

# Nettlestone Primary School

## Inspection report

---

<b>Unique Reference Number</b>	118161
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	358274
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Janet Simms

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicki Townsend
<b>Headteacher</b>	Caroline de Belder
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Nettlestone Seaview Isle of Wight PO34 5DY
<b>Telephone number</b>	01983 613171
<b>Fax number</b>	01983 616663
<b>Email address</b>	nettlestone@lineone.net

---

<b>Age group</b>	4–10
<b>Inspection dates</b>	29–30 March 2011
<b>Inspection number</b>	358274

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons or parts of lessons with 8 teachers, some of which were observed jointly with the headteacher. Inspectors held discussions with senior and middle leaders, with other staff and a member of the governing body. They spoke to the School Improvement Partner by telephone. Inspectors talked to groups of pupils formally and with many others in lessons and around the school. They observed pupils at play and at lunchtime, attended an assembly and observed other activities. The inspection team scrutinised school documentation, including governing body minutes, school development plans, assessment records, documents relating to safeguarding, attendance data and records of the monitoring of teaching. They analysed 82 parents' and carers' questionnaires and those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's provision for the new Year 5, these pupils' academic progress, especially in mathematics, and their personal development.
- The progress of the current Year 3 class, particularly of the high proportion of pupils with special educational needs and/or disabilities who entered this class late in Key Stage 1 and the extent to which they have settled into the school.
- The effectiveness of middle leaders' roles in monitoring, evaluating and improving school performance, particularly in the quality of teaching.

## Information about the school

This is a small, one-form-entry village primary school serving families in Seaview and Nettlestone, with some from the nearby town of Ryde. In common with other schools on the island, it is undergoing educational reorganisation which involves this school's expansion from a 4 to 9 first school, to an all-through 4 to 11 primary school. The first Year 5 has been accommodated this year and will remain as the first Year 6.

Almost all pupils come from White British backgrounds, speaking English as their first language. The proportion of pupils known to be eligible for free school meals is low. A higher-than-usual proportion of pupils move into and out of the school part way through their education. The proportion of pupils with special educational needs and/or disabilities is below average overall, but there has been a recent increase of the proportion with needs related to autistic spectrum disorder and with behavioural difficulties. A significant number of staff has been on leave recently and, at the time of inspection, two of the six classes were covered by supply teachers. There is an on-site pre-school not managed by the governing body. The school holds a number of awards including the Enhanced Healthy Schools award, Activemark and the ICT Mark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which retains its many strengths from the last inspection despite significant changes, such as those involved in the reorganisation. It has outstanding features, including the excellent care, guidance and support which staff provide for all pupils. These strengths make for a happy learning environment for all, but have a particularly effective impact on pupils with special educational needs and/or disabilities and those who are circumstances may make them vulnerable. All staff work together with great sensitivity to design support programmes for groups and individuals to make sure all pupils have every opportunity to do well and, as a result, they thrive. Pupils in the Year 3 class, for instance, have now settled in outstandingly well, making huge strides in their learning and catching up on a disappointing Year 2 performance last year. Behaviour observed in this class is excellent now.

The continued outstanding leadership of the headteacher promotes very good staff development, with shrewd appointments into middle leadership and teaching roles. The senior team and governing body are managing the school's growth very well, maintaining the momentum of good progress into Year 5. The whole staff team shows strong capacity to improve the areas identified in the incisive self-evaluation. Timely plans are being developed to share outstanding practice in teaching and to involve English and mathematics coordinators in monitoring teaching and learning in their subjects; senior staff recognise the need to implement this practice more widely across other subjects.

Pupils get a good start in the Reception class and achieve well in their academic and personal development. As they move to Year 2 and beyond, attainment rises to above expectations. Pupils progress well, behave well and enjoy their learning. This is because teaching is good, the curriculum is interesting and lessons are 'fun ♦ not just listening to the teacher', as pupils say. Assessment is good, with pupils actively involved in assessing their learning in lessons, but teachers' marking of their work sometimes offers less guidance about how to improve or provides insufficient opportunities for pupils to respond to comments.

Pupils feel safe here and show an excellent understanding of healthy lifestyles. They were keen to explain to inspectors what they should all eat and drink, and why. Various popular sporting opportunities keep pupils fit and exemplify the school's use of outstanding partnerships of all types which enhance pupils' experiences. Pupils are very keen to take responsibility for jobs, such as helping in the playground or dinner-hall, but Year 5 rightly feel that they could usefully contribute much more to their school community, especially as the school council has lapsed somewhat lately.

