

Nettlestone Primary School

Nettlestone, Seaview, Isle of Wight, PO34 5DY

Inspection dates 18–19 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress is good or better across the school. In reading, especially, pupils make great progress.
- Good teaching and learning are enabling pupils to make faster progress in all subjects.
- Pupils are very proud of their school. They say they feel safe. This view is supported by the vast majority of parents. Pupils are thriving and developing into confident young people who are fully prepared for the next stage in their education.
- Pupils' behaviour is good. Pupils have positive attitudes towards learning.
- The executive headteacher is an inspirational leader. The executive headteacher together with the head of school are highly ambitious and share a clear vision for raising standards.
- As a result of outstanding teaching, children get off to an excellent start in the Reception class.
- Pupils' spiritual, moral, social and cultural development is promoted well. A range of vibrant and interesting activities is provided which enrich pupils' learning.
- Leaders and managers, together with governors, are fully committed to providing a high standard of education for all pupils. Their actions are having a direct impact on the rapidly improving quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Too few pupils make outstanding progress in mathematics.
- Teachers do not always ensure that pupils act upon the advice they have been given in marking.

Information about this inspection

- The inspectors observed 15 lessons, three of which were seen together with the head of school.
- Discussions were held with pupils, the executive headteacher and the head of school, subject leaders, members of the governing body and a representative of the local authority. Inspectors talked informally to pupils at lunch and break times, observed them in assembly and around the school. They also listened to them read.
- In addition, inspectors looked at pupils' books and a range of documents, including the school's evaluation of its performance and the school development plan. They also scrutinised information on pupils' progress, checks on teachers' effectiveness, reports from the local authority, and records relating to behaviour, attendance and safeguarding.
- The inspectors took account of the 44 responses to the online questionnaire (Parent View), a telephone call and 28 responses to the staff questionnaire. Inspectors met informally with parents at the end of the school day.

Inspection team

Gay Whent, Lead Inspector

Additional Inspector

David Howley

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. The number of pupils on roll has increased since April 2014.
- The school is in federation with Newchurch Primary School. This began in April 2014. The two schools work closely together.
- There have been significant changes in leadership since the last inspection. The executive headteacher and the head of school have been in post since April 2014. There have also been considerable changes in staffing since that time. Almost two thirds of the staffing team are new since April 2014.
- There are seven classes, including one Reception class. The Reception children attend full time.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. This is additional government funding to support pupils who are known to be eligible for free school meals or children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- Most pupils are of White British heritage.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to typically outstanding by ensuring that all pupils:
 - know how to respond and act upon the advice given in their marking
 - practise and develop their numeracy skills in order to make faster progress in mathematics.

Inspection judgements

The leadership and management are good

- The executive headteacher and the head of school are passionate and lead a rigorous drive towards excellent learning. Together they have a very strong sense of purpose. Their determined leadership is at the heart of the school's current level of success. Their impact on creating a culture in which good teaching and good behaviour can flourish is already having a direct impact on raising standards. As one parent commented, 'We were a bit apprehensive but could not be happier; we have only praise for the management.' The school's motto of changing lives for changing times is visible throughout the school.
- Effective senior leaders coach, mentor and support teachers to carry out their roles to a high standard. This is extremely beneficial for those teachers at the beginning of their careers, including those from overseas. There is a relentless drive to improve the quality of teaching. Close links exist between teachers' performance and their pay progression. Good practice is shared in partnership and training with other schools, especially through the federation.
- Leaders at all levels, including middle leaders, concentrate on making sure that all pupils fulfil their potential. They have a clear view of what needs to be done to raise standards still further. Together, they focus sharply on ensuring that pupils have equal opportunities to prosper and that there is no discrimination. This vision is shared throughout the whole school community.
- Communications with parents are effective. Fostering good relationships is a shared responsibility for everybody. The school is now an important part of the local community.
- The school's view of itself is accurate. Improvement plans reflect current priorities. Mathematics has been identified by school leaders as a priority in order for pupils to make greater progress. Pupils are well prepared for their move to secondary education.
- Additional government funding is used effectively to support the needs of eligible pupils. As a result, these pupils achieve as well as or better than their peers nationally and in the school.
- The leadership of pupils who are disabled or have special educational needs is effective. This is because their needs are accurately identified and their progress is assessed regularly so that they do not fall behind.
- The school has fully implemented the new National Curriculum with an interesting range of revised topics. It supports pupils' academic, spiritual, moral, social and cultural development well. Pupils learn about other religions and cultures through lessons and assemblies. The school actively promotes respect and tolerance through its key values. It is preparing pupils for life in modern Britain well.
- The government's sport funding is carefully allocated. A full-time specialist teacher delivers high quality, challenging lessons which pupils say 'make PE worthwhile'. The school is using the funding so that more pupils participate in a much wider range of sporting activities, many of which are competitive.
- The local authority has provided effective and appropriate support, particularly for the start of the federation.
- The school's arrangements for safeguarding meet statutory requirements, are thorough and fully in place.
- **The governance of the school:**
 - Governance of the school is strong and well organised across the two schools in the federation. Governors know Nettlestone Primary School well. They challenge its performance in terms of achievement, attendance and the quality of teaching. They have high expectations that attainment and progress continue to improve and how the school's performance compares to other schools nationally. Governors monitor teachers' targets and ensure that good teaching is not only recognised but also rewarded. They fully understand what is being done to tackle any underperformance. Governors are well trained. They ensure that safeguarding procedures meet statutory requirements and are rigorously applied. Governors ensure that additional funding is used very effectively to support pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are very proud of the school, particularly their new uniform. Older pupils unanimously agree that the uniform makes them 'act more maturely'. They say that 'everyone behaves more sensibly', particularly owing to their 'Going for Green' aim for excellence in behaviour.
- Pupils are polite and friendly and welcoming to visitors. They move sensibly around the school and in their lessons. When a visitor presented e-safety sessions to classes their behaviour was impeccable. Parents are

