

# Inspection of a good school: New Milton Junior School

Old Milton Road, New Milton, Hampshire BH25 6DS

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Inspection dates:

7 and 8 December 2021

## **Outcome**

New Milton Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils say New Milton Junior School is 'the best school ever'. They love coming to school and enjoy their learning. They take pride in their work and know their teachers have high expectations of them. Pupils rise to the challenge and are keen to explain how using the 'MAGIC habits' – motivation, attitude, gumption, independence and communication – helps them to achieve well.

Pupils behave well in class and do not distract others from their learning. This is a happy school where relationships between pupils and adults are strong. Pupils know, however small the problem may be, adults will listen to them and help them. They feel safe, cared for and valued in school. Pupils can explain what a bully is and know adults will deal with any bullying immediately.

Pupils relish the opportunities to take on the various roles of responsibility. Year 6 pupils speak enthusiastically about the 'privilege clubs' they run for younger pupils at lunchtime.

Many parents and carers appreciate the way the school enables each pupil to flourish. As one parent noted, 'The school provides a safe, happy, vibrant and supportive learning environment for its pupils and encourages every child.'

## **What does the school do well and what does it need to do better?**

Senior leaders, staff and governors are highly ambitious for the school. They are determined that every pupil, including pupils with special educational needs and/or disabilities (SEND) will succeed, regardless of any barriers. The curriculum is well designed and taught in a way that includes all pupils. Teachers sequence the curriculum so that pupils build their knowledge over time. Staff know how best to deliver the curriculum and are constantly striving to improve their teaching further through 'staff as learners' professional development.

Leaders have put reading at the heart of the curriculum. They are determined that all pupils will become fluent readers and they work hard to develop pupils' love of reading. Teachers choose exciting and interesting books for reading lessons. Staff are clear about what all pupils, including pupils with SEND, will learn and when they learn it. This leads to pupils developing strong reading skills. The few pupils who struggle with their reading are supported daily. This support is not as effective as it might be because the school does not stick to one approach.

Mathematics planning is clear as to what pupils should know by the end of each year. Teachers introduce new ideas and knowledge that builds on pupils' previous learning. They ask questions to determine if pupils have understood the new learning and intervene quickly if pupils become muddled and begin to struggle. Leaders are aware that the COVID-19 pandemic has had an impact on some pupils which has resulted in gaps in their learning. Interventions have been put in place to support these pupils.

Leaders have high expectations for pupils with SEND. There are clear procedures to identify pupils that need support. Pupils with SEND are well supported in class and, as a result, learn well alongside their classmates.

Pupils are keen to learn. They pay attention in class, listen well and are ready to answer questions. Pupils believe that the school values of 'respectful, honest, caring, supportive, responsible, achieve' help them with their behaviour.

Pupils' personal development is a strength of the school. Leaders are determined to provide a breath of experiences and opportunities for pupils. Throughout their time in school, pupils are able to take part in residential, from spending three days in London to staying on a farm. The school places a huge emphasis on building ambition for the future by bringing in local artists and Olympians who went to school locally, or local retailers and employers. Alongside this, trips to local universities are arranged. Pupils understand and respect the different cultures and religions. They know it is important to treat everyone fairly and 'as you would want to be treated'.

Staff are appreciative of senior leaders. They spoke of how leaders support their well-being and reduce their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff know they need to be vigilant. This is because leaders ensure that all staff receive up-to-date training throughout the year. Leaders make sure that all staff know the local issues that could affect pupils. Staff report and record any concerns, however small, and leaders follow these up immediately.

Pupils learn how to stay safe in a variety of situations, including when online or out crossing the roads. They know they must not give out personal information, as they understand that people online may not be who they say they are.

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

### (Information for the school and appropriate authority)

- The school currently uses a range of phonics programmes for the few pupils who have not mastered basic reading skills. The various reading books and resources do not work well together to meet pupils' needs. Leaders should ensure that they use one systematic synthetic phonics programme and train staff to deliver this effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115929
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10211505
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne Pritchard
<b>Headteacher</b>	Kelvin Geary
<b>Website</b>	<a href="http://www.newmiltonjuniorschool.co.uk">http://www.newmiltonjuniorschool.co.uk</a>
<b>Date of previous inspection</b>	28 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, inclusion lead, subject leaders, teachers and support staff.
- The inspector met remotely with representatives from the governing body and an officer from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and science. Deep dives included visiting lessons with leaders and talking to teachers and pupils about their learning. A range of pupils' work was seen by the inspector, who also listened to pupils read and talked to them about their reading.
- Art and history curriculum plans were reviewed and the inspector looked at a range of pupils' work in these subjects.

- The inspector considered responses made by parents to Ofsted Parent View and free-text comments.

### **Inspection team**

Becky Greenhalgh, lead inspector

Ofsted Inspector

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