

The Arnewood School

Gore Road, New Milton, BH25 6RS.

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Students make outstanding progress and attain GCSE results well above the national average.
- The exceptional progress that students make in English and mathematics helps them to do well in other subjects. The curriculum meets the needs of students extremely well and contributes to their high achievement.
- Disabled students and those with special educational needs, and students who are eligible for the pupil premium, are very well cared for and many make outstanding progress.
- Students behave very well around the academy, but do not always take full responsibility for their own learning.
- Teachers have very detailed knowledge of individual students and monitor their progress very closely. This means that those who are underachieving are identified quickly and given help.
- The school's leaders, including members of the governing body, know the school's strengths and weaknesses very well and act quickly to make improvements. There has been a marked improvement in the quality of teaching and in students' achievement in recent years.
- The sixth form is good and achievement is improving rapidly. It caters for students with a very wide range of abilities, who make good progress from their starting points.

Information about this inspection

- Inspectors observed 52 lessons, of which six were jointly observed with a member of the academy’s leadership team. In addition, one inspector undertook a learning walk, making a number of short visits to lessons to look at provision for lower-ability students and students with special educational needs.
- Meetings were held with four groups of students, the Chair of the Governing Body, eight other governors and academy staff, including senior and middle leaders.
- The sample of 25 responses to the online Parent View survey was too small to make a significant contribution to the inspection. Inspectors took account of 67 staff questionnaires.
- Inspectors observed the academy’s work, and looked at a number of documents, including the academy’s own data on achievement, self-evaluation, improvement planning, staff training, records relating to behaviour and attendance, documents relating to safeguarding, the governing body minutes and students’ work.

Inspection team

Mary Massey, Lead inspector	Her Majesty’s Inspector
Christine Raeside	Her Majesty’s Inspector
Allan Barfoot	Additional inspector
David Wolfson	Additional inspector
Stephanie Matthews	Additional inspector

Full report

Information about this school

- Arnewood School Academy is larger than the average-sized secondary school, with a large sixth form. It converted to become an academy school in April 2011. When its predecessor school, Arnewood School, was last inspected by Ofsted in October 2008, it was judged to be good
- The academy is the only secondary school serving New Milton and the surrounding villages in The New Forest.
- Most students are of White British heritage. A small minority speak English as an additional language.
- The proportion of students known to be eligible for the pupil premium (additional government funding for looked after children, students known to be eligible for free school meals and children of service families) is below that found nationally.
- The proportion of disabled students and those with special educational needs who are supported through school action is close to the national average. The proportion supported through school action plus or who have a statement of special educational needs is well below the national average. Of these students, just under half have behavioural, emotional and social difficulties.
- A very small number of students attend full- or part-time placements at alternative provision away from the academy site. A range of providers are used to match students' needs. The main providers are Brockenhurst College, Avon Tyrrell Youth Trust and The Forest Education Centre, which is a pupil referral unit.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve students' self-confidence, self-motivation and enthusiasm for learning by:
 - making sure that all lessons are as stimulating and interesting as the best
 - developing their oral and communication skills through discussion and debate
 - allowing them to spend more time in lessons doing things and less time listening
 - providing many more opportunities for them to work independently and in groups so they take more responsibility for their learning and learn to think for themselves.

Inspection judgements

The achievement of pupils is outstanding

- Students arrive at the academy with average attainment and leave with GCSE results that are well above the national average. Their exceptional achievement in English and mathematics helps them to achieve highly in other subjects too. The proportion of students attaining five or more A* to C grades at GCSE including English and mathematics has risen substantially in recent years and now three quarters of students reach this standard. Every student gains GCSEs in English and mathematics.
- Students of all abilities make rapid progress from Year 7 upwards. By the time they leave the academy, the majority of students, including disabled students and those with special educational needs, have made more progress than is expected from Key Stage 2.
- Students receiving additional funding through the pupil premium also make outstanding progress. In 2012, this group of students formed 13% of Year 11. Their average points score and the proportion making the expected progress was much higher than is found nationally for this group. The gap between the progress made by these students and others in the school is narrower than is found nationally and is closing.
- The academy has an early entry policy in mathematics, which allows students attaining the highest grades to start AS-level mathematics before entering the sixth form.
- The progress of individual students is monitored very closely, especially in Years 10 and 11, by both heads of year and subject leaders. Students know whether they are meeting the ambitious targets that are set for them and are provided with individual help when they fall behind. This system is just starting to be used in Years 7, 8 and 9.
- Students from a very wide range of abilities join the sixth form and their needs are met through a good range of both A-level and vocational courses. The rate at which students make progress has risen steadily over time and is securely good, with even better performance in Year 12 than in Year 13.
- Almost every student leaves the academy to enter further employment, education or training.

The quality of teaching is outstanding

- The rapid progress made by students of all abilities and year groups, and the high standards they reach at Key Stage 4, show that the quality of teaching is outstanding. Senior leaders have used the outstanding practice already within the academy to improve the quality of teaching and learning over the last few years. Teaching across the academy is securely good and an increasing proportion of lessons are outstanding. The outstanding lessons are routinely stimulating and interesting so they motivate students to want to learn. In one particular lesson seen during the inspection, the teacher had used her knowledge of individual students to make sure that the work they provide exactly met their needs. However, although the atmosphere in all classrooms is very calm and purposeful, some lessons lack excitement.
- Teachers have strong subject knowledge, very high expectations and know their students extremely well, so relationships in the classroom are positive and warm. High-quality questioning, particularly when teachers are talking to individuals during lessons, encourages students to think and understand, so they can meet the challenging targets they have been set.
- The way in which feedback is provided for students about the quality of their work varies between subjects, with a balance between regular, thorough marking of books, assessments and project work and frequent one-to-one conversations between students and the teachers. Time is not always given in lessons for students to act on the suggestions teachers have made when marking their books.
- Teachers are provided with comprehensive and regularly updated information about how best to help disabled students or who have special educational needs. In the very best lessons, where the rate of progress is most rapid, both this and the information gained from marking is used to

make sure that students are given work that is closely matched to their needs.