encouraged to attend. One told inspectors that their behaviour is often 'fantastic'.

- Pupils enjoy playtimes. These are staggered so that there are not usually more than 60 pupils on the playground together. There is enough room for them all to enjoy the available space. They also appreciate a snack, drink or time for a chat with their friends on the sheltered picnic benches.
- Pupils have positive attitudes to learning and are eager to succeed. Behaviour is not outstanding because, occasionally, some pupils are over reliant on adults to support their learning so they do not lose concentration in class.
- At the heart of the good behaviour are the positive relationships between pupils and adults, which are a real strength. All staff, both teaching and non teaching, work tirelessly to foster these.
- The importance of regular attendance has a high profile within the school. The leadership team leads a persistent drive to ensure that all pupils and their parents realise how essential it is to come to the school every day in order to learn well. Pupils do enjoy coming to school. All parents say that their children are happy at the school. As a result, attendance is above national expectations.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. A vast majority of parents agree that their child feels safe in school.
- Pupils have a clear understanding of safety. They know that staff look after them carefully and well. This is reinforced by posters in all the classrooms.
- They know how to keep themselves safe when they use the internet. Carefully planned presentations appeal to learners of all ages and leave them with key important messages. A visiting parent agreed that this is 'a very important area for children to be aware of in this modern world.'
- Pupils are not aware of any bullying, especially since the school has become part of the federation. They have listened closely to the anti-bullying week presentations and also followed these up in lessons. Some teaching successfully linked a bullying dilemma with poetry.

The quality of teaching is good

- Leaders' emphasis on rigorously improving teaching has resulted in this being good throughout the school. Pupils are taught in an atmosphere where all are valued. The school celebrates reading through displays and the large numbers of books in every room. Writing is valued and learning walls in every class show examples of high-quality well-presented learning.
- Teachers plan interesting and exciting activities that motivate, encourage and enthuse pupils to do well. Pupils say that teachers set their work 'at just the right level of challenge', so they 'improve very quickly'. Teachers are skilled in ensuring that more able pupils have work that matches their abilities.
- Disabled pupils and those who have special educational needs are completely integrated into school life because support is skilful and dedicated to their next learning. Pupils eligible for support via additional government funding do well because their progress is carefully tracked and they have improved support.
- Teachers work closely with their teaching assistants. They support and question pupils effectively, not only to test their understanding but also to extend their learning. Some successful mathematics teaching deepened pupils' understanding of the addition of two- and three-digit numbers. This helped pupils to become confident and successful in tackling calculations.
- Checks on learning are enabling pupils to work towards ambitious goals. Pupils benefit from having their books marked regularly. Marking is not yet of consistently high quality throughout the school. Written comments help pupils understand the next steps in their learning. Some pupils are not yet aware of how to respond in order to improve their learning.
- The school provides a coaching and mentoring programme so that teachers are able to learn from those who are outstanding.
- Teachers are keen to improve mathematics so that progress is faster across the school, particularly for the older pupils. Pupils enjoy reading. The teaching of reading and writing is already effective and continues to improve. Younger pupils apply their knowledge of phonics (the sounds that letters make) well when they read unfamiliar words. Older pupils in the school enjoy books by a very wide range of authors, both fiction and non fiction.
- Teachers have high expectations for pupils' behaviour and this ensures a calm and purposeful atmosphere as pupils work. Resources are used consistently well to bring subjects alive and to reinforce learning.

