, with support from education assistants and receive specialist help from local health providers.
- The Early Years Foundation Stage includes a Nursery which provides morning and afternoon sessions for 26 children each session.
- The school meets the government's floor targets for pupils' progress and attainment in English and mathematics.

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

- Improve the quality of teaching so that all lessons are at least good by:
  - ensuring planning provides work at different levels for pupils of different abilities so that it is not too easy or too hard for anyone
  - making sure that teachers do not talk for too long so that pupils have enough time to complete their own work and have enough opportunities to develop their independent working skills
  - ensuring that teachers' written comments provide clear guidance to pupils on how to improve their work and enable them to make quicker progress.
- Raise standards further especially in English and mathematics by:
  - providing challenging work for the more able pupils
  - providing pupils with sufficient opportunities to write in English lessons and across other subjects
  - raising the level of confidence of some teachers in teaching mathematics
  - ensuring that teachers provide pupils with enough opportunities to use new technologies in lessons.
- Improve the quality of leadership and management by:
  - developing the roles of middle leaders so that they are involved more in checking the quality of teaching and learning and holding staff to account for their performance
  - making sure all in the school have a good understanding of the school's data on pupil performance and use it to set high enough expectations of work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children make good progress in the Early Years Foundation Stage from low starting points. Their standards of work have been improving well since the last inspection. Over the last two years, children have been reaching national averages by the end of their Reception Year across all areas of learning. Their progress in early reading and writing skills is particularly good.
- Pupils maintain their improved standards of work from the Early Years Foundation Stage into Key Stage 1. Progress across Key Stage 2 is more varied. Older pupils are making up for past underachievement. However, their progress is not consistent, and overall, not always fast enough for them to make up for lost ground in the past in English and mathematics by the time they get to the end of Key Stage 2. More able pupils, and those with the potential to reach higher levels, are not challenged consistently enough in lessons to do so.
- There are no specific patterns across the school in terms of how pupils from different ethnic groups achieve. Most groups of pupils make similar progress as one another though some groups, such as those who speak English as their first language, are achieving less well than others. Pupils who speak English as an additional language develop their speaking skills well because there are good opportunities in most lessons for pupils to discuss their work with a partner. Teachers also provide good models for use of English which support all but particularly those learning English as an additional language.
- Disabled pupils and those with special educational needs make adequate, and sometimes good, progress especially when receiving specialist support in small groups or one-to-one tuition. In lessons, their progress is similar to that of others. Pupils with specific language difficulties who receive specialist provision funded by the local authority make good progress. Many of these pupils often have an autism spectrum disorder as well. The school picks up on this well to make sure they receive the right kind of support to enable them to make good progress.
- Pupil premium funding is having a positive impact on pupils who are targeted for support through this funding. In Key Stage 1, pupils known to be eligible for free school meals are achieving well and making good progress as a result of, for example, one-to-one tuition for reading. In Key Stage 2, the gap between these pupils and others is narrowing as a result of well-targeted support both in and out of school. The difficulty for the school, since the local authority introduced free school meals, is making sure that parents tell them if their children are eligible for free school meals. It is actively working with parents to ensure they do.
- While pupils make adequate progress across different subjects, they are not making good progress, especially in Key Stage 2, because they do not receive consistently good teaching. A new programme for literacy is helping to accelerate the progress pupils make in learning to read. Children in the Early Years Foundation Stage and pupils in Key Stage 1 are developing a good grasp of letters and the sounds they make (phonics). Year 1 pupils, for example, performed broadly in line with expectations in the national phonics screening check last year. Those who performed less well have caught up with others as a result of additional support.
- In Key Stage 2, the new reading scheme is helping lower attainers develop their confidence in reading. Many pupils are coming off the scheme as they develop sufficient competence in reading and no longer need the extra support it provides for them. However, a significant minority of pupils at the top of Key Stage 2 still have low levels of literacy.
- Progress in writing is adequate, but suffers from the lack of sufficient opportunities for writing in both English and other subjects. In mathematics, teachers are not always confident in their own knowledge to be able to question and extend learning for all groups. Different work for different ability groups is not routinely set in lessons. Therefore, some pupils find the work too hard and others too easy.

**The quality of teaching requires improvement**

- Teaching requires improvement because it is not yet ensuring that pupils make consistently good progress across the school. However, it is improving with an increasing amount that is good. Some teaching is outstanding.
- Teachers build good relationships with pupils and this secures good cooperation from them in lessons. They manage behaviour effectively and classrooms are well organised for learning so that resources are readily available and no time is lost in moving from one activity to another.
- Teachers make good use of 'talk partners' to encourage pupils to talk through their ideas. This helps pupils to clarify their thinking about problems or issues they have posed and to rehearse explanations. Pupils who speak English as an additional language benefit from these opportunities and become more confident speakers. In a good lesson in Year 2, pupils were encouraged to speak in full sentences through a range of good speaking and listening activities.
- Pupils are placed into groups according to their ability (setting) higher up the school for English and mathematics. Despite this, there is still a wide range of ability represented within each set, and often teachers do not provide activities at appropriate levels of difficulty for the different groups within the set they teach. Consequently, pupils can get stuck on a problem or question because it is too hard or finish too quickly because the work was too easy for them.
- In a minority of lessons, teachers spend too long introducing the lesson or lead pupils step-by-step through the work for too much of the lesson rather than giving them the opportunity to learn to work by themselves or in groups, or to practise new skills. This also means that the whole class works at the same pace. In addition, during whole-class work, education assistants are also listening to the teacher and only able to provide limited support.
- Where education assistants do have opportunities to support pupils individually or in groups, they do this well. They provide good one-to-one tuition to pupils with specific language needs and those on the autism disorder spectrum.
- Pupils' books are usually marked and errors corrected. However, written comments to guide pupils' next steps in learning are not consistently provided and, where they are, the advice given is not clear enough to help pupils understand exactly what they need to do to improve.

