

Nelson Primary School

Napier Road, London, E6 2SE

Inspection dates 2–3 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. Since the previous inspection, school leaders and governors have successfully improved the overall effectiveness of the school so that it is now good.
- Pupils, including those in specially resourced provision, achieve well. From their starting points they make good progress. In national assessments at the end of Year 6 in 2014, pupils reached average standards. Pupils made particularly rapid progress in writing and mathematics.
- Leaders, managers and governors have made sure that teaching is good. Well-selected training for staff and regular checks on teaching quality have been effective in securing better teaching.
- Changes to the way mathematics is taught help pupils learn basic mathematics skills quickly. Teaching of phonics (the sounds letters make) promotes pupils' early reading skills well.
- A very wide range of after-school clubs as well as outings and visitors to the school support pupils' personal development and enjoyment of school.
- Leaders have maintained pupils' positive attitudes to learning and good behaviour. Pupils' attendance rates have risen and are above average.
- Pupils have a good understanding of how to keep themselves safe. They feel safe in school and are confident that the staff will help them quickly should any problems occur.
- Children achieve well in the good early years provision. Staff plan interesting activities for the children in the inside and outdoor areas.
- Members of the governing body are well informed about the school's work. They challenge the school's leaders about the school's performance.

It is not yet an outstanding school because:

- Daily reading and improvements to the teaching of reading for older pupils have not been as successful in raising achievement in reading by the end of Year 6.
- The most able pupils are not always given hard enough work to help them reach the highest standards.

Information about this inspection

- Inspectors observed teaching in all years. They visited 33 lessons including seven joint observations with senior leaders.
- Inspectors held discussions with groups of pupils, staff and members of the governing body. Inspectors met a representative of the local authority and the National Leader of Education who has been supporting the school. Inspectors listened to pupils reading. They looked at work in pupils' books and the school's information showing pupils' progress.
- Inspectors scrutinised a range of documentation provided by the school including action plans, the school's own checks on its performance and the quality of teaching. They also looked at records relating to behaviour, attendance and safeguarding.
- There were 12 responses to the Ofsted online survey, Parent View. Inspectors spoke informally with parents and carers and considered the school's own recent survey of parents' and carers' views. The inspection considered 54 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Donna Moulds	Additional Inspector
Sandra Teacher	Additional Inspector
Bimla Thurkar	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-size primary school.
- The proportion of pupils from minority ethnic backgrounds is above average. The proportion speaking English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The school provides specially resourced provision for up to 14 pupils with speech, language and communication special educational needs. These pupils are taught in mainstream classes and receive additional support from education assistants and specialist provision from local health providers.
- The proportion of disadvantaged pupils who are supported by the pupil premium, which is additional government funding to give extra support to those known to be eligible for free school meals and to children who are in care, is above average.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A National Leader of Education who is the headteacher of Elmhurst Primary School works closely with school leaders and provides support.
- The school provides part-time early years provision for children in Nursery and full-time provision for children in Reception.
- The school organises and manages daily breakfast and after-school clubs as well as Saturday morning provision during term time.

What does the school need to do to improve further?

- Make sure the most able pupils throughout the school are set work that is not too easy and always helps them to reach the highest standards.
- Improve pupils' reading in Key Stage 2 so that their achievement in reading matches that in writing and mathematics.

