

The Arnewood School

Address: Gore Road, New Milton, Hampshire, BH25 6RS

Unique reference number (URN): 136652

Inspection report: 17 March 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.

Expected standard

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with the national average. Leaders use different strategies to promote school attendance. This includes carefully checking when there is a change to attendance and promoting its importance to pupils and parents. The school takes timely action with individual pupils if attendance starts to fall. This thoughtful work means that pupils attend well, including those with special educational needs and/or disabilities and those who are disadvantaged.

Overall, pupils behave well. Leaders have established clear systems so pupils understand how they are expected to behave. Teachers consistently apply these expectations. This means that low-level disruption is rare. Leaders do not accept any form of bullying or harassment. They take purposeful action to deal with these forms of behaviour when needed. As a result, the school community has confidence in leaders' actions. Pupils benefit from positive attitudes and have a desire to learn. They recognise that the calm and purposeful atmosphere supports them to focus. When adjustments are made for pupils with specific needs, they are effective. These adaptations support pupils to manage their emotions and then return to lessons and learn.

Curriculum and teaching

Expected standard 

Leaders have introduced a well-sequenced curriculum. It is ambitious for pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders have identified the important knowledge that pupils need to learn and remember. Where there are gaps in pupils' learning, changes are made to the curriculum. The reinvigorated support for pupils who fall behind in reading, writing, spelling and mathematics is appropriate and effective. Teachers check on pupils' learning to identify gaps in pupils' understanding swiftly and provide useful activities to help them to catch up.

Leaders have implemented a consistent, evidence-led, teaching approach across the school. As a result, teaching is generally effective. Teachers are equipped with the subject knowledge they need to teach their specialisms. They use this expertise to explain key concepts clearly. Teachers use effective models to explain new information. They design tasks to meet the needs of pupils. In the most effective lessons, highly effective assessment is used to identify gaps. This is not as embedded in all curriculum areas. The adaptations for pupils with special educational needs and/or disabilities are effective. Leaders ensure that practice is suitable in supporting disadvantaged pupils.

Inclusion

Expected standard 

Leaders identify pupils' special educational needs and/or disabilities (SEND) effectively. The school uses assessment, pupil observations and feedback to build an accurate picture of pupils' needs. Leaders communicate clearly with parents and carers about the support their child receives. High-quality training equips teachers with a broad understanding about the needs of pupils with SEND. Teachers also recognise the needs of individuals. This supports teachers to remove the barriers for pupils effectively. Leaders work with teachers to design

thoughtful support that is implemented consistently. Leaders routinely check the impact of this extra support. Precise adaptations are made to teaching and resources to ensure pupils continue to progress. Leaders engage with external agencies appropriately. Pupils enjoy well-considered alternative provision, which supplements their learning in school. Leaders build productive and professional relationships with the virtual school and the local authority. The pupil premium approach is based on strategies that are known to work successfully. The school uses coherent approaches to support disadvantaged pupils. Leaders provide suitable support for individuals based on their needs.

Leadership and governance

Expected standard 

Leaders have accurately identified the areas of strength and areas to improve. The precise actions they have taken have improved the education of pupils. As a result, pupils feel safe, behave well, and attend on a regular basis. Leaders have ensured that teaching is generally effective across the curriculum. These actions mean that, overall, current pupils are achieving well. Professional development is well considered. It is focused on ensuring that routines are consistent in school. Pupils with barriers to their learning are suitably supported, and teaching continues to improve.

Local governors and trustees have a clear understanding of the school. They complete their statutory duties effectively. They work effectively together to provide further support for the school when required. Leaders actions at all levels have rapidly made a significant improvement to behaviour and attendance. Leaders, trustees and governors are focused on the inclusive ethos of the school. They provide an education that ensures that pupils with special educational needs and/or disabilities and those who are disadvantaged are a priority. This means that they receive an effective education.

Staff are well supported by leaders. Staff are proud to be part of the school. They recognise the improvements that have happened and the positive difference it has made to the education of pupils. Leaders communicate effectively with parents and the local community. Parents are supportive of the school and recognise the positive impact leaders' actions have on the education of pupils.

Personal development and wellbeing

Expected standard 

Leaders have developed a comprehensive personal development curriculum. It builds pupils' knowledge over time, including their spiritual development and understanding of citizenship. Pupils can generally recall what they have learned. This includes a secure understanding of protected characteristics. Pupils study age-appropriate topics on drugs, driving and vaping. This helps pupils understand how to keep themselves safe, both online and offline. Pupil leadership is effective. They are elected by their peers and meaningfully influence decisions made by leaders. This includes changes to the uniform and general routines. Leaders ensure that suitable pastoral support is available for pupils. As a result, pupils know where to go if they have a concern. The relationships and sex education and health education curriculum is age-appropriate and meets the needs of pupils. It is adapted to the needs of the school's community. Pupils understand difference and diversity. Pupils believe it is important to be kind and that we should treat everyone the same no matter their differences. They know what it means to live in modern Britain. Effective adaptations for

pupils with special educational needs and/or disabilities ensure they benefit equally well from the curriculum.

Leaders implement a wide range of extra experiences for pupils. The school carefully tracks attendance and takes action to remove barriers so all pupils can attend. Pupils enjoy the trips to the local area as well as further afield to Paris and the Azores. The extracurricular program includes a vibrant performing arts offer with a large musical performance each year. Sports, art, and coding clubs enhance pupils' experiences. The school has a highly effective careers curriculum. Pupils meet a range of employers throughout their time in school at careers fairs and assemblies. Individual meetings to discuss pupils' next steps are purposeful. Pupils know where they want to go next and what they need to do to achieve it.

