

The New Forest Primary School

Inspection report

Unique Reference Number	126407
Local Authority	Wiltshire
Inspection number	346340
Inspection dates	6–7 July 2010
Reporting inspector	Mick Pye

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Mark Balysz
Headteacher	Lorraine Pugh
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and saw a total of seven teachers. They held meetings with governors, a group of pupils, and staff. They observed the school's work, and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governor minutes and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and those from 69 parents and carers.

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

- what the current levels of attainment and progress are in English, science and mathematics, and how well high attainers do in writing
- the quality of analysis by leaders of assessment data, what their findings show about the academic performance of girls and the effect of any subsequent actions taken
- how effectively leaders at all levels have been in managing the development of this two-site school
- whether the school is correct in identifying apparent strengths in areas of personal development, and the Early Years Foundation Stage.

Information about the school

The establishment of the New Forest Church of England Primary School resulted from the amalgamation of two local schools. In September 2009, the Key Stage 1 site opened in the village of Landford, with the Key Stage 2 school being situated in nearby Nomansland. Both villages are set in a rural environment. Pupils in this smaller than average primary school come predominantly from a White British background. There is a well below average proportion of pupils known to be entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average as is the number of pupils with a statement of special needs. The majority of these pupils have moderate learning difficulties. The Early Years Foundation Stage consists of two mixed-age Reception/Year 1 classes; this is set to become one Reception class from September. The school has been nationally recognised through the Activemark and the Healthy School awards.

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

1

Main findings

The school provides an outstanding education for its pupils. Under the extremely focused and skilled leadership of the headteacher, the school has maintained high standards through a period of upheaval. One parent summed up the feelings of many: 'The school is warm and welcoming, from the headteacher and staff to the children. The children always seem happy and confident, the lessons and activities are engaging and interesting. My children love going to school.'

Good teaching, along with extremely positive pupil attitudes, explains the excellent progress of pupils. They enter Reception with skills and knowledge at expected levels. On exit, at the end of Year 6 in the 2009 national tests, the pupils, including those with special educational needs and/or disabilities, attained well above average levels in science, mathematics and English. There are no significant differences in the progress of girls and boys, and high attainers do well in writing. Pupils respond very well to the good mix of activities in lessons and are willing to get involved because relationships are extremely positive. There exist some minor inconsistencies, including in the Early Years Foundation Stage, to the pace of lessons and the quality of questioning. During these periods, progress slows. Pupils say they benefit well from teachers' marking; they know what they have to do to improve their work. Occasionally, teachers, when planning work that challenges pupils of different abilities, identify tasks rather than what learning they expect.

The impact of the work completed by the school in attaining the national awards can be seen in the very high levels of pupils' knowledge about how to remain healthy. They talk of the need for fruit and vegetables in their diet, identify a range of unhealthy foods, and participate in large numbers in the various sports clubs. Their contribution to the community is outstanding. They participate widely in local events, sing in the community, and carry out a very good number of charity fundraising events, often self-initiated. The standards attained by pupils reflect the high quality of the curriculum. Their outstanding levels of progress result also from pupils being able to concentrate on their work. This is because of the excellent care, support and guidance provided for them by the school. The adults know the pupils very well and have an accurate understanding of their needs.

There is an established monitoring cycle, which leads to accurate self-evaluation and relevant development objectives being identified. Subject leaders are increasingly involved, but not all of their planned actions for development are sufficiently specific, thereby making it difficult to measure accurately any progress made. The school recognises the need, and is now in a position, to provide more time for them to fully carry out their roles. Governors have contributed well to the unification of the two

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schools; the school's name resulted from the involvement of the whole community. The smooth transition, the maintenance of very high standards, excellent personal development of pupils and outstanding levels of care all reflect an outstanding capacity to improve.

What does the school need to do to improve further?

- Improve the quality of subject leadership through:
 - providing more time for them to carry out their management roles
 - ensuring that all subject coordinators identify more specific actions for development, and show how they are to be measured for their impact.
- Eradicate the inconsistencies in teaching through:
 - ensuring that all teachers use questions that constantly challenge pupils of all abilities
 - teachers' planning work that identifies the learning expected of pupils of different abilities
 - ensuring that all lessons are conducted with good pace.

