

New Milton Junior School

Inspection report

Unique Reference Number	115929
Local Authority	Hampshire
Inspection number	338684
Inspection dates	17–18 March 2010
Reporting inspector	Ken Bryan

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	358
Appropriate authority	The governing body
Chair	Anne Pritchard
Headteacher	John Crisp
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons taught by 15 teachers. They observed assemblies and held meetings with governors, staff and groups of pupils. Inspectors observed the school's work and looked at school development planning, minutes of governors' meetings and school policies, including those associated with safeguarding procedures, assessment and tracking documentation, teachers' planning and samples of work. The views of parents and carers in the 176 Ofsted questionnaires returned were considered, together with those completed by 100 pupils and 17 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rates of progress made by pupils, especially children with special educational needs and/or disabilities and lower attaining boys, and how well good teaching contributes to their learning
- how the curriculum meets the needs of all pupils, especially lower attaining pupils and boys
- the role of the school's leadership and management at all levels in securing and sustaining improvements, especially in the quality of teaching and the progress pupils make
- the strengths in pupils' personal development and well-being
- the quality of the school's systems to promote good attendance.

Information about the school

This is a larger than average junior school. Most pupils attending the school are from White British backgrounds and nearly all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities, most commonly pupils with moderate learning difficulties, is above the national average. The school is in receipt of the Healthy Schools, Activemark and UNICEF Rights Respecting School awards. The school accommodates a Kidzplay Club which is not managed by the school's governing body.

The headteacher and his deputy are due to retire at the end of the academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

New Milton Junior is a justifiably popular and good school. Pupils are thoughtful, motivated and well-behaved. Pupils make good progress and attain above average standards in English, mathematics and science. The spiritual, moral, social and cultural development of the pupils is outstanding.

The headteacher and all his staff have the interests of every pupil at heart, with time to spare for any pupil who comes to them with concerns. Pupils feel safe and secure in the school's care. Procedures to ensure pupils' safety are excellent. The pupils are a credit to the hard work and commitment of all the staff. As one parent commented, 'The school's ethos is one where all children have the opportunity to develop and thrive.' Another parent enthusiastically stated, 'The classes cover incredible topics which are made interesting.' However, despite this enthusiasm for school, attendance rates are average.

With the imminent retirement of both the headteacher and his deputy, the school has successfully developed a strong leadership team to monitor learning and the curriculum. This demonstrates both good and sustainable capacity to improve. Since the last inspection, the headteacher and his leadership team have ensured that the quality of teaching is more consistently good as a result of the use of effective assessment procedures. The rigorous analysis of individual pupil data has ensured that teachers set challenging targets and carefully plan the steps of learning that pupils need to follow to achieve well. The school now recognises the need to quicken the progress of low attaining pupils in mixed-ability classes. Sometimes, opportunities are missed due to the lack of support for these pupils, despite the success of the one-to-one or small group interventions they receive. Pupils' wider personal development is good and sometimes excellent. The school is rightly proud of its promotion of drama, music and sport and the way it values each individual. One pupil stated, 'This is a good school because the teachers are very supporting and we feel safe.' The curriculum is exciting, giving pupils opportunities to perform, compete and develop creatively. Well-planned enrichment and enhancement enable the most able pupils to experience elements of the secondary school curriculum.

What does the school need to do to improve further?

- Ensure that lower-attaining pupils do as well as possible by:
 - modifying tasks to better meet their specific learning needs
 - ensuring that lessons challenge and encourage all pupils in their learning

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- making better use of questioning to help pupils to develop their thinking skills
 - checking that pupils know exactly how to improve their skills
 - making sure more lessons are outstanding.
- Raise levels of pupils' attendance by working closely with parents and carers to reduce the number of holidays taken during term time.

Outcomes for individuals and groups of pupils**2**

Pupils speak highly of their school and enjoy being given responsibility. They are articulate, reflective, caring and enterprising young people who are very well prepared to realise their ambitions when they move on to their next schools. Pupils are enthusiastic learners, hungry to find out more and keen to give their ideas. Many complete work neatly and tidily, taking great pride in their presentation; this is particularly evident in their work books and in the numerous well-produced classroom and corridor displays that reflect high standards in information and communication technology and other subjects. In the lessons seen, pupils readily assess and review their work and they thrive during opportunities to work collaboratively with their peers. Pupils thrive when they help one-another. Senators, eco-team members, buddies, play leaders, house captains, librarians and lunchtime club leaders were seen throughout the school contributing to the settled and purposeful atmosphere. Pupils know about different faiths within the United Kingdom and in the wider world. During the inspection, pupils demonstrated energetic participation in sports and music and made healthy food and drink choices at lunchtime.

Pupils arrive in Year 3 with standards close to average in English, mathematics and science. Boys and girls make good progress in their learning and leave with above or well above average attainment. For example, pupils were observed in a Year 6 class writing very persuasive arguments to inform a lively debate. However, in a minority of lessons, and especially in subjects other than mathematics and English, the learning of low-attaining pupils slows because the tasks are not modified to meet their needs. However, other pupils with more acute special educational needs and/or disabilities and the very few who do not speak English at home make good progress because they are well supported in and out of the classroom.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

How effective is the provision?