Inspection judgements

The leadership and management are good

- School leaders, together with the staff and members of the governing body, have made sure that key priorities have been addressed since the previous inspection. Leaders have taken effective action to secure good quality teaching. Through well-selected training for staff, leaders have brought about lasting improvements and tackled any underperformance. They make sure that expectations of pupils' behaviour are consistently high throughout the school.
- Middle leaders have developed their roles effectively over recent time. They check how well pupils make progress within their areas of responsibility. They have helped improve the quality of teaching throughout the school. Middle leaders regularly review teaching to ensure that new initiatives are consistently put into practice. As a result, pupils' achievement has improved since the previous inspection and is now good.
- The curriculum prepares pupils effectively for the next stage in their education and for life in modern Britain. Pupils from a wide variety of different faiths and backgrounds get along well and treat one another with respect. Good relations are fostered strongly. Older pupils enthusiastically take on a variety of responsibilities including looking after the younger pupils at break times. Pupils' spiritual, moral, social and cultural development is promoted through a wide variety of activities including discussions in assemblies and charity fund raising. The school's senior choir has performed at national music festivals.
- Key improvements to the curriculum have contributed to pupils' better achievement, particularly in writing and mathematics. However, curriculum changes have not ensured that older pupils make as rapid progress in reading in Key Stage 2.
- Leaders, managers and governors have made sure that the whole-school community is clear about the importance of regular attendance at school. Pupils attend school very regularly and 100% attendance awards are highly valued.
- The school promotes equality and tackles discrimination well. Leaders make sure that pupils in the specially resourced provision are fully included in the mainstream school and make good progress. The pupil premium funding is used carefully. Leaders and governors ensure that eligible pupils benefit from additional support and guidance, and are helped to achieve well. Saturday morning English and mathematics sessions for selected pupils have been effective in helping disadvantaged pupils to catch up with the others.
- The school is making particularly good use of the primary school sports funding. Specialist sports coaches have successfully increased pupils' participation in sporting activities and raised standards. Attitudes to keeping fit and healthy are positive. Pupils take part in a wide range of sporting activities at break times and in after-school clubs. They are proud of the school's successes in sporting competitions against other local schools.
- Leaders and governors make sure that safeguarding arrangements meet statutory requirements. Regular training for staff makes sure that safeguarding policies and procedures are well known and implemented by all staff.
- The local authority and the National Leader of Education have supported the school very effectively over the past 18 months. Through partnership work, the school's leaders have been well supported in order to secure lasting improvements. Teaching staff have benefited from attending training sessions and working with staff at Elmhurst Primary School. The school's effectiveness is now good, and therefore the level of support is reduced.
- **The governance of the school:**
 - Governors know the school well and visit frequently. They have worked closely with the school's senior leaders with a shared determination to bring about swift improvements. Members of the governing body meet regularly with leaders and managers in order to make sure they are well informed about current initiatives. Governors know the quality of teaching and how any underperformance is tackled. They have made sure they understand data about the school's performance. They know how the school uses the pupil premium funding and measure the impact it has on raising the achievement of disadvantaged pupils. They know also how the sports funding is used and check how well it is increasing participation rates. Governors make sure they attend training in order to keep abreast of developments in education. They hold leaders and staff to account for their performance, and make sure there is a clear link between teaching quality and pay awards.

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

- The behaviour of pupils, including those in the specially resourced provision, is good. Pupils are keen to learn and settle down to work quickly and work well together. They listen carefully, try hard and are enthusiastic to contribute to lessons by answering questions or coming up to the front to share their ideas. Occasionally the attention of a few of the most able pupils wanders when tasks are not hard enough.
- Pupils are keen to meet the school's high expectations and respond positively and quickly to established routines. For example, children in Reception stopped working and were ready to listen to the teacher very quickly when the teacher sang a song asking for their attention.
- Pupils behave well around the school and the atmosphere is calm. They walk sensibly when they move about the building in between lessons and are polite and respectful to adults and one another. Good behaviour at break times is supported by specialist sports coaches who organise games and sporting activities. Occasionally, a few pupils need to be reminded of the behaviour that is expected in the playground.
- Pupils help to look after school resources and take care of the school site so it is well maintained and there is no litter. Pupils value the wide range of equipment that they can choose in the playground at break times. Older pupils take responsibility for collecting and putting the equipment away efficiently. Pupil volunteers help keep the school library tidy and support other pupils in choosing books to read on Saturday mornings.
- Pupils who attend the breakfast and after-school clubs are happy, feel safe and behave well. They enjoy the activities the adults organise for them to choose. Pupils' social skills are well supported through forming friendships with pupils in a variety of year groups and classes.

Safety

- The school's work to keep all pupils safe and secure is good. There is some bullying but the school's records show that staff take swift and effective action to make sure that any problems are dealt with quickly. Pupils, including those in the specially resourced provision, feel safe at school because they are confident that they can ask for help from any of the adults and that they will receive assistance.
- Pupils have a good understanding of safety issues. Discussions in assemblies and visitors from the local emergency services make clear to pupils what steps they can take to keep themselves safe from harm. Workshops for pupils in Year 5 help them to understand how to avoid threats to their safety outside school. Pupils are perceptive about how to use computers and information technology safely, and know a range of sensible steps to take to reduce risks.

