

# New Milton Infant School

## Inspection report

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<b>Unique Reference Number</b>	115928
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357845
<b>Inspection dates</b>	13–14 September 2010
<b>Reporting inspector</b>	Jacqueline Marshall

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Burn
<b>Headteacher</b>	Claire Skerrett
<b>Date of previous school inspection</b>	10 September 2007
<b>School address</b>	Lymington Road New Milton BH25 6PZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed 10 teachers and held meetings with groups of pupils, staff, school leaders and governors. They looked at school documentation including policies, pupils' progress data, attendance figures, school improvement planning and pupils' work. They evaluated 41 parent and carer questionnaires.

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

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly for higher achieving pupils and those with special educational needs and/or disabilities.
- The extent to which the school's actions to tackle persistent absenteeism have been successful.
- The extent to which staff use assessment information to support and challenge pupils' learning and secure outstanding achievement.
- The effectiveness of leaders in checking, reviewing and taking actions to raise standards, particularly in writing.

## Information about the school

New Milton Infants is an average sized school. There is a school and local authority managed Early Learning Group on the premises which provides speech and language support for pre-school children in the New Forest area. At the time of the inspection, children had only just started attending the Early Learning Group. Over the last year the school has experienced a high number of staff changes, particularly senior leaders, and currently has two teachers on maternity leave.

Almost all pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. They have a range of needs that includes physical disabilities, speech, language and communication issues and moderate learning, behavioural, emotional and social difficulties.

The school has gained a number of awards, some of which demonstrate a commitment to developing healthy lifestyles, for example, the Healthy School award and the Active Schools Mark.

**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?****1****The school's capacity for sustained improvement****2**

## Main findings

New Milton Infant is an outstanding school. Since its last inspection, staff and governors have worked hard to maintain the tremendously high levels of care, guidance and support provided for pupils. There is a very strong focus on every aspect of the school's pastoral care. Consequently, pupils and their families are extremely well supported. All staff work effectively to ensure that pupils achieve very well in their learning and develop as mature and caring individuals. Pupils benefit from very supportive relationships with all staff and display a great deal of enthusiasm for learning. Pupils contribute extremely effectively to the school and wider community. This is demonstrated well through their readiness, even from the very youngest age, to be involved in how the school is run. Pupils participate enthusiastically in the school council as well as willingly taking on responsibilities such as playground buddies and monitors. Pupils have an exceptional appreciation of spiritual, moral, social and cultural issues. Within school they are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the school a very safe and welcoming place.

Pupils' achievement is excellent because the school adapts its curriculum particularly well to ensure that every individual's needs are met and all pupils are able to fulfil their potential. This enables pupils to make exceptional progress from their starting points in the Early Years Foundation Stage to when they leave to join the Junior School. All staff know the pupils' abilities extremely well. This is because highly effective checks are regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives individual pupils and groups as a result. Teachers mark pupils' work alongside them and discuss the next steps in their learning consistently and regularly. As a result, even at this early stage in the term, pupils have a very good understanding of what they are working on next and increasingly, due to the school's current focus, how they can get better.

Although attendance is at average levels there has been a marked improvement over the last year and persistent absence has been improved significantly. The school has been very successful in working with families to improve this situation but acknowledge that there is further work to be done. Along with the governors, established and new staff, are continually looking for ways to improve the school. The leaders and governors accurate self-evaluation and actions to maintain and build upon the high levels of pastoral care seen at the time of the last inspection, show the school has a good capacity for further improvement.

**What does the school need to do to improve further?**

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## ■ Improve attendance by:

- ensuring that persistent absence is eradicated entirely by working directly with families to reduce levels of absence for a very small number of pupils
- promote the importance of continual good attendance to all pupils, parents and carers and maintain this as a high priority across the school.

