



# Nelson Primary School

## Inspection Report

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**Unique Reference Number** 102733  
**Local Authority** Newham  
**Inspection number** 286476  
**Inspection dates** 10–11 October 2006  
**Reporting inspector** 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 address</b>	Napier Road
<b>School category</b>	Community		East Ham
<b>Age range of pupils</b>	3–11		London E6 2SE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8472 0642
<b>Number on roll (school)</b>	892	<b>Fax number</b>	020 8503 5738
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Diana Green
		<b>Headteacher</b>	Mr Tim Benson
<b>Date of previous school inspection</b>	15 October 2001		

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

The school is much larger than average and serves an area of high deprivation. The vast majority of pupils come from a variety of ethnic minority backgrounds. Over 72% of pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with learning difficulties is average and the percentage with a statement of educational need is below average. The school has 14 resourced places for children with specific language impairment. The proportion of pupils joining or leaving the school at other than the usual times is also high.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This rapidly improving school currently provides a satisfactory standard of education and has some good features. When they first start school, most pupils have poor skills in communication, language and literacy and are at an early stage of learning English. Because the school places a high priority on the personal development of its pupils, they are very well cared for and, as a result, are polite and behave well. One pupil wrote on the 'dream tree', 'I want to be a friendly, nice, helpful, kind person.' Inspectors found this very positive attitude reflected in classrooms. No child is left out. Pupils enjoy their lessons and join in enthusiastically with the many and varied activities which are on offer. They contribute well to school life through the school council, who have championed the introduction of more healthy food at lunchtime. They have also participated in recycling schemes, which has encouraged them to have respect for the environment. The school adequately prepares pupils for the next stage of their education.

Following a period of decline, standards are now rising but they remain below average. Taking account of their starting points, pupils' achievement is satisfactory. There is satisfactory provision in the Foundation Stage and children make satisfactory progress, although standards are still below average by the time they enter Year 1. Results in the most recent national tests are below average in both Years 2 and 6. Although results have improved, the school realises that standards need to be raised further but does not yet have clear procedures for tracking pupils' progress. As a result, it does not always spot those pupils who are not making the progress that they should.

Overall, teaching is satisfactory because pupils are enthused and encouraged by their teachers. Good use is made of electronic whiteboards. However, the highly effective approaches used in some classrooms are not evident in others. In order to raise standards, the quality of teaching needs to be consistently good in order to compensate for previous underachievement and the low starting points of pupils. The rich and varied curriculum gives pupils good opportunities to link different subject areas into their topic work. In a design and technology lesson, for example, pupils made a Victorian toy.

With the effective support of the local authority, leadership and management have begun to raise standards. Senior leaders have been frank and honest in their self-evaluation and know what they now need to do to improve achievement. Parents are supportive of the school and what it does, as one states, 'The school is well led and managed and we parents are very happy and proud of the professionalism of the staff.'

### What the school should do to improve further

- Improve tracking procedures to identify all pupils who are not making sufficient progress.
- Raise standards in mathematics, English and science through more consistently good teaching.

## **Achievement and standards**

### **Grade: 3**

Children enter the nursery with standards that are exceptionally low. Standards are below average, which represents a satisfactory level of achievement. The school's performance in the national tests for seven and eleven year olds has been below average in recent years, but improved in 2006. Standards in English, mathematics and science are still below average, which is not high enough, and too few pupils in Year 2 and Year 6 achieve the higher levels.

During the Foundation Stage children make satisfactory progress overall. They make best progress in their physical and creative development and least progress in communication, language and literacy. This is because English is an additional language for so many pupils. Pupils go on to make satisfactory progress through Years 1 to 6 but continue to find writing challenging. Pupils with learning difficulties and disabilities, including those with speech and language difficulties, make good progress in their basic skills.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good because pupils know that adults care for them and understand their needs. Pupils behave well in class, around school and in the playground. Older pupils are proud to help the younger ones play together and enjoy school. Pupils know that they can seek out an adult to give support when they need it and if there is any bullying it will be dealt with immediately. They enjoy lessons because there are many interesting things to learn and special efforts are made to engage those pupils who find concentrating difficult. Attendance has improved and is satisfactory. Pupils understand why it is necessary to be healthy, eat the right food and take enough exercise. They work hard and play hard. Their spiritual, moral, social and cultural development is good. They know right from wrong, show consideration for others and are respectful of the different ways people live. The school council allows pupils to express their views and contribute to the well-being of the whole school. Basic literacy and numeracy skills hamper pupils' future economic well-being. However, these are improving and this is helping pupils to be better prepared for their future learning and adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Much good teaching, some of it outstanding, was seen during the inspection. Rigorous and accurate monitoring has led to an improvement in teaching. Pupils are very motivated and learn best when teaching is brisk and enthusiastic. They enjoy joining in tasks and answering questions

