

Inspection of a school judged good for overall effectiveness before September 2024: Nelson Junior and Infant School

King Edward's Road, Ladywood, Birmingham, West Midlands B1 2PJ

Inspection dates:

22 and 23 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Nelson Junior and Infant school welcomes everyone. There are top expectations for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Across their different subjects, pupils meet these expectations consistently and learn well.

The school's curriculum is broad and challenging. It encourages pupils to join up their learning and think deeply. This helps them to become articulate and reflective. Pupils are exceptionally well prepared for the next stage in their education.

Pupils love reading. Those who need extra help, including pupils who speak English as an additional language, benefit greatly from a structured reading programme.

Starting in the early years, adults forge good working relationships with pupils. The school provides high-quality care. There is a very calm and purposeful atmosphere in classrooms and corridors. Pupils' behaviour in lessons is exemplary. They know there is always an adult to turn to who can resolve any issues. This helps all pupils to feel happy and safe. Pupils' attendance is good.

Pupils, including those who are disadvantaged, make very good use of a range of extra opportunities. These include learning Makaton and performing in Birmingham Symphony Hall. Many pupils thrive in positions of leadership and responsibility.

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

Nelson Junior and Infant School lives by its values of community, compassion and capability. Everyone understands these. There is an absolute determination to ensure that all pupils, including those who are disadvantaged, get every chance to succeed. Everyone works together as a team.

Leaders and governors have a coherent, accurate and strategic view of the school. This has enabled them to improve it over the longer term, tackling any areas of relative weakness effectively. Staff, including teachers new to the profession, believe that leaders are considerate of their workload and always ready to listen to their views.

Pupils study all the subjects in the national curriculum. In each subject, leaders have planned the curriculum very carefully, breaking learning down into manageable steps. These steps help pupils to build new knowledge on what they already know. The school identifies key vocabulary for pupils to learn. It makes sure that pupils are able to remember their learning in the longer term.

Teachers are knowledgeable. They ensure that they put the curriculum into practice as intended. As a result, pupils' learning in each subject is strong. In addition, however, thinking about ethical issues gives the curriculum an exceptional depth and relevance. For example, pupils debate the choices that leaders made in history, and whether it is fair to keep pets indoors. Effective questioning in class helps staff to identify and address any misconceptions.

Reading is a very high priority. Pupils follow a structured phonics programme. They learn sounds and letters in a logical order. Staff use the programme's resources in a consistent way. Staff check on what each pupil knows and can do, and track their reading skills in detail. Books for younger pupils are carefully matched to their phonics knowledge. Pupils who are at risk of falling behind or who join the school partway through a key stage are expected to catch up fast. They receive effective support to do so. Across the school, pupils really enjoy reading and develop a personal taste in books.

The school identifies the additional needs of pupils with SEND promptly. For those pupils with the most complex needs, the school works with experts to identify the next steps. Staff draw on guidance to ensure that they meet individual pupils' needs effectively. As a result, pupils with SEND make strong progress from their different starting points.

In the early years, staff establish clear routines, and children quickly settle. They learn to treat each other politely, and to work together. Older pupils have a strong sense of respect for others, and this underpins their responsible and orderly behaviour. They are enthusiastic and committed in their studies, and unfailingly present their work with care.

Pupils understand and embody the school's values to a remarkable degree. Those who are peer mediators can explain how they defuse conflict in the playground. Subject ambassadors in mathematics help younger pupils with their times tables, and have

devised games to enable their peers to remember key terms. Pupils elected as councillors understand that they must serve the whole community.

The school makes excellent use of its site to house allotments, a pen for the school's goats and a rich diversity of environments for children in the early years. Partnerships with organisations such as the Birmingham Repertory Theatre add to pupils' opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103237
Local authority	Birmingham
Inspection number	10336845
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair of governing body	Daniel Taylor
Headteacher	Claire Forrest
Website	www.nelson.bham.sch.uk
Date of previous inspection	7 March 2019, under section 8 of the Education Act 2005

Information about this school

- Nelson Junior and Infant School runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.
- A significant number of pupils join the school other than at normal points of transfer, many of whom speak English as an additional language.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other leaders. He spoke by telephone to a school adviser.
- The chair of governors and one other governor met with the inspector.

- The inspector spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents. These included the minutes of governing body meetings, and information about pupils' behaviour, attendance, the school's curriculum, self-evaluation and improvement planning. The school's website was also checked.
- The inspector took account of responses to Ofsted Parent View, including the free-text comments. The inspector met with parents in person. He also considered responses to Ofsted's survey for staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, and looked at samples of their work.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

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