Year 5 pupils are making good progress from their high standards at Year 2, with many already matching the expectations at the end of Year 6. This is particularly so in

**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

mathematics, where attainment is high. Safeguarding procedures are good. The school promotes community cohesion well, with pupils speaking with pride of their contributions to a child's education in Pakistan for instance.

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

- Develop middle leaders' accountability for improving the school's performance further by:
  - increasing their monitoring and evaluation of subjects to improve the quality of teaching and learning
  - strengthening marking so that the next steps in learning are identified to guide pupils towards short-term improvements
  - extending coordinators' monitoring and evaluation of subjects beyond English and mathematics.
- Extend and strengthen pupils' contributions to their learning and to the school in general by:
  - ensuring that pupils have opportunities to respond to guidance which teachers provide through marking
  - developing opportunities for all pupils, but older ones particularly, to show more initiative and greater responsibility in contributing to the day-to-day running of the school.

## Outcomes for individuals and groups of pupils

**2**

From starting points which are just below expectations for their age on arrival, all pupils, including those with special educational needs and/or disabilities, make good progress through the school in English and mathematics, and in a good range of other subjects. Together with other skills, such as good teamwork, this provides a secure basis for their future education and working life. In a Year 5 lesson, different groups were extending their often high understanding of mathematical measures very effectively in a challenging, practical way, using a variety of scales to experiment and measure mass, volume, temperature and so on. Similarly, in an outstanding lesson about fractions, Year 3 pupils responded very articulately to a stimulating range of questioning styles, discussing ideas with others and were confident to ask their own questions to clarify understanding. Teachers explain learning objectives well and check learning effectively as lessons progress. Relationships between adults and pupils, and between pupils, are mostly very positive, so they learn respectfully from others' views in the talking phases of lessons.

By Year 5, attainment is above average and pupils achieve well, particularly in mathematics. They also progress well in their personal development, gaining confidence and self-assurance. The strong provision resulting from an awareness of difficulties improves pupils' attitudes and behaviour as seen, for instance, in very positive responses in a Year 3 lesson about their worries and how to manage them. Attendance is average, with much absence accounted for by holidays taken in term time, despite the school's best efforts to discourage this.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Good teaching and a thoughtful, imaginative curriculum underpin pupils' good achievements. Combined with excellent care, guidance and support, these create a secure environment where pupils' ideas are valued and pupils enjoy learning. Pupils have begun to be involved in understanding and measuring their own progress. In lessons, they are often asked to indicate their level of understanding, and they respond well to assessing others' work to give positive critique. Teachers' frequent marking of their written work encourages pupils, commending good things. In English, in some classes, marking suggests ways to improve, although senior staff recognise that such guidance is more limited in some subjects.

Pupils possess the skills to learn from more specific written guidance about how to improve in all subjects, showing very positive attitudes which indicate that they are keen to show their progress in future work. Older pupils display a mature understanding of learning which shows an enjoyment of practical work, such as music and sports, while recognising that there are times when they need to consolidate, write and think. Many lessons show this happening effectively. Pupils particularly enjoy Friday afternoon 'university' sessions where they work in mixed-age groups, on a very wide range of curriculum events including art and design and technology. Vulnerable pupils' excellent responses in their early morning 'Smiley Face' club exemplify the strong impact of outstanding care, guidance and support in increasing their enjoyment and confidence.

**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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The local authority uses the outstanding leadership of the headteacher to help other local schools' leaders, which extends further Nettlestone's excellent links with other organisations and local schools. Very effective staff development enhances teachers' skills in their roles here. Leaders, managers and governors are united in their drive to improve the school, with the governing body challenging the school effectively. A common commitment to tackling potential discrimination and ensure equal opportunities has resulted in sensitive provision, such as early morning activities, to settle identified children before they start work. The school's own funding to support vulnerable pupils has sometimes had beneficial effects on a whole class. Careful staff selection has equipped the school for teaching older year groups and successfully strengthened the team, so the permanent teaching profile is very strong. Middle leaders are eager to develop their roles and are well placed to become more accountable for their subjects' performance.

Accurate self-evaluation and well-established, careful monitoring resulted in frequent observations of Year 2 last year, which reassured the senior team and advisers that the quality of teaching was not the cause of less good achievement. Managers' actions to resolve this have led to a very positive impact on pupils' attitudes and behaviour, testifying to the school's success in putting things right when issues arise. Safeguarding procedures are robust, resulting in pupils feeling safe and secure. The school promotes community cohesion well, tackling local disquiet about changes involved in the reorganisation, for example. Further afield, the school has made good links with a school in Chile and each class focuses on a different country in their current projects, with pupils keen to discuss this work.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's starting points on entry vary, but are generally weak in areas of mathematical development. Children make good progress across all the areas of learning, but when they enter Year 1 their understanding of space and shape in mathematics remains relatively weaker. Children are otherwise well prepared with skills which are very similar to those found amongst pupils of this age. Children are active, creative learners, who learn well through playing together and from independent activity. They are ready to become more reflective about their learning, for instance through more opportunity to talk about it at the ends of lessons.

