

# Nelson Infant School

## Inspection report

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<b>Unique reference number</b>	120946
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	380137
<b>Inspection dates</b>	17–18 May 2012
<b>Lead inspector</b>	Judith Dawson

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Roberts
<b>Headteacher</b>	Carole Shildrake
<b>Date of previous school inspection</b>	30 September 2008
<b>School address</b>	Northumberland Street Norwich NR2 4EH
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<b>Fax number</b>	01603 620345
<b>Email address</b>	office@nelson.norfolk.sch.uk

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<b>Age group</b>	4–7
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## Introduction

Inspection team

Judith Dawson

Additional Inspector

Lynda Smith

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed a total of 12 lessons taught by six teachers and a higher-level teaching assistant. They heard a sample group of pupils read and held meetings with pupils, governors and staff. They observed the school's work and looked at a range of documents including the school's self-evaluation and plans for improvement, its assessment and tracking of pupils' progress, procedures for maintaining pupils' safety and welfare, and teachers' planning. They also analysed responses from 60 parental questionnaires.

## Information about the school

This inner city infant school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is much larger than in most schools. The percentage of disabled pupils and those with special educational needs who have additional support, including those on 'school action plus' and those with a statement of special educational needs, is also higher than average. The percentage of pupils from different minority ethnic groups is broadly average, as is the proportion who speak English as an additional language. There is a privately run pre-school on the site, which is inspected separately.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Pupils are well taught and achieve well, but it is not yet outstanding because subject leaders are not able to contribute fully to improving teaching and learning, and there are some inconsistencies in the teaching of phonics (the sounds that letter combinations make).
- Children begin their schooling with knowledge and skills that are below the expectations for their age but almost all pupils, including disabled pupils and those with special educational needs, and those who speak English as an additional language, make good progress. They attain average standards in reading, writing and mathematics by the end of Year 2.
- Teaching is good. Lessons are planned well to meet the needs of the range of abilities within each class. Teachers make good use of the engaging curriculum to help pupils apply their skills in interesting ways. The teaching in the Early Years Foundation Stage is particularly effective in giving children the scope to become highly motivated and independent learners. Pupils benefit from daily phonics sessions, but these are not consistently well taught.
- Pupils enjoy school and behave well. They have good attitudes to their work and get on noticeably well with their peers. The rich curriculum, the inclusive, safe and caring environment and a strong focus on pupils' personal development promote their spiritual, moral and social skills particularly well.
- Leadership and management are good. The monitoring of planning, curricular development and pupils' work has improved since the last inspection. Flexible arrangements between parallel classes meet the needs of all pupils well. However, subject leaders do not observe teaching in their subjects, and areas for improvement identified by senior leaders are not specifically followed up. Plans for improvement accurately reflect the school's priorities and ensure a good capacity for further improvement.

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

- In order to help pupils make even better progress:
  - enable subject leaders to observe their subjects being taught so that they can disseminate good practice and address any misconceptions
  - make areas for improvement that are identified when observing teaching the focus of future observations.
- Ensure that teachers and teaching assistants are fully trained in the teaching of phonics and that best practice is applied consistently throughout the school and across the curriculum.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage make rapid progress from their below age-related starting points in acquiring new skills. They experience a wide range of adult-led learning opportunities alongside well-focused and well-planned activities that they initiate themselves. From the start, children develop high levels of responsibility for themselves and their environment. They were very clear that the mini-beasts they collected and observed needed to be returned to their habitats.

In the recent past, boys have not been achieving as well as the girls in reading. A range of measures, including new reading books, have narrowed the gap this year and standards in reading are average for boys as well as girls by Year 2. The Reading Cafés, where parents and carers, including many fathers, join their children for stories and practical activities, have been particularly effective in promoting enjoyment in reading. Pupils' writing is wide-ranging and often related to the topics they are studying, such as the 'Forest Schools' project, making it relevant and purposeful. Pupils' overall progress is good in all subjects and parents and carers are overwhelmingly pleased with their children's learning. However, there is occasionally some confusion when pupils attempt to spell words because a few forget to use their knowledge of phonics and the 'tricky' words they have learnt. Pupils develop secure mathematical skills, consolidating their learning in a range of different ways. In a lesson in Year 1, for example, pupils created their own dot-to-dot pictures to reinforce their ordering skills.

Skilled teachers and teaching assistants help disabled pupils and those with special educational needs, and those who speak English as an additional language, to make good and sometimes rapid progress. These pupils take a pride in achieving their targets, which are matched closely to their needs. A strength of all pupils' learning is the way they learn from each other. Pupils are fascinated by the range of languages and cultures in school and are eager to try each other's native vocabulary.

### Quality of teaching

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Teaching is good overall and inspectors observed some outstanding practice. Parents and carers are very appreciative of teachers' professionalism and approachability. The teaching in the Early Years Foundation Stage is particularly effective in giving the children an excellent start to their education. Thorough planning, challenging adult-led learning and detailed, regular assessments of children's achievements ensure children are supported towards their next steps. Children and their parents and carers contribute to high quality records of achievement, their 'learning journeys', which children are very proud of. Children have plenty of scope to organise their learning and pursue their interests.

