

Nelson Primary School

Inspection report

Unique Reference Number	102733
Local Authority	Newham
Inspection number	335959
Inspection dates	20–21 January 2010
Reporting inspector	Michael Sutherland-Harper

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	846
Appropriate authority	The governing body
Chair	Diana Green
Headteacher	Tim Benson
Date of previous school inspection	10 October 2006
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Introduction

This inspection was carried out by five additional inspectors. The inspectors spent 60% of the time looking at teaching and learning, observed 26 teachers teaching 28 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including a sample of pupils' books, school development plans, minutes of governing body meetings, information about the support for vulnerable pupils, records of the school's arrangements for safeguarding and protecting pupils, policies and 216 responses to the questionnaire for parents.

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

- whether pupils are making at least satisfactory progress at all key stages
- the effectiveness of planning, assessment and monitoring across the school
- the effect of efforts to improve the quality of teaching and learning
- the impact of steps to raise attainment across the school
- the progress made in the development of reading and basic skills.

Information about the school

This primary school is much larger than average and serves a very diverse community both economically and socially. The vast majority of pupils come from a range of minority ethnic backgrounds. Over four fifths of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than that usually found. The proportion of pupils identified as having special educational needs and/or disabilities is below the national figure, as is that of those who have a statement of special educational needs. 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 high. The school has achieved a number of awards, including the Healthy School award.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising pupils' attainment and accelerating their progress.

Children get off to a satisfactory start in the Early Years Foundation Stage. In Key Stages 1 and 2, pupils have not been making sufficiently rapid progress in recent years and their attainment has been too low at the end of Year 6. Attainment had been rising during the previous three years but dipped again in 2009 in English, mathematics and science. Better teaching is helping pupils to make satisfactory, and sometimes good, progress in lessons, but it is not yet consistent enough throughout the school to overcome past underachievement at a suitably rapid pace. Consequently, pupils' achievement is inadequate.

The school has identified improving teaching as a priority and there is a growing proportion of good teaching in Reception and Years 1 and 2, but too much teaching remains satisfactory, especially in Years 3 to 6, and lacks the pace and challenge necessary to move pupils on quickly enough. Teachers' planning is not always tailored sufficiently to build on pupils' previous learning, which means that their needs are not met well enough, especially the most-able. Marking is regular but the use of helpful comments to move pupils' learning on is inconsistent and sometimes limited.

The curriculum provides a satisfactory range of experiences which promote good personal development and which are appropriately matched to pupils' interests. Pupils feel safe and happy in school and behave well. They are well cared for and feel that there is someone to talk to who will help them to deal with any issues. They are keen to take responsibility around school and participate in a wide range of activities with enthusiasm. Recent initiatives to increase the focus on basic skills, particularly information and communication technology, literacy and numeracy, have led to improvements in reading but are yet to have an impact in other areas, including writing.

Although some self-evaluation procedures lack rigour, leaders have been successful in improving pupils' behaviour, attendance and attitudes to learning. They have begun to improve the quality of teaching. There remains much more to be done in order to overcome past underachievement. Much attention has been focused successfully on Year 6, and some weaknesses remain in other year groups, particularly in Key Stage 2. Senior leaders are not yet using assessment information well enough to identify

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underachievement at an early stage and take prompt action to address it. Nevertheless the significant improvements made to date indicate that the school has a satisfactory capacity to improve still further

What does the school need to do to improve further?

- Accelerate pupils' progress and the pace of learning in lessons by:
 - ensuring teachers always plan and provide suitably challenging work for all pupils, especially the most-able
 - reducing the amount of time teachers spend talking to the whole class so that pupils have longer to practise and develop key skills
 - giving pupils very clear guidance through marking that shows them how to improve their work and ensuring they have time to follow it up.
- Increase the effectiveness of leaders at all levels in driving improvement by:
 - collecting and analysing progress data more frequently and rigorously in order to provide support promptly for pupils who are falling behind
 - ensuring that planning for improvement covers all year groups and focuses on sustained improvement
 - conducting frequent rigorous checks on the quality of teaching to identify where improvement is needed
 - providing appropriate support and training to disseminate and build on the good practice that already exists
 - reviewing regularly the impact of strategies to raise attainment and taking alternative action where this is insufficient.