**Outcomes for individuals and groups of pupils****1**

Pupils enjoy all aspects of school life. Their understanding of how to stay safe and lead a healthy lifestyle is excellent. This is demonstrated well through their high take-up of physical activities in sporting clubs and in making the most of the opportunities to exercise at playtimes. Well-targeted cookery clubs have been hugely successful with pupils and parents alike. Pupils of all ages talk confidently about the benefits that exercise and eating healthily can bring and are quick to explain the healthy choices they make in what they eat and do. Their behaviour is good both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. Whilst attendance for a few pupils continues to be an area for improvement, pupils' ability in general to work really well together from an early age, are key factors in pupils' rapid development of basic skills. They are well-prepared for the next stage of their education.

Pupils achieve extremely well academically. They talk with confidence about their learning and share their ideas willingly with one another. During a literacy session, pupils in Year 2 enjoyed talking with their partners about what makes an interesting sentence and contributing their own suggestions. They confidently discussed different alternatives considering which words were most effective in creating the sentence they most wanted to read. In a Year 1 literacy lesson, the popular story 'The Whale and the Snail' provided an effective starting point for pupils' own ideas and generated a wealth of vocabulary which they used well in their subsequent writing. When excited pupils noticed the snails' writing looked like the new cursive style they were starting to learn the teacher effectively capitalised on the moment, reminding the class of the importance of keeping their pencils on the paper as they wrote. Pupils of all ages speak eagerly about what they have been learning and talk confidently about their targets that help them to improve their work. Attainment in the Year 2 national tests over the last three years has been consistently above average. Over time, pupils make outstanding progress from starting points that are below expected levels as they enter the school in the Early Years Foundation Stage. The school ensures different groups and individuals, such as higher-achieving pupils, are targeted very effectively to enable them to learn effectively. Consequently, all pupils, including those with special educational needs and/or disabilities, make the same excellent progress in reading, writing and mathematics.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The quality of teaching is very effective in all stages of the school. The key features of this are: the very good relationships adults have with children; the particularly well targeted use of additional adults both in class and in leading small groups; effective behaviour management; and the good use of talk partners to allow pupils to try out and share ideas. Together, they contribute to helping pupils develop their very positive attitudes to learning. Exemplary assessment procedures are used to set high expectations for pupils' achievement in reading and are being successfully adapted to raise standards in writing still further. Opportunities for discussions between adults and pupils in lessons, already well established, are currently being refined to ensure that pupils are aware at all times of how they can improve their own learning.

The curriculum is extremely successful because it is very well matched to individual's needs. Personalised learning groups in Year 1 and 2 are tremendously effective in enabling the school to target individuals or specific groups ensuring they achieve particularly well. Pupils' basic skills in English, mathematics and information and communication technology are very effectively developed. Since the last inspection the school has been successful in raising standards in both writing and information communication technology. The curriculum is brought alive by the creative links made between subjects and enhanced by visits, themed topics and visitors who share their expertise with pupils.

<sup>1</sup> 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' welfare and personal, social and health needs are catered for extremely well because the school works exceptionally closely with parents and carers as well as outside agencies such as the education welfare officer, when needed. The school's very effective efforts to support its whole school community are evident in many ways. For example, the work with pupils and families who might otherwise find it difficult to access education is evident in their increased attendance and reduced persistent absence and exclusions. Clubs run during school time have been successful, for example in involving parents and in improving the diet and healthy choices pupils make.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The extremely effective headteacher who is well supported by key leaders, provides a clear vision for how the school can move forward. She has been instrumental in maintaining and improving the quality of teaching and the tremendously caring ethos of the school commented on very positively by parents, carers and staff alike. There is a strong team atmosphere of 'can do' amongst the staff. They have risen well to the challenge taking on additional responsibilities whilst there have been leadership vacancies, ensuring that outcomes for pupils have not been compromised in any way. As part of the school's improvement planning, the governing body and leaders at all levels are involved in analysing the school's results and monitoring teaching to see where it is most effective and where improvements are needed. As a result, all leaders have a clear understanding of the school's overall strengths and areas for development.

At the time of the inspection, all staff play their part in ensuring that robust safeguarding procedures are effectively managed as well as supporting the school's sharp focus on pastoral care. Good practice is adopted across all areas of its work. The school's promotion of equality and diversity is excellent; staff ensure that there is no discrimination between groups so that all have the opportunities to flourish individually and achieve very well. Staff and the governing body have been particularly effective in promoting community cohesion at school and local levels. Established links with a nursery in Kenya ensure that pupils can engage well with others from a different country as well.