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

Pupils achieve outstandingly because they enjoy their learning so much. 'Wow!' was the reaction of many in a Year 4 lesson when they were presented with the challenge of organising an exploration to a remote rainforest. The subsequent group work showed their high levels of personal development as they negotiated what specific roles they were going to adopt, for example who was going to be the medical officer. This enthusiasm is also evident in their singing during collective worship. In a Year 1 science lesson, the pupils showed high levels of confidence in giving their views.

□ The high levels of pupils' attainment and progress in 2009 are similarly evident in the current Year 6. Accurate school analysis indicates that the 2009 comparatively weaker performance of girls was due to particular circumstances that year involving a small number of pupils, and not part of a general trend. This is supported by lesson observations where no significant gender gap is in evidence. Pupils, including those few entitled to free school meals, make extremely good progress and are working at levels well above average by the end of Year 6. Such levels of basic skills, together with numerous opportunities for entrepreneurial activities and team work, help ensure that pupils are prepared outstandingly for the next stage in their schooling.

□ Pupils say that they feel extremely safe. One boy said, 'When the gates are closed I feel cosy and safe.' They talk in detail about how to keep safe when dealing with the internet. Behaviour is exemplary and this allows lessons to proceed uninterrupted. The pupils' high level of personal development is seen in the pride they take and the responsible approach adopted when carrying out positions of responsibility. The school council make relevant decisions, prefects carry out their duties diligently, and eco

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warriors help raise the profile of conservation and ecological issues. Pupils' spiritual, moral, social and cultural development is outstanding. In one lesson, they considered the morality of Robin Hood's actions ? was he a hero or no better than a highwayman in stealing from the rich? Their cultural and multi-cultural experiences are very strong. Pupils responded enthusiastically when asked to sing African songs in assembly, respect was evident and a very strong spiritual response given during the service.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils benefit from good and often outstanding teaching in well prepared and organised lessons. For example, in a Year 6 science lesson, pupils experienced first hand the impact of camouflage, because they searched for different coloured 'worms' that had been pre-prepared and hidden around the school garden. Teachers' subject knowledge is very secure and good use of information and communication technology (ICT) adds interest to the lessons. On occasions, pupils spend too long on the mat, and the level of challenge for pupils is not always high enough. Teachers now have a range of good assessment data that allows them to identify any pupil requiring additional help.

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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□ The curriculum manifestly meets the basic skill needs of pupils. In addition, learning is made more real for them because of very good and imaginative links between subjects. The development of a Hamptworth Newsround programme involved pupils in interviewing people, writing reports on a range of issues, editing, planning and broadcasting. Both school sites and parents could access the programme. The Tudor project linked history with ICT and geography and encouraged the development of pupils' research skills. The piloting of a new curriculum is giving good additional breadth to the school's provision. The curriculum is exceptionally well enhanced, for example in Latin and chess clubs.

□ The school is highly skilled in tackling any barriers to learning resulting from social, physical or emotional problems. This extends beyond the school gate, with families well supported. Not averse to carrying out their own research, the school has successfully ensured that pupils are given the necessary support and guidance which allows them to progress in their academic work. One pupil wrote, 'I think my school is kind and caring and if you ask me to mark it out of 100, I would say 100/100.' The school works closely with a very broad range of external agencies. Where additional intervention and support is required, as with pupils with special educational needs and/or disabilities, these are carefully planned and their impact tracked. As a consequence, and because of very well targeted one-to-one or small group work conducted by teaching assistants, these pupils progress exceptionally well.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school's rapid and successful development reflects the very effective leadership of the headteacher, who has a very clear vision for continual review, self-evaluation and improvement. In a short period, this emphasis on quality has been effectively shared and adopted by staff. The impact of this is seen in the exceptional levels of pupils' outcomes. Relevant development objectives are identified, and they are well linked to continual professional development. Not all subject action points are specific enough and this makes measurement of success difficult. Teachers benefit from valuable feedback after lesson observations, and teaching is consistently delivering well above average attainment. Partnerships with parents are outstanding. In addition to the usual reports and website, the school produces a high quality coloured newsletter that gives examples of pupils' work. The work of leaders and managers at all levels has helped ensure that