Outcomes for individuals and groups of pupils**4**

A significant proportion of pupils do not reach the expected levels in all subjects by the time they leave Year 6. Pupils start Year 1 with skills that are well below those expected for their age. By the end of Year 2, attainment remains below average. In all years, too few pupils achieve at the higher levels because teachers' expectations are often not high enough and they do not plan activities that challenge and extend pupils' thinking. Where learning is good, pupils work hard and develop skills and knowledge at a good pace, as when Year 2 pupils enthusiastically investigated the properties and uses of materials. When learning is slower, pupils are too passive, particularly girls, and do not have enough opportunities to engage in active learning or contribute to discussions. Pupils with special educational needs and/or disabilities, including those with specific language impairment, are effectively supported so that they make satisfactory progress.

Pupils enjoy coming to school. Improvements in behaviour and regular attendance have partly resulted from a pilot project in conjunction with the local authority to provide free school meals for all pupils. These measures are also effective in encouraging pupils to adopt healthy lifestyles. Pupils are keen to engage in a range of activities and clubs,

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including various sports. Relationships between pupils in this multicultural community are good and children know the difference between right and wrong. Pupils reflect on religious beliefs in assemblies and show concern for others. They contribute well to the school and suggest improvements. Their views are taken into account as part of the school's self-evaluation. Pupils' involvement in the local community is not as well developed as the good links with other schools nationally and globally. Low standards in basic skills and slow progress in the development of knowledge and understanding mean that many pupils are not well enough prepared for their future

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is improving but is not yet consistently good enough to accelerate pupils' progress fast enough, particularly in Years 3 to 6. As a result pupils do not catch up on previous gaps in their learning rapidly enough. Effective class management results in good behaviour in lessons and positive relationships help to promote this. Where teaching is good, work is planned carefully to build on pupils' previous learning and move them on quickly. Pupils are actively engaged in learning, concentrate well and

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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make good progress. These good features are not consistent enough throughout the school. In some classes, assessment information is not used effectively to inform planning. Teachers frequently talk for too long in lessons and this limits opportunities for pupils to contribute or to develop key skills. Marking is inconsistent in quality and does not always show pupils clearly enough how to improve their work. Often, teachers do not give pupils sufficient time to respond to the marking. In the better lessons, teaching assistants provide good support for pupils but they are not always deployed to best effect.

The curriculum provides a range of diverse experiences and visits and has been recently revised to place greater emphasis on developing basic skills. The school has started to make some interesting links between subjects but there are too few opportunities for pupils to be creative thinkers and to reflect on their experiences. Pupils are sometimes grouped by ability in the upper school to ensure that the most able pupils are given greater challenge, but, elsewhere, the curriculum is inconsistently adapted to the needs of this group.

The school provides a warm and welcoming environment for its pupils. Adults know pupils well and ensure they are kept safe. The school works closely with families and a range of agencies to support the diverse needs of its pupils, but is less effective in meeting the needs of the most-able. There are good examples of where it has helped individual pupils to overcome significant barriers to their education. The school has successfully improved attendance and is seeking ways to work more effectively with pupils' families to reduce the amount of persistent absence.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school is a quiet, orderly community. Safeguarding procedures are thorough and effective. The appointment of a family support worker has improved links with parents. As a result, shared and focused strategies are resolving problems of attendance and behaviour at an early stage. However, the effectiveness of leaders at all levels in tackling underachievement and promoting good progress for all pupils is not yet fully evident. Teaching is improving, notably in the Early Years Foundation Stage and Key Stage 1 as a result of the focus of leaders, which is leading to better progress for pupils. In Key Stage 2 leaders have ensured that the strongest teaching is in Year 6 but elsewhere it remains inconsistent and progress is variable as result. Monitoring of

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planning, teaching and assessment are not always sufficiently rigorous to bring about sustained improvement.

