

New Milton Junior School

Address: Old Milton Road, New Milton, Hampshire, BH25 6DS

Unique reference number (URN): 115929

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' messages about the importance of being in school every day unless there is good reason are unequivocal. Not satisfied with attendance that had been close to average over time, there has been a renewed and successful focus on restoring it to pre-pandemic levels. High expectations and bespoke, considerate support go hand in hand. Unnecessary absence has fallen. Attendance overall and for key groups is higher than seen nationally. Leaders' presence at the start of the day promotes pupils' punctuality so they do not miss important learning. Resourceful solutions help to motivate the reluctant few to get into school on time.

Well-known school values underpin the high expectations leaders, staff and pupils consistently have of others and themselves. There is a tangible sense of community. Pupils behave very well without the need for reminders. They are invariably focused in class and keen to learn. Social times are harmonious. Instances of unkind behaviour are rare. When, occasionally, pupils forget themselves, staff deal with incidents swiftly and fairly. Pupils are helped to think how others might feel and how they might make changes for the better going forward. Staff effectively support those who need extra help to manage their feelings and interactions day to day.

Inclusion

Strong standard ●

Leaders' commitment to inclusion is remarkable. Training has upskilled teachers to think about their practice through the lens of pupils who might be vulnerable. The attention paid to understanding and pinpointing precisely what an individual's needs are is impressive. Provision for pupils with special educational needs and/or disabilities is informed by relevant and up-to-date research. Staff are adept at identifying pupils who are struggling to keep up and adapt teaching accordingly. Leaders carefully consider any additional support needed, taking account of the pupil and their family's views. Staff deliver interventions skilfully. Leaders are scrupulous in keeping track of impact and swiftly making adjustments if support is not working. Where needed, they reach out for specialist advice.

Provision for other groups of pupils who need something extra or different is equally effective. Leaders apply the same meticulous approach to identifying barriers to learning or the challenges pupils are facing in life. They keep a watchful eye to check whether the support makes a difference. Leaders use additional funding judiciously and keep it under constant review. Beyond academic support, the funding broadens horizons and ensures that pupils can access the full range of school activities.

Leadership and governance

Strong standard ●

Leaders have pupils' best interests at the front of their mind in their insightful evaluation of the school's work. They are rightly proud of the many strengths, but continue to challenge themselves as to what could be even better. Leaders consider a wealth of information about current practice in school and its impact on pupils, alongside the shifting needs of cohorts. They listen to the views of pupils, staff and parents. Leaders are also outward looking.

Relevant research and external advice inform decision-making. Professional learning for staff is closely aligned to the school's priorities. Leaders ensure that improvements are sustainable and avoid overloading staff so that they can be at their best for pupils. They are swift to take effective action where a need arises or practice falls short of their high expectations.

Curriculum leaders play a key role in the drive for further improvement. Their professional knowledge is regularly topped up. In turn, they ensure that leaders are kept abreast of any pressing changes and staff training needed. A cycle of systematic reviews considers each subject in depth over time.

Governors provide the right balance of challenge and support as they hold leaders to account for the impact of the school's work. They make sure that they are well informed. Decisions are based on ensuring that pupils get the best deal possible. For example, governors are clear what the non-negotiables are when considering how best to use the budget. Oversight of provision for pupils with special educational needs and/or disabilities and those eligible for additional funding is robust.

Personal development and wellbeing

Strong standard 

The school's personal development programme is thoughtfully designed to be relevant to pupils both in the 'here and now' and in the future. Meticulous planning captures leaders' aspirations to prepare pupils to be confident, happy citizens. The school values permeate every aspect of school life, shaping pupils' character as they strive to live up to the qualities leaders are looking for. Pupils' achievements, academic and otherwise, are widely celebrated. Awards boost confidence and raise aspirations. Pupils know why they 'stand out'. Citizen awards are highly prized. Pupils are generous in the comments they contribute about their classmates' attitudes and attributes.

The taught curriculum builds pupils' understanding of important topics over time. They learn about respect for themselves and others, looking after their wellbeing, healthy relationships, their place in the world and diversity, including different faiths. Leaders take great care to tailor the curriculum to sensitively address the risks they know pupils might face in the local area. Assemblies complement learning in the classroom. Clubs and other activities open up a range of opportunities to pursue interests and learn new skills. Leaders go to great lengths to remove any barriers to participation. They open pupils' minds to possible careers. By the end of Year 6, pupils are confident and well equipped with the knowledge, attitudes and attributes they need to thrive at secondary school.

The school is vigilant in keeping an eye on pupils' wellbeing. Leaders' presence at the start and end of the day means that concerns are dealt with before they become issues. Effective communication ensures that parents or carers are kept up to date if any concerns arise in school. Additional pastoral support, for example 'ketchup club', which supports anxious pupils at lunchtime, is well matched to pupils' needs.