Lessons are often lively and interesting because teachers organise activities that engage pupils both mentally and creatively. Teaching makes very interesting links between some subjects, especially using literacy skills, so learning is enjoyable and challenging in most lessons. Projects such as Alien Invasion, What a Load of Rubbish! and Second World War enthuse pupils, especially boys, to research things for themselves. Most teachers know their pupils' precise academic needs and many plan work to match their learning creatively and accurately but this is inconsistent. In several lessons observed, teachers had extension work ready and waiting for the most able pupils so they could forge ahead. However, on a few occasions, some of the pupils who require extra support are not given sufficient help to get on faster, especially in lessons other than English and mathematics. In these classes, tasks are not modified well enough to meet the needs of lower-attaining pupils.

Many parents and carers mention the engaging curriculum as a key factor in the success of the school and it is underpinned by the values of the UNICEF rights and respect agenda. Partnerships with the local community enhance the provision in sport, music and history. The joy of music is clear throughout the school both in lessons and after school. The sound of many samba band instruments was to be heard during the inspection and the delight it gave the children was obvious. Pupils are introduced to French as well as enterprise initiatives; the pupils are enterprising fund-raisers! An extremely varied range of extra-curricular clubs plays a very important part in extending pupils' experiences and developing their personal skills.

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Pupils are very well cared for. Pupils who are new to the school settle in very quickly because of close liaison between staff before transfer and the warm welcome they receive. In addition, the school ensures that there is a smooth transition to the local secondary school with plenty of visits. Vulnerable children progress well due to careful attention to their needs and good use of outside agencies. The school has established effective links with other local schools to share extended services, which enhance the all-round care of pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

How effective are leadership and management?

The headteacher and his senior team work very well to determine what is going well and what needs to be improved through the skilful analysis of robust data. The leadership and management structure involving learning managers is particularly effective. They have a clear strategic plan to move the school forward, based on well-researched and manageable development priorities. The views of pupils, staff, parents and carers feed into development planning very well. Safeguarding procedures are excellent because staff are well trained and are extremely vigilant in their attention to health and safety, risk assessment and child protection procedures.

Community cohesion is promoted effectively. The school is held in high esteem within the locality and promotes the importance of community involvement among its pupils by participating enthusiastically in sports, historical and musical events. Charitable links with other countries such as Pakistan are well established and the pupils are thoroughly knowledgeable and at ease with people from different religions, ethnic origins and socio-economic backgrounds.

Accepting the relative need to strengthen the achievement of some pupils with special educational needs and/or disabilities, the promotion of equal opportunities is good. School leaders tackle any form of discrimination and they go out of their way to ensure no pupil misses a chance to make the most of their academic, creative and sporting talents.

The committed governing body maintains a tight oversight of the finances and the fabric of the building. Governors are clear about the school's strengths and weaknesses, especially through a good understanding of school-wide data and the curriculum.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Views of parents and carers

A very large majority of the parents and carers who returned the questionnaires agreed that their children enjoyed school and that the school kept them safe and free from harm. One typical comment was, 'I have the utmost praise for all members of staff.' Another enthused, 'Every child knows their boundaries and has respect.' Many others commented favourably about how the school is well led by the headteacher and his senior staff. A small proportion of parents are concerned about the rate of progress made by their children. Inspection evidence can confirm that the school has already identified this as an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Milton Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 176 completed questionnaires by the end of the on-site inspection. In total, there are 358 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	35	105	60	6	3	2	1
The school keeps my child safe	74	42	99	56	1	1	0	0
The school informs me about my child's progress	58	33	110	63	3	3	2	1
My child is making enough progress at this school	48	27	110	63	13	7	3	2
The teaching is good at this school	52	30	113	64	11	6	0	0
The school helps me to support my child's learning	49	28	112	64	9	5	1	1
The school helps my child to have a healthy lifestyle	64	36	103	59	8	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	24	117	67	9	5	0	0
The school meets my child's particular needs	43	24	111	63	18	10	2	1
The school deals effectively with unacceptable behaviour	45	26	105	60	13	7	3	2
The school takes account of my suggestions and concerns	35	20	116	66	14	8	2	1
The school is led and managed effectively	63	36	97	55	7	4	4	2
Overall, I am happy with my child's experience at this school	67	38	95	54	9	5	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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19 March 2010

Dear Pupils

Inspection of New Milton Junior School, New Milton, Hampshire, BH25 6DS

Thank you for such a warm welcome to your school and for helping us during the inspection. We found that you are getting a good education. You are clearly very happy and you are well supported by your teachers and other adults in the school. Here are some of the strong features we found:

- The teachers plan and provide interesting lessons that enable most of you to enjoy learning and achieve above average standards.
- Your behaviour and attitudes are good and you support one another very well.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take good care of you.
- It is clear that you know how to be safe and to eat healthily and lead healthy lifestyles.

The school runs smoothly. We much enjoyed the very colourful displays demonstrating your high levels of skill. The headteacher, his staff and the governors clearly know what the school needs to do to improve and how well it is doing. We have asked them to do the following to make the school even better:

- make sure that those of you who find learning difficult are given more help, especially in lessons other than English and mathematics
- ensure that more pupils attend school regularly.

You can help make these things happen by continuing to care and work hard, and by always coming to school unless you are unwell.

Yours sincerely

Ken Bryan

Lead Inspector

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