when they challenge their thinking. Teachers use praise well. Electronic white boards are used effectively to hold pupils' attention. Pupils get on well together and enjoy paired and group work, but occasionally one partner letting another do all the work goes unchecked. Teachers create interesting and stimulating displays and 'dream trees' encourage pupils to have high aspirations. Targets are in place for reading, writing and mathematics but pupils capable of working at higher levels are not always adequately challenged. Assessment records effectively track pupils' achievements from term to term. These records do not, however, identify pupils at risk of underachieving. This is because annual targets for individual pupils are not yet in place. Learning support in lessons is of inconsistent quality, as is the quality of marking.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and is enhanced effectively by a wide range of clubs, educational visits and visitors to the school. It is well matched to the needs of the pupils, particularly those who have learning difficulties and disabilities and those for whom English is an Additional Language. The school provides teachers with a good framework for planning and delivering the curriculum. Appropriate emphasis is given to developing pupils' speaking and listening skills. Basic literacy, numeracy and information communication technology (ICT) skills are being reinforced through other subjects and provide pupils with a sound basis for developing the skills for their future lives. Provision for supporting pupils' learning through the use of ICT skills is still inconsistent, but is developing as teachers become more confident with the use of interactive whiteboards. Good cross curricular links are being made particularly in history, music and art. Year 5 pupils are really enjoying their topic on the Tudors, composing recorder music appropriate to the time and researching details for a Tudor banquet. The curriculum effectively supports the pupils' personal development, particularly in their cultural development, living a healthy lifestyle and staying safe.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school provides a caring, well-ordered environment in which all pupils thrive. Staff work very successfully with outside agencies to provide maximum support for a range of needs. Procedures to ensure all pupils' health and safety are well established including those for child protection. Any pupils at risk are quickly identified and very well supported. Close liaison with the local authority means that individual learning needs, including language disorders, are managed well and these pupils make good progress. Younger children are given sensitive guidance when they start school so that they settle in quickly to daily routines. Parents are also advised on how to help their children's learning. This is much appreciated. Pupils are well prepared for transfer to secondary schools and feel confident about this move. Academic guidance is satisfactory, but learning targets are not consistently in place to ensure all pupils make as much progress as they can.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leadership provided by senior staff is good. The work of the headteacher is highly regarded within the school and by the community. The school values pupils of all abilities and backgrounds and ensures that they are fully included in the life of the school. Inclusion and equality of opportunity issues are dealt with well. The school has good capacity for improvement because a secure and developing management structure is in place that is beginning to raise standards. New procedures for year group leaders to check on their respective year groups are developing satisfactorily. Planning for improvement is based on honest and accurate self-evaluation. The use of assessment information tracks pupils' progress, but not sufficiently so. Underachievement is not always identified well enough and some teachers' expectations of what pupils can achieve remain too low.

Governance is satisfactory. Governors are very supportive and are great advocates for the school's work. The governing body has well organised arrangements for evaluating the school. However, these arrangements have yet to be fully put into practice. Financial management is good. Parents and carers have very positive views of the school and feel it provides their children with a good education.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your school and thank you for how friendly you were. We talked to lots of you and listened carefully to what you told us. We really liked your 'dream trees' and were delighted by some of the things you had written. You really want to do well in the future!

We saw that you behave well in class and around the school and enjoy your lessons. You particularly like your interactive whiteboards. You told us about how you look after your school and how you helped improve the foods offered at lunchtime. You enjoy going on trips and attending clubs at lunchtime and after school.

Your headteacher leads the school well. Along with his team of managers he aims to help all of you do the best that you can.

We think Nelson Primary is a satisfactory school. This means it does some things well, but others need to be better. We want the school to help you do even better work in English, mathematics and science by teaching you even better. You can play your part in this by making sure that you always do your best. Finally, we have asked the school to check carefully on how you are doing more often and make sure that all of you are doing the best you can.

We hope you continue to enjoy your time at Nelson Primary.

Glynis Bradley-Peat

Lead Inspector