- English and mathematics are exceptionally well taught and so students' skills in these areas are frequently better than might be expected for their age. This helps to improve achievement in other subjects, such as humanities and science.
- In some lessons, students are not given enough opportunities to work independently and in groups, or the teacher may talk for too long so students are passive and not actively involved in their learning.
- In the sixth form, the quality of teaching is also consistently high. Students particularly value the willingness of teachers to provide personal support and feedback, so they know how to improve their work. There are many more opportunities for students to take responsibility for their own learning, especially in vocational subjects.

The behaviour and safety of pupils are good

- Around the academy, students behave well and are polite and well mannered. They are very positive about the academy and a very high proportion of students, including those with special educational needs and those who are eligible for the pupil premium, attend the wide range of extra-curricular activities.
- Attendance has improved substantially in recent years and is above average.
- There are many opportunities for older students to take responsibility; for example, by acting as sports leaders, buddies, mentors and prefects. There is an active student council, which has links with the local community. Students are regularly consulted about the quality of teaching and the curriculum. For example, a group of students with special educational needs provided some valuable and inspiring training for staff on how to understand and meet their needs better.
- The academy is very good at managing behaviour and it is unusual for students to be excluded. Strong partnerships within the local community are used to find ways of providing a different curriculum that suits some students who find it more difficult to behave well.
- Students say they feel absolutely safe at the academy and that on the rare occasions that bullying happens it is dealt with very quickly and decisively. All kinds of bullying, including racist behaviour and homophobia, are well understood and students have confidence in teachers to sort things out if there is a problem. They behave sensibly and know how to keep themselves safe, especially on social networking sites and on the internet.
- In lessons, students are cooperative and do as they are asked. There is little disruption and students respond readily to correction. Although students learn very well in nearly all lessons, they often rely on the teacher a great deal, and do not always think creatively for themselves or take responsibility for their own learning. Many lack self-confidence and oral and communication skills because there are too few opportunities for students to learn through discussion and debate.

The leadership and management are outstanding

- The headteacher is supported extremely well by other members of the senior leadership team and very effective subject leaders and heads of year. The academy's leaders have the confidence of their staff; all who responded to the questionnaire said they were proud to work at the academy.
- Self-evaluation is accurate, and leaders know their school well. Together, they have a clear shared vision and tightly focused improvement planning which is very ambitious for students and has led to the rapid improvements in achievement and the quality of teaching. They make sure that every student, irrespective of their ability or needs, is given an equal opportunity to succeed.
- As a result, the achievement of the students eligible for the pupil premium has risen just as quickly as it has for other students. The money allocated for these students has been used in 2012/13 for laptops to provide internet access for those without it at home, one-to-one support,

alternative curriculum provision and some staff salaries to support inclusion. Some funding has been used to support action research with a national organisation about how to improve literacy even further for this group. The academy has had a successful focus on improving attendance for this group of students.

- Tracking of individual students' progress is very regular and thorough, so underachievement is tackled very quickly. However, senior leaders tend to work at an individual student level rather than regularly analysing the 'big picture' to provide an overview that can be shared with all staff.
- There is a clear link between monitoring teaching, performance management, and coaching and training for teachers. The most-skilled teachers are appropriately rewarded and their expertise is used to support others. A particular focus over the last term on improving teachers' skills in developing students' literacy is evident in every classroom.
- The school has changed its curriculum in recent years and has increased its range of vocational courses in Years 10 and 11 to meet the needs of students with a wide range of ability and interests. For example, the academy has a well-equipped hair and beauty salon, which is used by students from other schools and also provides a service for the local community. These changes have increased achievement for some students, because motivation is better. Many opportunities are provided within the curriculum to promote students' spiritual, moral, social and cultural development, especially through religious and personal, health and social education. Students described some of the activities on International Day with enthusiasm.
- A very few students very successfully follow a full- or part-time curriculum that is provided away from the school site. All students following these courses have an individual education plan and are given targets to meet. The academy has been rigorous in checking the quality of these courses and the progress that students make on them, and has made some changes this academic year to ensure that the students are receiving the best possible value for money and working towards appropriate qualifications.
- Statutory requirements are met and safeguarding arrangements are secure.
- **The governance of the school:**
 - The governing body is experienced, committed and well informed. Governors know the academy's strengths and weaknesses well, and take a keen interest not only in achievement but in the quality of teaching, and its relationship with teachers' pay. Governors take a strong strategic role and are in the process of developing a five-year plan to take into account issues ranging from the long-term implications of academy status, to the development of the academy site. Governors hold the academy's leaders to account very effectively. They ask challenging questions but also provide support and take an active role within the academy, visiting regularly and finding out the views of students and staff. They regularly attend parents' evenings but find it difficult to obtain the views of a large sample of parents and carers.

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	136652
Local authority	Hampshire
Inspection number	409575

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,200
Of which, number on roll in sixth form	263
Appropriate authority	The governing body
Chair	Elizabeth Cook
Headteacher	Christopher Hummerstone
Date of previous school inspection	N/A
Telephone number	01425 625400
Fax number	01425 612036
Email address	enquiries@arnewood.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013