

Inspection of Nelson Primary School

Nelson Road, Whitton, Twickenham TW2 7BU

Inspection dates: 5–6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Not previously inspected

What is it like to attend this school?

Pupils are proud of their school and how far it has come. They love the greater range of opportunities it now affords them. Recent successes in sport and the chance to interview members of parliament are particular highlights. Pupils like the range of subjects they study and most enjoy their time in school. However, some pupils find learning hard because they have not been taught the knowledge they need to succeed. Pupils are pleased that they can develop their talents and interests during after-school clubs. They know that staff are working tirelessly to improve the school for them. Pupils appreciate this and work hard to meet leaders' high expectations.

Pupils feel safe in school because behaviour is calm and orderly. Pupils know that they will sometimes fall out and are good at ironing out any disagreements they may have. If they need extra support, staff step in quickly to make sure differences do not evolve into bullying. Pupils learn to keep themselves safe outside of school and online. This helps them to make good decisions when faced with risks. Pupils are studious and focus on their work in class. The peaceful and calm atmosphere ensures that pupils can work without interruption.

What does the school do well and what does it need to do better?

Senior leaders have worked with the multi-academy trust to develop an ambitious curriculum. This is sequenced in a logical manner so that pupils can learn, practise and link their knowledge in a wide range of subjects. However, staff do not possess sufficient knowledge in some subjects. They are unable to adapt their teaching for pupils who have gaps in their prior learning. These pupils can become confused as they do not have the firm foundations of knowledge they need to build on.

Younger pupils and children read well in school because they have a strong understanding of phonics. They hone their skills through regular practise, both at home and at school. This allows them to enjoy reading an increasing range of texts. These pupils develop a love of literature, and they delight in sharing their reading choices. Some older pupils have not mastered these skills, and they struggle to read. Staff have not been trained to help these pupils to catch up. These pupils do not enjoy reading and do not possess the confidence to read ambitious and challenging texts.

Pupils behave well in class and focus intently on their studies. They make the most of their time and listen eagerly to instructions before setting to task. Staff reward pupils' behaviour and celebrate this publicly. Pupils work hard to gain this credit, meaning that staff rarely need to sanction poor behaviour.

Pupils' personal development is carefully planned and delivered well. Staff help pupils to develop their character traits, such as resilience, perseverance and responsibility. Pupils work hard to embody these attributes. They are taught to filter their language, using 'THINK' to consider if their words are true, helpful, inspiring, necessary or

kind. Pupils follow this guidance and are kind and respectful towards each other. Pupils are developing a greater awareness of their place in the community through their charity work.

Pupils with special educational needs (SEND) are quickly identified and supported well in school. Staff take great care to break tasks into smaller steps, helping these pupils to succeed. They check that pupils are on track to meet their goals, and they change plans accordingly if pupils struggle. Pupils with SEND are valued and included in all aspects of school life.

The early years curriculum is carefully planned to help children to gain and develop the knowledge they need. Staff explain tasks clearly and help children to discuss and describe their learning. This helps children to develop their own language skills and to make the most of their time. Children's early reading and mathematics skills are promoted well. Children learn to recognise and pronounce letters and sounds, and they repeat these often. This allows them to recall their phonics rapidly, helping them to read simple words.

Senior leaders have worked hard to develop staff's subject knowledge, particularly in writing and mathematics. Teachers are increasingly confident and skilled at designing and teaching series of lessons in these subjects. Many subject leaders are new to their roles. They are enthusiastic and keen to improve the school further. However, these new leaders have not received training in how to develop their subjects. This means they do not possess the skills or knowledge to enhance the curriculum or to provide support and training to others.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns. They revisit local and national guidance regularly to ensure that their knowledge is up to date. Leaders act with urgency to ensure that families are supported. They work with a range of local agencies who provide support for pupils. Leaders challenge these agencies if they do not follow through with their promises.

Members of the multi-academy trust work with the school closely. They check that procedures are followed, and they adapt policies when further improvements can be made.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff in the lower school have received useful professional development to help pupils to develop their skills and knowledge in phonics. However, staff do not routinely possess the knowledge to support older pupils who have fallen behind in reading. Staff in key stage 2 need to know how to identify and address gaps in

pupils' phonics knowledge so that they can become confident and competent readers.

- Subject leaders shadow leaders from the multi-academy trust to ensure that the curriculum is delivered in the agreed manner. At present, these subject leaders are learning the content of their subjects and have not yet trained others to deliver the curriculum effectively. This means teachers are unable to address gaps in pupils' knowledge created by previous poor teaching. Leaders will need further experience and training to develop their own subject and pedagogical content knowledge and impart it to others.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145122
Local authority	Richmond upon Thames
Inspection number	10128121
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	Board of trustees
Chair of trust	Sarah McCarthy
Headteacher	Anna Steels
Website	www.nelsonschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2017. The predecessor school was judged to require special measures in October 2016.
- The majority of teaching staff have joined the school since it opened.
- The school is sponsored by the Latchmere Academy Trust. Members of the multi-academy trust board have responsibility for governance of the school.

Information about this inspection

- The inspectors met with senior leaders and members of the academy trust, including the chair.
- The inspectors initially considered the quality of education by looking in depth at reading, mathematics, writing, physical education, history and geography. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The inspectors considered a wider range of subjects on day two.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through the Ofsted

surveys. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

Inspection team

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