**The behaviour and safety of pupils are good**

- Parents who were spoken to, and those who responded to the on-line questionnaire Parent View, agree that their children are well looked after, happy at school and safe. Pupils from a wide range of ethnic, religious, linguistic and social backgrounds learn to get on well with one another and appreciate one another's differences.
- Pupils' attitudes are positive towards learning although, at times, they lack the drive or the skills to push themselves forward in their work. Nonetheless, they cooperate well, often very well, with teachers in lessons, listen attentively and get on with the work they have been set.
- Pupils' behave well and often better in lessons and around the school and are respectful to adults. Behaviour logs show a declining number of incidents and very few fixed-term exclusions this year. Teachers apply the school's behaviour policies consistently.
- Pupils with behavioural difficulties are well supported and learn to modify their behaviour. The sensory room has a calming effect on those on the autism spectrum disorder, and their behaviour is managed very effectively in lessons.
- Pupils are aware of the school's anti-bullying procedures and report little bullying. Parents' views about behaviour are positive. Pupils are taught to deal with risks such as those associated with road safety or the internet. Procedures for safeguarding are secure and good support is given to those who might be more vulnerable.
- The school has worked hard and successfully to improve attendance so that it is now in line with national averages and continuing to rise. Pupils are punctual to school and lessons.

**The leadership and management requires improvement**

- The headteacher has created a good sense of teamwork among staff. All those who completed the Ofsted questionnaire feel proud to be a member of the school staff and say they know what the school is trying to achieve. School leaders are ambitious for the school's future achievements and pushing the school's agenda for improvement hard. They keep a close eye on the achievement of different groups of pupils but know that more needs to be done to enable all to achieve well. School leaders have a secure grasp of the school's strengths and weaknesses and what to do to make the school better.
  - The headteacher works well with her deputy headteacher and other senior leaders to develop and improve the quality of teaching. They set clear and relevant targets for teachers to help them develop their teaching. Senior staff carry out regular checks of lessons and this enables them to provide useful feedback to teachers and ensure they are accountable for the quality of their work. Consequently, higher paid teachers are teaching well and taking greater responsibility across the school.
  - The role of middle leaders in checking the quality of work in their areas of responsibility is underdeveloped. The extent to which they understand, and use, the school's data on pupil performance to set up high enough expectations and drive up standards is inconsistent. These shortcomings at middle leader level, in a school of this size, mean that the school cannot move forward as quickly as school leaders would like.
  - Nonetheless, the school is in a better position than it was at the time of its last inspection and key improvements have been secured in outcomes though there is more to do. Senior leaders make good use of data to identify where individual pupils are in their learning and provide extra support such as one-to-one tuition or small group work where pupils are found to be underachieving.
  - The range of learning opportunities is developing well. Topics are used effectively to teach different subjects such as science, history and art. The school is seeking ways of increasing the opportunities for writing in different subjects. In some classes, the range of writing in subjects such as science and history is good but in others pupils do too little writing, including in English, to help them to improve their writing quickly enough. The good range of technological resources are also not used enough to help pupils develop new skills.
  - The local authority provides light touch support. The school appreciates the programme for newly qualified teachers and makes good use of this and other training provided by the local authority to help improve skills. The funding for music from the local authority is used well to enhance pupils' learning in this area. It, together with the extensive range of after-school clubs, contributes to their good spiritual, moral, social and cultural development.
- **The governance of the school:**
- Governors are well organised both in relation to their committee work and how each member is linked to an area of the school. This enables them to have a good oversight of the school's effectiveness and to seek out first-hand information through their visits and meetings in school. The governing body has a good understanding of the performance, both of staff and pupils, and knows where the school stands in relation to pupil performance nationally. Members are not afraid to ask difficult or challenging questions of school leaders. In particular, they manage the headteacher's performance well so that the targets she is set can have a strong influence on the wider development of the school including the quality of teaching. Governors ensure the school meets statutory requirements and are robust about safeguarding. They question the school closely on how the pupil premium funding is being used and are checking how well any gaps in achievement between different groups of pupils are closing as a result.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102733
<b>Local authority</b>	Newham
<b>Inspection number</b>	404839

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	886
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Green
<b>Headteacher</b>	Fiona Cullen
<b>Date of previous school inspection</b>	24 March 2011
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