Post 16 provision

Expected standard 

The inclusive culture of the sixth form supports students to progress through their studies to ambitious end points. Barriers to learning for students with special educational needs and/or disabilities are removed by leaders' effective actions. This enables them to achieve well. The curriculum meets the needs of the school's context. The inclusivity of the sixth form is its strength, and the courses it offers meet this need. Teaching is effective. It supports students to retain knowledge. Teachers check students' understanding and address misconceptions swiftly. Students in the sixth form arrive with below-average starting points. However, they broadly make progress in line with national averages.

Leaders have a sharp focus on careers to help students understand future options. Students benefit from meeting a range of providers and receive highly effective guidance on how to apply to different places. Leaders also support students who previously attended the school when they return from gap years to go on to their next steps. The sixth form plays an integral role within the school. Student leaders oversee the school council and represent the school at local community events and other schools. They have the opportunity to take part in enrichment activities to supplement their learning.

Needs attention

Achievement

Needs attention 

Over time, pupils have not achieved as well as they should in national tests. This includes disadvantaged pupils. However, leaders' improvements to the curriculum and teaching mean that, overall, current pupils are achieving well. Pupils generally produce work that is of a high standard. Pupils can recall what they have learned and apply it to what they are studying next. Pupils with special educational needs and/or disabilities achieve well from their starting points. They benefit from careful support to remove any barriers so they progress suitably through the curriculum. When pupils have gaps in their reading, writing, spelling and mathematics, these are closed quickly. This support is highly effective for younger pupils. Some gaps still persist for older pupils, but the gaps are being addressed appropriately. Overall, current pupils are being well prepared for their next steps.

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

The school's values of ambition, success and together are the foundations of pupils' experience at The Arnewood School. Pupils recognise the changes that have happened at the school to improve what it is like to be pupil at Arnewood. They relish the opportunity to learn a broad curriculum that prepares them for their next steps. Pupils build positive relationships with staff and each other. They know that prejudicial language and bullying are not acceptable. Pupils are confident to report concerns because leaders deal with them. This helps pupils feel safe.

Over time, pupils have not achieved as well in national assessments as their peers. However, current pupils are generally achieving well. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders ensure there is quick identification of pupils' needs, followed by well-considered adaptations to the curriculum and teaching. This means that barriers to pupils' learning are successfully overcome.

Pupils learn in classrooms where disruption is rare. They are keen to do their best. Pupils attend school on a regular basis and know why this is important. Pupils are well prepared for life in modern Britain. They learn about difference, tolerance and respect. Pupils then exemplify this understanding in the way they act.

Pupils take part in a range of activities in school. These include music and art experiences and a range of sports clubs. They enjoy these, and it brings them together as part of the community. Pupils also have the opportunity to visit places of interest such as museums and the coast. These activities help to bring their learning to life. Leaders remove barriers to attendance so all pupils have the opportunity to benefit from these valuable experiences.

Next steps

- Leaders should ensure that high-quality assessment is embedded across the curriculum to ensure all pupils' gaps in understanding are closed quickly, enabling them to achieve well.
 - Leaders should continue to embed a culture that is highly conducive to learning so pupils to develop high levels of self-discipline to help them become effective independent learners.
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About this inspection

This school is part of Bourne Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Alex Russell, and overseen by a board of trustees, chaired by Andy Field.

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 school leaders, multi-academy trust leaders, staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school became part of Bourne Education Trust in December 2025.

The school makes use of 12 alternative provisions, including 6 that is unregistered.

Principal: Jamie Anderson

Lead inspector:

Paul Grundy, His Majesty's Inspector

Team inspectors:

Ginny Rhodes, Ofsted Inspector

Caroline Lowing, Ofsted Inspector

Nicola Pearce, Ofsted Inspector

Peter Fry, 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 17 March 2026

School and pupil context

Total pupils

900

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: 1,067

School capacity

1,200

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: 1,153

Pupils eligible for free school meals (FSM)

26.74%

Close to average

What does this mean?

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

National average: 28.9%

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

3.78%

Close to 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: 3.09%

Pupils with special educational needs (SEN) support

10.89%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	22.3%	45.4%	Below
2023/24 (final)	23.0%	45.9%	Below
2022/23 (final)	32.4%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.6	46.0	Below
2023/24 (final)	36.9	45.9	Below
2022/23 (final)	41.5	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.84	-0.03	Below
2022/23 (final)	-0.69	-0.03	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	6.7%	25.8%	Below
2023/24 (final)	9.8%	25.8%	Below
2022/23 (final)	19.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.4	34.9	Below
2023/24 (final)	27.2	34.6	Below
2022/23 (final)	31.6	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.57	-0.57	Below
2022/23 (final)	-1.24	-0.57	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	6.7%	53.1%	-46.5 pp
2023/24 (final)	9.8%	53.1%	-43.4 pp
2022/23 (final)	19.4%	52.4%	-33.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	28.4	50.4	-22.0
2023/24 (final)	27.2	50.0	-22.8
2022/23 (final)	31.6	50.3	-18.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.57	0.16	-1.73
2022/23 (final)	-1.24	0.17	-1.40

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	93%	91%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	93%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	27.27	34.99	Below
2023/24 (final)	32.79	34.38	Close to average
2022/23 (final)	28.11	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.1	0.0	Close to average
2023/24 (revised)	-0.4	0.0	Below

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)	7.7%	8.1%	Close to average
2023/24 (3 term)	9.7%	8.9%	Close to average
2022/23 (3 term)	9.3%	9.0%	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)	22.4%	21.9%	Close to average
2023/24 (3 term)	32.7%	25.6%	Above
2022/23 (3 term)	32.1%	26.5%	Above

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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