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the need for effective communication during and after the amalgamation has been very well met. The two school communities have been effectively brought together as a result of strategies adopted by the school to ensure all have equal opportunity. For example, joint events are held to ensure pupils feel a part of one school. This, together with very effective links with a contrasting school in London and international links with schools in Zambia, Ethiopia and America, reflects the outstanding impact of the school's work in ensuring community cohesion. Pupils benefit from outstanding partnerships with external bodies, including local businesses. The school cluster is very well used to provide a range of opportunities for pupils with gifts and talents, whilst all pupils benefit extremely well from additional sports activities and modern foreign languages. Governors visit regularly and raise questions of the school but recognise the need to further develop their 'critical friend' role. Statutory responsibilities are carried out well, for example the reviewing and monitoring of good safeguarding and equal opportunities policies and procedures. The school tackles discrimination exceptionally well, adopting well-thought-out strategies, such as asking a male nurse and female doctor to talk to pupils about their jobs.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

A good number of questionnaires were returned. A few had concerns about whether the school took account of their suggestions, most commenting about the increased class sizes since the amalgamation. Inspectors did not judge the class sizes to be exceptional or that they created a problem. The very large majority of parents are fully happy with

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the work of the school. One parent summed this up when writing, 'I couldn't think of a better school for my children and am proud that they attend.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the New Forest Church of England Primary 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	75	15	22	3	4	0	0
The school keeps my child safe	53	77	16	23	1	1	0	0
The school informs me about my child's progress	39	57	24	35	7	10	0	0
My child is making enough progress at this school	40	58	23	33	4	6	2	3
The teaching is good at this school	49	71	17	25	2	3	1	1
The school helps me to support my child's learning	40	58	23	33	5	7	2	3
The school helps my child to have a healthy lifestyle	46	57	21	30	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)	42	61	20	29	2	3	0	0
The school meets my child's particular needs	44	64	19	28	4	6	1	1
The school deals effectively with unacceptable behaviour	43	62	22	32	4	6	1	1
The school takes account of my suggestions and concerns	38	55	20	29	9	13	1	1
The school is led and managed effectively	49	71	17	25	4	6	0	0
Overall, I am happy with my child's experience at this school	49	71	17	25	3	4	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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">■ 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.



8 July 2010

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Dear Pupils □

Inspection of The New Forest CofE Primary School, Salisbury SP5 2BY

You may remember our recent visit to your school. You were very keen to tell us about the school and we listened carefully to what you had to say. You told us that you felt it was a good school. In fact, we believe it to be outstanding; this means that it is very, very good.

□ There are many things we particularly liked. You progress in your work exceptionally well and the standard of your work is well above that normally expected for your age. This is because you have very good attitudes to your learning but you also receive good, and sometimes better, teaching. You said that lessons were fun and that you had different things to do which interested you. We liked the work you are doing about the rainforest and Year 3 said how much they enjoyed their residential trip.

□ You also told us, and we agree, that you are safe in school. You know extremely well how to keep healthy □ well done! We liked very much the way you contribute to the life of the school, as school councillors, eco-warriors or as prefects. Well done for your charity work; we especially liked the way you do your own thing to raise some large sums of money □ the cakes you sell must be good!

□ The school looks after you extremely well and this means that you are able to concentrate on your work. Your headteacher, the governors and staff have worked extremely hard to bring your school together □ looking around at how happy you are shows how successful they have been. Even outstanding schools can get better and we have asked the school to make sure you are challenged in all lessons. You can help by telling them when you found the work too easy or too hard. We have also asked the school to ensure that the adults who lead subjects get sufficient time to carry out their duties, and that they are able to measure the success of any changes they introduce.

□ On behalf of all the inspectors, thank you again for your help and I wish you all the best for your future.

□ Yours sincerely

□ Michael Pye

Additional inspector

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