Staff look after children well, which leads to them feeling safe and happy, enjoying good relationships with adults and other children and learning well. The outside play area has been improved since the last inspection and, while still relatively small, is adequate. Part of the reorganisation includes the provision of new purpose-built accommodation for the Early Years Foundation Stage in September 2011. The quality of other provision, particularly of teaching and support staff contributions, is good. Children with special educational needs and/or disabilities make progress which is in line with others, often due to the good support from teaching assistants. Good management of this phase includes well-focused observations and recording of children's development, and new cameras for visual recording are planned to make these assessments yet more useful.

**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A relatively high proportion of parents and carers returned the questionnaires and the very large majority are extremely supportive of the school, with many making additional positive comments. These were about various aspects, including the headteacher's excellent management, the school's strong community feeling, pupils' good behaviour, the high-quality care and many other tributes to the school's successes. Inspectors agree with these and other positive comments. Aside from individual concerns about specific cases, the main areas of disagreement were about communications from the school about progress, and about the school's dealing with unacceptable behaviour, although the very large majority of parents and carers feel these aspects present no concerns. Inspectors investigated both areas. They find that reports to parents and well-attended parents' evenings provide the usual opportunities to find out about children's progress, and that staff are very open to any requests for additional meetings about individual pupils. Together with information provided are generally good.

Inspectors consider that the unusually high proportion of pupils admitted at non-standard times last year, many of whom arrived with behavioural difficulties, could underlie a few concerns about behaviour. They found that behaviour management in the school is good. Strong evidence of improvement in the behaviour of a few individuals, often supported by other children's help and friendship, testifies to the success of staff action. A few parents and carers comment on the inevitable changes of teacher which their children experience when permanent staff are on leave. Inspectors found that recruitment to fill these temporary positions has been good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nettlestone Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	49	40	49	1	1	1	1
The school keeps my child safe	53	65	24	29	4	5	1	1
My school informs me about my child's progress	40	49	34	41	8	10	0	0
My child is making enough progress at this school	41	50	36	44	5	6	0	0
The teaching is good at this school	45	55	33	40	3	4	0	0
The school helps me to support my child's learning	38	46	38	46	4	5	1	1
The school helps my child to have a healthy lifestyle	38	46	37	45	6	7	0	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)	29	35	38	46	6	7	1	1
The school meets my child's particular needs	34	41	41	50	7	9	0	0
The school deals effectively with unacceptable behaviour	31	38	39	48	6	7	5	6
The school takes account of my suggestions and concerns	30	37	44	54	5	6	3	4
The school is led and managed effectively	49	60	26	32	5	6	2	2
Overall, I am happy with my child's experience at this school	48	59	28	34	6	7	0	0

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



31 March 2011

Dear Pupils

**Inspection of Nettlestone Primary School, Seaview PO34 5DY**

Thank you for your very warm welcome when we came to your school for the inspection. We were very pleased to talk to some of you, to see you at work in lessons and at play. I am writing to tell you what we found out during our visit.

Yours is a good school where all adults look after you very carefully and work hard to make sure you are learning well and are safe all the time. Senior staff run the school very well, so teaching is good and adults make learning interesting and fun. You enjoy your lessons and learn well. You progress well and the standard of your work is above what we expect for your ages, especially in mathematics. The school has been very successful in providing well for the new Year 5 pupils, with good, challenging lessons to push your learning on. Other year groups have very interesting things to learn too. Teachers plan your work very carefully so it is not too hard or too easy for different groups, often checking this during lessons. We have asked them to give you more guidance about how to improve when they mark your work, and because you are keen to learn we want you to act on what they advise to show them how you have improved. We have also asked senior staff to visit different lessons more often, to make sure you are improving as much as you can in all subjects.

Those of you in Year 3 have settled very well indeed after a difficult year and are now learning really well. We were surprised that so many of you left the question about behaviour blank in your questionnaires, but we found behaviour in all classes to be good and we were pleased to see your interest and politeness. Some of you told us that you would like to be more involved in taking responsibility for things in the school. We agree with you and talked to senior staff about this. They are pleased to arrange this with the help of older pupils, maybe through the school council, which has not been very active lately.

Thank you again.

Yours sincerely

Janet Simms

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).