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Miss Kirsty Howarth
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Dear Miss Howarth

Short inspection of Nettlestone Primary School

Following my visit to the school on 18 December 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead the school with determination for all pupils to achieve well. You adeptly use the talents of your leadership team, including the head of school, to ensure that Nettlestone continues to improve. You have a clear and accurate view about what the school does well and what could be even better. Most parents are extremely positive about the school. A parent typically commented, 'It is a lovely school, with a nurturing environment. I would highly recommend [it].'

Leaders, governors and staff know pupils and their families very well. You have successfully shaped a calm and happy school where pupils enjoy their learning. Throughout the school there is a cheerful atmosphere, with pupils busily involved in their work. Relationships between staff and pupils are cordial and respectful. Pupils move sensibly around the school, politely greeting visitors and holding doors open for each other. Routines are well established, and pupils know exactly what is expected of them because staff are consistent in their approach.

Pupils typically achieve well at the school. Provisional results for 2018 show that the proportion of pupils achieving the expected standard in reading and mathematics by the end of key stage 2 was above the national average. You have taken swift and decisive action to improve pupils' outcomes in writing, following the disappointing results last year. This area of work remains a priority for the school.

Pupils say they like the school and their teachers. Pupils relish the many

opportunities that they are given to perform roles of responsibility in the school, such as becoming 'house captains' or 'young governors'. British values of democracy are effectively promoted, with pupils participating in hustings and elections for these roles. Pupils enjoy the wide range of clubs and activities available to them. Pupils' many accomplishments are enthusiastically celebrated. As a result, pupils are happy and self-assured.

At the time of the last inspection you were asked to improve pupils' progress in mathematics. Helpful training and skilful support from senior leaders and the local authority successfully enables staff to take a consistent approach to the teaching of mathematics across the school. Pupils enjoy many opportunities to explore numbers and proficiently develop their reasoning and problem-solving skills. As a result, work in pupils' mathematics books shows that they typically make good progress from their individual starting points.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. All statutory checks on employees are rigorously undertaken before new staff join the school. A governor with responsibility for safeguarding diligently visits the school regularly to evaluate the effectiveness of the safeguarding procedures.

Staff are vigilant and report any concerns when necessary. Leaders respond swiftly and work closely with parents and other agencies. Most parents, staff and pupils who responded to Ofsted's online surveys agree that pupils are safe and cared for well. A pupil successfully summed up the views of many, saying, 'This is a safe school and if you've got a problem you can talk to trustful adults.'

Leaders and staff provide very effective support to pupils and parents to help keep pupils safe when using the internet. Pupils are extremely knowledgeable about e-safety. They know not to share their personal details online. Pupils confidently explained that they need to be cautious of people who may use the internet to try and trick them into disclosing personal or financial information. Parents also value the helpful information that staff provide to help them keep their children safe online.

Inspection findings

- During the inspection we looked closely at specific aspects of the school's provision, including: the efficiency of leaders' work to ensure that disadvantaged pupils achieve well; the effectiveness of teaching and learning in writing and the effectiveness of teaching and learning in subjects other than English and mathematics.
- Skilful additional support enables most disadvantaged pupils to achieve well. Pupils' individual needs are well understood. Judicious use of additional funding ensures that extra help is carefully tailored to each pupil's personal needs. Additional adults are used effectively to support pupils' learning when required. Leaders keep a close eye on disadvantaged pupils' progress and swiftly adapt

support if needed. As a result, pupils' workbooks include many examples of pupils making strong progress from their individual starting points.

- Leaders, governors and staff are ambitious to improve pupils' outcomes in writing. Leaders have meticulously analysed pupils' writing and accurately pin-pointed where improvements are needed. While pupils typically perform well in spelling, grammar and punctuation tests they do not always use these skills accurately when they write. Consistent approaches are being used throughout the school to improve the quality of pupils' writing. Many pupils write confidently, at length and for a wide range of different purposes. Effective individual support enables pupils to improve their writing. As a result, many current pupils are making good progress in their writing. However, this work remains a top priority for the school.
- You and your team are successfully developing the curriculum. Pupils eagerly explained how much they enjoy the variety of interesting learning activities they explore in subjects other than English and mathematics. Positive learning behaviours are promoted effectively, with many pupils proudly challenging themselves to tackle more difficult tasks. The recent whole-school topic based on the First World War established positive links with the local community as well as deepening pupils' understanding of the war. For example, pupils listened to a war veteran recounting his experiences and then produced high-quality written and creative work as a result. Pupils enjoy many rich and memorable experiences through their topic work. However, leaders acknowledge that planning for the progression of pupils' knowledge and skills in subjects other than English and mathematics sometimes lacks precision.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' outcomes in writing continue to improve by the end of key stage 2
- they sharpen the planning for pupils' progression in learning in subjects other than English and mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Isle of Wight. This letter will be published on the Ofsted website.

Yours sincerely

Claire Prince
Her Majesty's Inspector

Information about the inspection

I met with you, the head of school, phase leaders and curriculum leaders. I visited all classes, some with you and the rest with the head of school. I met with some governors, including the co-chair of the governing body. I considered the 106 responses to Ofsted's online questionnaire, Parent View, including 55 free-text comments. There were 30 responses to Ofsted's staff questionnaire and 70 responses to the pupil questionnaire, which were considered. I also met with a small group of pupils, talked informally to pupils about their learning and scrutinised work in pupils' books. I spoke with a representative of the local authority school improvement service. I analysed a range of the school's documentation, including information about safeguarding. We discussed your evaluation of the school's effectiveness.