*These are the grades for leadership and management*

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

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

## Early Years Foundation Stage

Children enter the Reception classes with skills and understanding that are below those typically expected for their age, particularly in their communication, language and literacy and personal, social and emotional skills. They grow quickly in confidence, becoming enthusiastic explorers and learners by the time they enter Year 1 because of the particularly strong focus on pastoral care, guidance and support and effective teaching. Children make good progress, especially in those areas where their skills are weaker, and enter Year 1 with average attainment. The curriculum is adapted effectively to engage learners. Much has been done in the Reception classes to develop aspects of their outdoor learning environment in order to provide rich and stimulating surroundings. Activities are increasingly well-planned so that children can build on their knowledge and understanding both indoors and outdoors. Teaching is good and the children learn well from the quality interventions they receive as they play. Many children enjoyed playing on the large wheeled vehicles. They talked animatedly about how they could make this activity safer, deciding to create a route for them to take, keeping order by taking on the role of the police themselves. They ensured the rules were kept and issued tickets if drivers were dangerous as a result of an adult's effective and challenging questioning. External links and communication are now good with home-school books being developed well to give parents and carers a better understanding of how they can help their children's development through everyday activities. The Early Years Foundation Stage leader and team use assessment information effectively to promote learning and are able to demonstrate the good gains that children make. Strong links exist between the Early Years Foundation Stage and the Early Learning Group. Children benefit socially from playing together in the outdoor



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learning environment and staff effectively share expertise during joint planning sessions.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parental questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils, how well it deals with suggestions from parents and carers and how much their children enjoy school. Typical comments included 'my child is always encouraged to strive ahead with enthusiastic and caring support from the teaching staff' and 'teachers are always helpful and make time to talk to parents'.

A very small minority of parents and carers reported concerns over how the school deals with disruptive behaviour and how they were informed about the progress their child was making. While there are occasional displays of challenging behaviour by pupils, these are effectively dealt with and the impact on other learners is minimal. The management of behaviour is very good. Evidence gathered during the inspection showed that information on pupils' progress is regularly shared with parents and carers, some of whom commented positively on this aspect of the school's work in their questionnaires.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Milton Infant 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	83	7	17	0	0	0	0
The school keeps my child safe	34	83	7	17	0	0	0	0
The school informs me about my child's progress	19	46	21	51	0	0	0	0
My child is making enough progress at this school	22	54	17	41	1	2	0	0
The teaching is good at this school	26	63	14	34	0	0	0	0
The school helps me to support my child's learning	19	46	19	46	2	5	0	0
The school helps my child to have a healthy lifestyle	24	59	16	39	0	0	0	0
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)	21	51	16	39	0	0	0	0
The school meets my child's particular needs	20	49	20	49	0	0	0	0
The school deals effectively with unacceptable behaviour	14	34	22	24	3	7	0	0
The school takes account of my suggestions and concerns	15	37	25	61	0	0	0	0
The school is led and managed effectively	23	56	15	37	0	0	0	0
Overall, I am happy with my child's experience at this school	27	66	13	32	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 September 2010

Dear Children

Inspection of New Milton Infant School, New Milton, BH25 6PZ

Thank you for talking to us and showing us your work when we visited. We were pleased to hear how much you enjoy coming to school and that your teachers plan lots of interesting things for you to do. You get on extremely well with one another and your behaviour around school is good. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are lots of interesting visitors to your school and activities to get involved in. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your school is outstanding. The curriculum planned for you meets your needs extremely well. Teachers and other adults are very good at helping you to make excellent progress in your work. The leaders in your school run it well. They know just what needs to be done to improve your school even more. In order to help make your school even better we have asked the adults at your school to improve one thing:

- work with your families to make sure you miss as little of your learning as possible. You can help by coming to school regularly and continuing to respect others' values, both in this school and in later life. Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall Lead Inspector

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