

New Milton Junior School

Old Milton Road, New Milton, BH25 6DS

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all years because teaching is good.
- Pupils like coming to school and are keen to do well.
- Pupils behave well. They say that they feel safe, that bullying is rare and when it does happen, it is dealt with well.
- The headteacher provides outstanding leadership. He works closely with other leaders, and governors, to raise standards and to improve pupils' progress.
- Leaders expect high standards of teaching and provide good training to help teachers improve their skills.

It is not yet an outstanding school because

- Pupils' spelling of new and commonly used words is sometimes inaccurate.
- Teaching occasionally is not demanding or matched closely enough to pupils' learning needs.
- Teachers' marking is not as good in some subjects as it is in English.
- Teachers do not always provide enough time to make sure that pupils follow guidance they are given on how to improve their work.
- Teachers' questioning does not always involve pupils in discussing their work in order that they learn thoroughly and show that they have good understanding.

Information about this inspection

- Inspectors observed 15 teachers in 20 lessons or parts of lessons. Four of these were observed jointly with senior leaders to check how accurately they evaluate teaching.
- Meetings were held with staff, pupils, governors, parents and a representative of the local authority.
- Inspectors examined documents about the school’s work, including information about the achievement of pupils, development planning and the school’s self-evaluation.
- They took account of 29 responses to the Parent View online questionnaire, and the school’s own survey of parents’ and carers’ views.

Inspection team

Ted Wheatley, Lead inspector	Additional Inspector
Jim McVeigh	Additional Inspector
Gail Robertson	Additional Inspector

Full report

Information about this school

- The school is larger than most junior schools.
- The proportion of pupils who speak English as an additional language is below average and no pupils are at the early stages of learning English.
- The proportion of pupils supported through school action is above average and the proportion supported at school action plus or through a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and children who have a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the school was last inspected, a new headteacher and deputy headteacher have taken up appointment.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by making sure that:
 - pupils spell new and commonly used words accurately
 - work is demanding and closely matched to the needs of all pupils
 - teachers mark pupils' work, especially in mathematics, with the same rigour as they do in English
 - pupils have planned opportunities to follow the guidance they are given on how to improve their work
 - teachers' questioning involves all pupils in discussions so that they have opportunities to demonstrate that they fully understand what they are learning.

Inspection judgements

The achievement of pupils is good

- Standards are broadly average by the end of Year 6, after a period of falling to below average. The reasons for the drop in standards were quickly identified and improvements were made that have led to rising levels of attainment in all years.
- Based on the school's assessment of pupils' attainment on entry to the school, and agreed with the infant school from which nearly all pupils come, pupils' progress is good. Inspectors saw good, and sometimes outstanding, learning in nearly all classes, and pupils in all classes make good progress over time.
- Pupils read well. Those who find reading hard link sounds to letters accurately to help them read unfamiliar words. Most pupils enjoy reading and use books well in lessons to find out information.
- Standards in writing are broadly average and are improving rapidly as a result of the school's efforts to address past underachievement. Pupils write well in all subjects. They express their ideas well, write imaginatively and use a wide vocabulary. However, pupils' spelling of new and commonly used words is not always accurate.
- Pupils have broadly average mathematical skills. They practise mental calculating regularly and this means that they add, subtract, multiply and divide competently and confidently. They use graphs and interpret numerical information well.
- Disabled pupils and those with special educational needs make good progress. Sensitive support and guidance from learning assistants plays an important part in encouraging pupils to gain the skills they need, and to work with other pupils and independently.
- The most able pupils make good progress because work is well matched to their particular learning needs.
- Pupils supported by the pupil premium funding make good progress. In the current Year 6, these pupils' attainment is much the same as that of other pupils in reading and mathematics, and about one term behind in writing. The school uses its funding well to provide individual support for pupils and to purchase special reading, writing and mathematics resources to support pupils' learning.
- The small number of pupils who start school with low levels of attainment in English and mathematics are supported well to help them catch up to where they should be.

The quality of teaching is good

- Teachers make sure that work meets the needs of all groups of pupils. They usually make good use of accurate assessment information to provide challenging, extra activities for pupils who learn fast, and suitable activities and support for those who learn more slowly.
- In most lessons, teachers' questioning is demanding and engages all pupils in discussing what they are learning. This is effective in making sure pupils gain good understanding and knowledge about the work they do. This is helped considerably by teachers frequently expecting pupils to explain their understanding in detail.
- Teachers nearly always organise learning activities so that pupils have to work together and collaborate over what they do and what they find out or learn. This encourages pupils to become independent learners, and promotes their social and moral development effectively.
- Teachers provide many opportunities for pupils to write in most subjects. For example, pupils are regularly encouraged to write about what they do and understand in science. This is effective in supporting the school's efforts to improve pupils' writing skills.
- Links between subjects are good, and staff work effectively to improve links so that pupils consolidate their learning of basic skills in English, mathematics and using computers. Pupils find that themes running through several subjects make learning interesting.

