

Inspection of The New Forest Church of England Primary School

School Road, Nomansland, Salisbury, Wilts Wiltshire SP5 2BY

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Caroline Whittaker. This school is part of Magna Learning Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Tucker, and overseen by a board of trustees, chaired by Mark Allinson.

What is it like to attend this school?

Pupils enjoy attending this warm, welcoming and inclusive school. From Nursery onwards, children form strong and trusting relationships with staff. Staff know pupils very well. Pupils know they can talk to staff about any worries or concerns. Pupils feel safe and cared for.

The school has high expectations for pupils' achievement and conduct. Pupils live up to these expectations. They are focused, attentive and try hard during learning time. Pupils listen well to their peers' ideas and views. They are keen to share their knowledge during lessons. Children in Nursery quickly learn the routines and expectations well. For instance, they know they have to place their picture card on the table to join in with snack time. During social times, pupils play well together. This makes breaktimes and lunchtimes harmonious.

Opportunities to develop talents, interests and responsibilities are integral to the school's provision. Pupils have a strong voice in the school. They influence the wide range of clubs the school offers including yoga, science and computing. Pupils learn how to be a responsible citizen and make a positive contribution. They are proud of the range of responsibilities they hold, including eco councillors, librarians and spiritual leaders. These opportunities help pupils to flourish in their school community and beyond.

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

The school has developed an ambitious curriculum for pupils. It accurately identifies pupils with special educational needs and/or disabilities (SEND). In most subjects, the curriculum is designed to support pupils to build knowledge well over time. This begins in the early years. For example, in Nursery, children learn to count and recognise numbers. As pupils progress through the school, they apply their knowledge of number to calculate long division. In these subjects, staff check pupils understand their learning and provide them with appropriate support when needed. Pupils achieve well across most subjects. However, in a few subjects, teachers do not routinely check that pupils have learned the curriculum over time. In these subjects, some pupils develop gaps in their knowledge. They do not have a firm understanding of some key concepts.

The development of children's communication and language is a high priority in the early years. In Nursery, adults model how to speak in sentences accurately. Children in the early years enjoy listening to stories. High-quality texts, which promote a love of reading, are at the core of the curriculum. Older pupils read a wide range of classic and modern literature. Staff have the necessary expertise to teach children to read. They quickly identify and support pupils at risk of falling behind with the phonics programme. Pupils in the early stages of reading, practise with books that match the sounds they know. This develops pupils' confidence and fluency.

Children in the early years are curious about the world around them. They are encouraged to be inquisitive and ask questions. Adult interactions support children to

build knowledge across all areas of learning. This helps children to be well prepared for the next stage in their education.

The expectations for behaviour in the school are high. Classrooms are calm and purposeful. Pupils are respectful towards one another and to staff. Pupils know that some of their peers need additional help to manage their behaviour. Staff support these pupils well so that lessons typically proceed without disruption.

The school's personal development offer is exceptional. It has carefully designed a programme that leaves nothing to chance. Visits to museums and places of worship enhance pupils' understanding of world cultures and religions. The school's strong focus on developing pupils' character helps them to understand the importance of respect. Pupils talk enthusiastically about inspirational people who make the world a better place. They recognise difference and celebrate diversity. Pupils know that democracy is an important process to ensure that everyone gets a say. They experience this first hand through the range of leadership opportunities the school provides.

The school has built strong working relationships with parents and carers and the local community. Parents value the enriching experiences the school provides. Governors and trustees have an accurate understanding of the school's priorities. They provide an effective balance of challenge and support to ensure the school provides a high-quality education for pupils. Staff value the support they get from the trust and school to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, some pupils do not build knowledge as well as they do in other subjects. Assessment information is not used to identify gaps in what pupils know and remember. The trust should ensure that assessment is used effectively to inform curriculum design, so that pupils build a secure body of knowledge across the curriculum.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148024
Local authority	Wiltshire
Inspection number	10344846
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	Board of trustees
Chair of trust	Mark Allinson
CEO of the trust	Ian Tucker
Headteacher	Caroline Whittaker
Website	www.thenewforestschool.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Magna Learning Partnership.
- The New Forest Church of England Primary School is a Church of England school within the Diocese of Salisbury. The school's last section 48 inspection took place in July 2023.
- The school has provision for two-year-olds.
- The school does not use any alternative provision.
- The New Forest Church of England Primary School converted to become an academy in July 2020. When its predecessor school, The New Forest CofE (VA) Primary School, was last inspected by Ofsted, it was judged to require improvement for overall effectiveness.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteacher, special educational needs coordinator and other leaders. They also met with representatives of the local governing body, trustees, the trust's director of primary education and the CEO.
- Inspectors carried out deep dives in these subjects: English, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View. This includes the comments submitted via the free-text facility. The lead inspector also considered responses to Ofsted's online pupil and staff surveys.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Michelle Williamson

Ofsted Inspector

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