Disabled pupils and those with special educational needs have individual education plans with achievable targets. Those in the Early Years Foundation Stage are of a high quality and are updated very regularly so children and adults can easily see the progress that has been made. In a lesson focusing on the story of the Big Friendly Giant (BFG), the Year 2 teacher skilfully linked the giant's language and the difficulties in communication with the languages spoken in her class. The pupils empathised with their peers as well as Sophie and the BFG. All pupils enjoyed learning and sharing new vocabulary. Teachers promote pupils' spiritual, moral, social and cultural development extremely well. At the end of the day, pupils shared the contents of their night-time boxes with each other in a sensitively-led discussion. The teacher's respect for each pupil's contribution led the class to listen very attentively to each other and to speak with frankness and confidence.

Teachers and teaching assistants give wise advice to help pupils improve their work. Joint planning, adjusted to meet their needs, ensures that pupils in each year group have equal access to the curriculum. Phonics are taught regularly and progressively in small groups. However, a minority of teachers and teaching assistants do not consistently apply accurate phonic skills as pupils decode words in order to read or spell them. As the teaching of phonics has not been observed by the English subject leader, these inaccuracies have not been picked up. This causes some confusion amongst a few pupils who find it difficult to link their phonic knowledge to their reading and writing. Others feel they need to decode all the words they read, even those they already know.

### **Behaviour and safety of pupils**

Clear and consistent policies promote good behaviour throughout the school. Pupils design their own classroom rules. Incidences of poor behaviour, including different types of bullying, are rare, and pupils say that staff always sort them out quickly. The school is a welcoming, happy and orderly establishment where all demonstrate consideration for others. There is mutual respect between adults and pupils. Pupils make a good contribution to the life of the school and the wider community. The school council initiated a fundraising event to support a child through Actionaid. Pupils work well together and almost always remain focused when working independently. Children in the Early Years Foundation Stage sustain concentration for long periods because they are deeply engrossed in their activities. Almost all parents

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and carers feel behaviour is good and that the school deals with unacceptable behaviour well. They all agree that the school keeps their children safe and pupils know what they need to do to maintain their own and others' safety. A parent praised her child's care plan, which is a good example of the consistently good quality care given to each individual. The school has strong procedures to promote punctuality and good attendance.

## **Leadership and management**

Leadership and management have improved since the last inspection. Subject leaders now monitor teachers' planning and pupils' work. Regular meetings where teachers analyse a sample of pupils' writing, for example, help to maintain consistency in assessing pupils' skills. New systems for tracking pupils' progress have sharpened teachers' skills in measuring progress over time and identifying any dips or trends. However, without observing lessons, subject leaders are unable to identify how well teachers deliver the curriculum in practice, and so they cannot address any misconceptions or share outstanding practice. The headteacher observes lessons and discusses her findings with each teacher. However, points for improvement are not specifically followed up in future observations, limiting the teacher's scope for addressing specific issues that would raise the quality of teaching still further.

The rich and challenging curriculum enables pupils to apply their skills within a range of interesting topics. The strong provision for pupils' spiritual, moral, social and cultural development permeates throughout the school's work and pupils have a good understanding of the diversity of national and worldwide faiths and cultures. The engagement with parents and carers is very effective. Children's learning journeys and the reading cafés are a good example of the positive impact on pupils' learning. The governing body monitors the work of the school and seeks the views of parents and carers. Plans for improvement are relevant and are based on a good understanding of the school's strengths and areas for improvement. Staff are deployed effectively to meet pupils' academic and pastoral needs.

The school meets the requirements for safeguarding pupils and works effectively with external professionals to support pupils' learning and welfare. Good links with the junior school and pre-school help children and pupils to be confident about the next stage in their education. This is an inclusive school where equality is promoted and discrimination tackled well. Leaders and managers have successfully ensured that pupils' academic and pastoral development remains good and continues to evolve demonstrating the capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 May 2012

Dear Pupils

**Inspection of Nelson Infant School, Norwich, NR2 4EH**

Thank you all very much for your friendliness and help when we visited your school recently. We really enjoyed talking to you and seeing how hard you work in your lessons. We could see how much you enjoy school. You behave well and take care of each other. Well done. A special thanks to those of you who gave us your views or read to us. We really enjoyed our visit to your welcoming and happy school.

You belong to a good school and we agree with you that you are well cared for. Your teachers are good at helping you learn about many interesting things. We were impressed with your learning through Forest Schools. Those of you in the Reception classes have a wonderful start to your school life. You are all so grown up about your learning. We hope all those mini-beasts got home safely!

You make good progress in your lessons. You have good teachers who help you to learn well. We have asked your teachers and those in charge of the school to do some things to help you make even better progress.

We want the teachers responsible for looking after each subject to watch others teach. They already know how well teachers plan your lessons and how much progress you are making. But sometimes even teachers make mistakes, especially when they are helping you use your letters and sounds to read and write. Watching your lessons will enable subject leaders to help your teachers, making your learning even better. If those watching your lessons spot anything that would make the teaching even better, we want them to look out for that next time they watch so they can see how the teaching has improved. You can help by always remembering to use your phonics carefully.

We wish you all the very best for the future.

Yours sincerely

Judy Dawson  
Lead inspector

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