Expected standard

Achievement

Expected standard 

Pupils, rightly, feel ready for the move to secondary school when their time comes. Alongside their studies, they develop a healthy work ethic and positive learning habits that stand them in good stead for the future. Leaders ensure that pupils have secure knowledge and skills in English and mathematics. Overall, pupils achieve well in national tests at the end of Year 6. Disadvantaged pupils' outcomes compare favourably with similar pupils. Pupils with special educational needs and/or disabilities learn well. They benefit from carefully considered adaptations and tailored programmes. Mindful of changing cohorts and starting points, leaders' current sharp focus on the basics is quickly closing any gaps in early reading, writing and mathematical skills.

Across other subjects, pupils gain a broad range of knowledge and skills over time. Sometimes, however, the depth of their learning and the quality of the work they produce is not to the same high standard as in English and mathematics.

Curriculum and teaching

Expected standard 

Leaders have an unwavering focus on getting the basics right. A well-considered programme is in place to get pupils who are still at an early stage of learning to read back on track. Staff have the expertise to deliver it skilfully. Based on systematic reviews, the teaching of reading and mathematics has been enhanced in recent years. New vocabulary is taught explicitly. Teachers are typically adept at explaining learning and checking pupils' understanding. They proficiently adapt teaching to meet the different needs in their class.

Across other subjects, leaders ensure that pupils benefit from a broad curriculum. They consider how pupils' knowledge and skills should build over time. Leaders keep each subject under review. The school plays a leading role in the local area, bringing together schools and subject experts annually. This ensures that the thinking in each subject is up to date and the curriculum is fit for purpose. A rolling programme of monitoring checks how effective the teaching of each subject is and the impact on pupils' learning. Findings inform any adaptations needed and staff training to enhance pupils' learning. Leaders' forensic oversight means that they are well aware of pockets where the wider curriculum is not consistently delivered as intended.

What it's like to be a pupil at this school

Leaders' simple mantra is that they want pupils to 'come in smiling, go home smiling and learn something in between'. They accomplish this and much more. There is a tangible sense of anticipation as pupils gather on the playground at the beginning of the day. Once inside, every moment counts. There is a buzz of activity as pupils quickly settle to morning tasks designed to practise their basic skills and consolidate learning. Pupils benefit from the close attention leaders pay to getting the curriculum right and training staff to meet the

various needs in their class. Pupils achieve well in reading, writing and mathematics by the end of Year 6.

Well-established school values are deliberately chosen to foster pupils' sense of belonging to the school community. They shape pupils' highly positive relationships with each other and staff. Pupils know that the values set the benchmark for how to live their life outside of school now and in the future. 'Kind' is the word on the tip of everyone's tongues. Pupils feel safe and well cared for in school. Rightly, they trust adults in school to look after them and deal with any worries they may have. Pupils and their 'stories' are well known. Support and high expectations go hand in hand to help them and their families overcome any challenges they are facing in their lives.

Pupils' enthusiasm for everything the school offers is infectious. They attend regularly. Participation in activities beyond the classroom is high. Pupils' confidence and self-esteem are nurtured by the myriad of awards and recognition for their efforts and success. Older pupils feel that they have been well prepared for the next step in their education and with important life skills. 'Together towards our very best' is a reality for them.

Next steps

- Leaders should maintain momentum to ensure that high-quality teaching is embedded across the curriculum, so that pupils consistently achieve as well across the foundation subjects as they do in English and mathematics.
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About this inspection

The chair of the board of governors in this school is Anne Pritchard.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, groups of staff and pupils during the inspection. The lead inspector also spoke with representatives of the governing body, including the chair, and the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently make use of any alternative provision.

Headteacher : Kelvin Geary

Lead inspector:

Alison Bradley, Ofsted Inspector

Team inspectors:

Christine Bulmer, Ofsted Inspector

Aimee Floyd, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

341

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

372

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.78%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.87%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.14%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (revised)	68%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	84%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	80%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (revised)	59%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above
2024/25 (revised)	78%	63%	Above
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	68%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (revised)	69%	59%	Close to average
2023/24 (final)	78%	58%	Above
2022/23 (final)	59%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	74%	59%	Above
2022/23 (final)	73%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (revised)	59%	69%	-10 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	68%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (revised)	69%	78%	-10 pp
2023/24 (final)	78%	78%	0 pp
2022/23 (final)	59%	77%	-18 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	74%	79%	-5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	79%	-6 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.4%	13.3%	Close to average
2023/24 (3 term)	14.2%	14.6%	Close to average
2022/23 (3 term)	16.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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