The school promotes equality of opportunity and tackles discrimination satisfactorily. Leaders ensure that there is no discrimination in its attitude to pupils or their attitudes to each other. Pupils' progress is improving and there is no evidence of significant differences in performance related to ethnicity or particular needs. However, there is insufficient insight into the performance of different groups of pupils and some more-able pupils are underachieving. The school's contribution to community cohesion is good. There are strong links with other schools nationally and expanding global links. The school is a harmonious multicultural community and leaders are working well to meet the needs of the local community. The governing body supports the work of the school in a variety of ways, including through regular visits to observe its work, and in challenging the school to improve pupils' attainment levels.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Nursery with skills which are very low for their age. A high proportion are at the early stages of learning to speak English. Attainment on entry to Reception is particularly low in reading and writing. The children make satisfactory progress in their learning overall, with good progress in personal, social, emotional and physical development. They do not make sufficiently rapid progress in developing literacy skills. There are not enough opportunities for children to develop literacy skills in the outdoor learning area. Children enjoy their learning and are well behaved, but there is not

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always sufficient challenge for the most-able. Effective partnerships with parents and external agencies make a good contribution to children's learning and development. Parents' ability to support their children's learning is enhanced by the family support worker and support with learning English.

Teaching is satisfactory overall with some good features. Adults are successful in forging constructive relationships with children which help them to develop a sense of security and self-confidence. Teaching assistants work closely with teachers in supporting and enhancing learning. They are especially effective in providing one-to-one support for children with learning difficulties and those who are learning to speak English. Tracking and assessment systems are not fully effective in showing progress for groups of children. Leadership and management are satisfactory but the Early Years Foundation Stage leader has a large number of other roles, including science coordinator for the whole school, which limits the time available to develop her role more fully.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately 25% of parents responded to the questionnaire and, of these, a very large majority expressed satisfaction with the school. A very small minority felt that the school did not take sufficient account of their suggestions and concerns. Inspectors feel that the school is working hard to improve its links with parents and the community. A very small minority of parents also expressed concerns about behaviour but inspectors found behaviour during the inspection to be good and well managed by the school.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	128	59	77	36	7	3	4	2
The school keeps my child safe	109	41	112	52	9	4	3	1
The school informs me about my child's progress	89	41	112	52	9	4	3	1
My child is making enough progress at this school	70	32	127	59	11	5	3	1
The teaching is good at this school	97	45	103	48	12	6	2	1
The school helps me to support my child's learning	70	32	119	55	16	7	2	1
The school helps my child to have a healthy lifestyle	80	37	121	56	11	5	1	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)	59	27	133	62	10	5	2	1
The school meets my child's particular needs	55	25	135	63	13	6	0	0
The school deals effectively with unacceptable behaviour	68	31	118	55	14	6	7	3
The school takes account of my suggestions and concerns	50	23	130	60	23	11	2	1
The school is led and managed effectively	73	34	115	53	9	4	2	1
Overall, I am happy with my child's experience at this school	98	45	108	50	6	3	4	2

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.



22 January 2010

Dear Pupils

Thank you for welcoming us to your school. We enjoyed the opportunity to meet and talk to many of you and to hear about exciting events like your school production of 'The Wizard of Oz'.

These are some of the things we found out about your school:

- you are well behaved in lessons and enjoy learning
- you are working hard to have healthy lifestyles
- you learn about a lot of interesting things in lessons
- you have many opportunities to develop your skills and interest in music
- you get on well with each other and your teachers
- your teachers look after you well and keep you safe

Although your school has these positive features, many of you are not making as much progress as you should be. Some of your lessons are good and the teachers help you to learn well. Your progress is improving but not quickly enough to help some of you catch up on things you have not learned well enough in the past.

We have decided that the school needs to make some significant improvements.

Inspectors will visit the school again to check on the progress it is making. These are the things we have asked your school to do now:

- make sure that teachers always give you work that challenges you and check your progress regularly so that you do the best you can
- check your lessons and your work regularly to make sure that the teaching is consistently good so that you all make good progress.

You can all help by working hard and making sure you tell your teachers when work is too difficult or too easy for you.

With best wishes to you all,

Yours sincerely

Michael Sutherland-Harper

Lead Inspector

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