- Classroom assistants plan how they work with pupils extremely well. They have a clear understanding of individual pupils' learning needs and work effectively with pupils to guide their learning, and to make sure they have opportunities to work with other pupils and independently. This contributes well to pupils' learning and self-confidence.
- Teachers' marking is good, especially in English, where pupils are given accurate information about how well they are doing and what they need to do to improve their work. Mostly, pupils follow advice they are given, although opportunities to do so are not provided regularly and teachers do not always check that pupils have followed the guidance they give. In mathematics and other subjects, marking is not so consistently detailed and it is not always clear what pupils need to do to improve their work.
- In some lessons, teachers' questioning does not engage pupils enough in discussing what they are doing, and making sure they fully understand what they are supposed to learn.
- In a small number of lessons, work is not always sufficiently demanding or tailored to individual pupils' learning needs, and this slows their learning briefly.

The behaviour and safety of pupils are good

- Pupils behave well and have good attitudes to learning. They enjoy school and take an active part in learning and out-of-school activities.
- They enjoy challenging work, and although their attention occasionally wanders when work is not demanding enough, they respect the wishes of other pupils to continue working uninterrupted.
- Pupils have a good understanding of what sort of behaviour classes as bullying. They say bullying is very rare and that when it does occur, the school deals with it quickly and effectively.
- Pupils feel safe, know how to stay safe and are well informed about the risks that can be associated with using the internet. They are confident that any adult in the school would help them if they were worried about anything.
- Pupils take on responsibilities and carry them out well. For example, older pupils run clubs for younger pupils and they contributed to the design of the 'play trail' which many pupils use during lunch and break times.
- Relationships are good. Pupils get on well with each other. They work together well in lessons and play together well around the school grounds, and treat each other with respect and consideration.
- Attendance is broadly average and is rising. Persistent absence has fallen. The school works closely and effectively with parents to discourage term-time holidays and to encourage regular attendance.

The leadership and management are good

- The headteacher provides excellent direction for the work of the school. He works closely and effectively with other leaders to plan improvements to teaching and the curriculum to help raise standards and improve the progress made by pupils. Leaders have a good understanding of the school's strengths and weaknesses, and take action quickly to deal with weaknesses.
- The school has eliminated inadequate teaching and has set a target for all teaching to be at least good. It is well on its way to achieving this. Training for teachers is good and welcomed by teachers. They have targets to help them improve their work. These are linked to pupils' progress, teachers' professional development and to the school's priorities for improvement.
- The school is well supported by the local authority and has provided significant support to planning school development and in improving the quality of teaching.
- The school organises well the subjects it teaches and enriches the curriculum with a wide range of visits and visitors to the school. It provides an annual residential trip for pupils in years 3, 5 and 6 and, along with other trips and the wide range of activities provided within school, this

promote pupils' spiritual, moral, social and cultural development effectively.

- The school provides good care for its pupils, and provides considerable support for pupils and families when pupils experience social or emotional difficulties.
- Parents and carers are pleased with the school. Many parents help on school trips, and some support other activities the school provides or work in classrooms. Parents spoken to during the inspection praised recent improvements, the high quality of communication and their pleasure in being able to readily meet staff and the headteacher when they had any concerns.
- The school works effectively to make sure all pupils have opportunities to achieve well. Standards are rising, pupils' progress is improving, attendance levels have risen and teaching is improving. The school's capacity for further improvement is strong.
- **The governance of the school:**
 - The governing body is well informed about how well pupils make progress in comparison with pupils nationally and in relation to each other. Governors question the headteacher and other staff when they want information about pupils' progress and the effectiveness of teaching. They hold the school to account and examine closely the impact of how funds are spent on teachers and other resources. They check how effectively pupil premium funds are used to raise standards, for example. They have a good understanding of how the school checks the performance of teachers and knows that teachers can only advance on salary scales if they meet their targets in terms of pupils' progress, professional development and helping the school achieve its priorities for improvement. The governing body makes sure the school meets safeguarding requirements and quickly ensured minor issues inspectors identified were resolved. It makes sure the school checks the suitability of staff appointed to the 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	115929
Local authority	Hampshire
Inspection number	413005

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Anne Pritchard
Headteacher	Kelvin Geary
Date of previous school inspection	17–18 March 2010
Telephone number	01425 614633
Fax number	01425 614954
Email address	admin@newmilton-jun.hants.sch.uk

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