The achievement of pupils is good

- Over time, pupils make good or better progress in reading and writing. However, they make slower progress in mathematics. The new leadership team is driving improvement on progress in mathematics, which is already visible in pupils' work and their knowledge and understanding.
- Disabled pupils and those with special educational needs make good progress from their starting points. Teachers and teaching assistants tailor their work at just the right level of difficulty for their needs. Pupils requiring greater support in 2014 made particularly rapid progress. They reached standards well above those expected for this group.
- Disadvantaged pupils are taught very effectively. The school's information shows that they made faster progress than their peers nationally. Any gaps between their attainment and that of other pupils are closing rapidly. There is no gap at all in writing; the difference in reading is about a term and in mathematics two terms.
- The most able pupils in the school are ambitious to succeed; they are very well supported and achieve high standards. Teachers use good subject knowledge to provide challenging work that deepens their knowledge and understanding. They continually ask them to justify their reasoning.
- In 2014, a higher proportion of pupils than seen nationally succeeded in their punctuation, spelling and grammar tests.
- The newly revised curriculum builds upon successful planning. Pupils enjoy investigating new topics in a variety of interesting ways. This was seen on classroom walls where pupils have followed the Battle of Normandy through their own version of the Bayeux tapestry and storytelling. As one pupil described, 'All of a sudden, the battlefield was silent as the single arrow soared through the humid air.'

The early years provision is outstanding

- There have been significant improvements in early years provision since April 2014. A new early years team is in place. Leadership and management are outstanding. A range of improvements has been made to the curriculum and the organisation of the indoor and outdoor environments, as well as the effectiveness of assessment. Visits to an outstanding setting have enabled staff to develop their understanding and quickly improve their practice. Since September, children have got off to a very good start in a caring and stimulating environment.
- A much higher proportion of children achieved the expected level of development in the summer of 2014. This was better than the national picture. Targets for the current year are very high. Children have settled very well into school life. The school lost no time in implementing further improvements to ensure that the curriculum allows children to achieve their full potential. As a result, they are already making excellent progress in their learning.
- The curriculum has been meticulously planned so that children develop the key skills they need to be well prepared as they enter Year 1. Achievement is outstanding. The training and development of staff have been at the heart of this progress.
- Checks on children's progress are rigorous and all early years staff have a detailed knowledge of individual children and their needs. Activities are carefully tailored to children's learning needs so that the children enjoy writing inside and outside, on a table or even under tables lying down. Both boys and girls choose writing activities. This can be when they are writing birthday party invitations to Daisy the bear, labelling envelopes and taping them so that they are securely closed, or creating shopping lists for party food.
- Children play happily and extremely well together, both inside and out. They love their 'mud kitchen' and willingly put on their weatherproof outfits so that they learn outside even when it is pouring with rain. They are very aware of the importance of routines. Behaviour is excellent. Children are very safe in their environment owing to the vigilant approaches by all staff.
- Teaching staff work very well together as an effective team. They know the children very well indeed. Teaching is outstanding. Planning ensures that the unique nature of early years education is recognised as supremely important. A newly planned outside area is to be constructed in the near future to enhance the area even more.
- Parents are highly supportive of the early years provision. Staff work very closely with parents and are implementing an up-to-date way of keeping them informed about their children's achievements. Children are very keen to come to school.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118161
Local authority	Isle of Wight
Inspection number	443887

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	David Botell
Executive Headteacher	Kirsty Howarth
Head of School	Anna Jacobs
Date of previous school inspection	29–20 March 2011
Telephone number	01983 613171
Fax number	01983 616663
Email address	headteacher@admin.nettlestonepri.iow.sch.uk

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