The quality of teaching is good

- Teaching has improved and is good over time. Pupils are interested in their work and speak enthusiastically about the tasks they are given. As a result, pupils' achievement has risen in reading, writing and mathematics. Teaching is particularly successful in developing pupils' early reading skills and confidence in mathematics. The teaching of reading in Key Stage 2 is not as consistently effective.
- Additional adults contribute effectively to pupils' learning in lessons and when working outside the classroom. Together with teachers, they make sure pupils benefit from a supportive environment that helps pupils to grow in self-confidence. Disabled pupils and those who have special educational needs are well catered for. Pupils in the specially resourced provision are included in mainstream classes and also benefit from sessions with specialist therapists and additional adults that are tailored to their specific needs. Additional adults help pupils at the early stages of speaking English as an additional language to learn the key vocabulary they need to help them progress well.
- The quality of marking is consistently helpful in making clear to pupils what they have done well and how to improve. Teachers make sure that pupils have time to read, reflect and respond to teachers' feedback on their work. Pupils know this helps them to improve. Work in pupils' books shows they consider and answer teachers' comments carefully.
- In the early years provision, children in Nursery and Reception get off to a good start to their education. Staff plan a wide range of interesting activities for the children to enjoy in the indoor and outdoor spaces.
- Teachers have typically high expectations of pupils which helps ensure that they set pupils work that is at a suitable level of difficulty for their abilities. However, sometimes the most able pupils, including the most able children in the early years provision, are not sufficiently challenged by hard enough work to help them reach the highest standards in reading, writing and mathematics.

The achievement of pupils is good

- Pupils' achievement in reading, writing and mathematics has improved since the previous inspection and is now good. Previously below average standards have risen. This is as a result of good teaching and higher expectations which have enabled pupils to make better progress. Provisional results in assessments at the end of Year 2 and Year 6 in 2014 suggest that pupils' attainment was average. Pupils made particularly good progress in writing and mathematics but progress in reading was not as consistently rapid, particularly in Key Stage 2.
- The introduction of daily teaching of phonics has ensured that more pupils than nationally have reached the expected standard in the Year 1 phonics screening check over recent years. Older pupils appreciate the wide variety of books they can choose to read in the main-school and classroom libraries. However pupils' progress in developing their reading skills is not as swift in Key Stage 2.
- The school's information on the progress of pupils currently at the school shows that all groups of pupils, including those from minority ethnic groups and those speaking English as an additional language, make good progress from their starting points. Disabled pupils, those who have special educational needs and pupils in the specially resourced provision make good progress. The school makes sure that their specific needs are carefully met.
- The school's records show that disadvantaged pupils make similar good progress from their starting points compared to other pupils at the school. The progress rates of pupils known to be eligible for free school meals are similar to those of other pupils nationally, and better than other pupils' nationally in mathematics. Provisional results suggest that eligible pupils were half a term ahead of the others at the school in mathematics, one term ahead in reading and they did equally well in writing. Compared with other pupils nationally, pupils known to be eligible for the pupil premium were one term behind in mathematics and writing and two terms behind in reading. Gaps in attainment have narrowed since 2013 and are smaller than the gaps found nationally.
- The most able pupils typically make good progress. Additional sessions for the most able mathematicians in Year 6 helped a few of them to attain highly in end of year national assessments in 2014. However, throughout the school, the most able pupils are not always given demanding enough work to raise their attainment further.

The early years provision is good

- Children join the school with levels of skills, knowledge and understanding below those typical for their age. They are particularly weak in literacy and numeracy.
- Children make good progress and achieve well in the early years provision because the quality of teaching is good. In 2013, over half the children were well prepared for the next stage of their education in Year 1; this increased to 60% in 2014. A higher proportion of children than the national average started Key Stage 1 with the reading, writing and mathematical skills they need.
- Children settle quickly in the Nursery and Reception classes. They are happy and behave well because they enjoy the activities that adults plan for them in the inside and outdoor areas. They feel safe and develop a good awareness of how to use resources and equipment safely, particularly in the outside spaces. Sometimes, activities are not well planned to make sure that the most able children are challenged to move on quickly in their learning.
- Leadership and management of the early years provision are good. Leaders have successfully maintained the good quality of the provision in the early years since the previous inspection. Parents and carers are encouraged to support their children's learning and spend time with them in the classroom each week.

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

Unique reference number	102733
Local authority	Newham
Inspection number	442136

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	888
Appropriate authority	The governing body
Chair	Diana Green
Headteacher	Fiona Cullen
Date of previous school inspection	22–23 January 2013
Telephone number	020 8472 0642
Fax number	020 8503 0642
Email address	info@nelson.newham.sch.uk

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