

# Inspection of Newbold C of E Primary School

Cranborne Road, Newbold, Chesterfield, Derbyshire S41 8PF

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Inspection dates: 15 and 16 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

The ethos 'Nurture, Cherish, Succeed' is at the heart of Newbold Church School. Pupils know that these values are about being caring, respectful and ambitious. Nurture support is there for any pupil who needs help with their well-being.

As part of their 'courageous advocates' work, pupils learn about people who have made their mark in the world. This is to inspire pupils to make a difference and achieve anything they put their mind to.

Pupils feel happy and secure. They know that staff are on hand to help them resolve any worries. As one pupil said, 'Everyone at Newbold is here to help and that makes me feel safe.'

Staff have high expectations of pupils' behaviour. They use the school's card system consistently to encourage good behaviour and to sort out any problems. Pupils understand what bullying is. They know that adults will deal with it straight away if it happens. Pupils told inspectors, 'At Newbold Church School, they do not tolerate bullying at all.'

Pupils appreciate the wide range of opportunities they have. For instance, they enjoy learning survival skills at their forest school. They like the sports activities and clubs they can take part in at lunchtimes.

## **What does the school do well and what does it need to do better?**

Children in the early years get off to a good start. There is a sharp focus on developing children's communication and language skills. Children benefit from listening to stories every day, as well as joining in with well-known nursery rhymes, poems and songs. For instance, children learned the words 'emperor' and 'census' when listening to a story about the Nativity. Staff in the early years take part in children's imaginary play. They check children's understanding. They introduce new ideas and add words to children's vocabulary.

Leaders have ensured that all staff have the expertise they need to teach the school's new phonics programme well. Pupils enthusiastically join in with rhymes and sayings to help them remember how to sound words out using their phonic knowledge. For instance, they say, 'A super segment and a brilliant blend, help us hear the word at the end.' Pupils' reading books are closely matched to the letter sounds they know. Any pupil who is behind where they need to be with their phonics is given additional support straight away to help them keep up.

Leaders have thought carefully about the knowledge and skills they want children to learn in each subject. Teachers follow curriculum plans closely so that pupils meet new ideas in a logical order. In English, for instance, pupils add to their knowledge of grammar and punctuation step by step so they can write in more complex ways as

they get older. As a result, Year 6 pupils know how to use brackets, semi-colons and dashes to add extra information to their sentences.

Teachers have good subject knowledge. They make changes to their lessons so that pupils with special educational needs and/or disabilities (SEND) learn the same things as their classmates. However, sometimes teachers do not check on pupils' learning as precisely as they need to during lessons. In some subjects, teachers do not revisit the important knowledge that pupils have learned before and help them connect it to what they are learning now.

Leaders have planned how pupils will develop the knowledge and skills they need to be successful outside school and for their lives ahead. Pupils know how to look after their physical and mental health. They know how to keep themselves safe online and in the community. There are many responsibilities on offer for pupils to develop their leadership skills. These include being part of the collective worship team, the anti-bullying team or the tech team. The school's '11 by 11' offer sets out 11 cultural experiences for the pupils at Newbold, including using public transport, watching live shows and events, and visiting historical sites.

Leaders have procedures in place to monitor and improve rates of attendance. However, some disadvantaged pupils do not attend as regularly as they need to.

Leaders ensure that staff have the training they need to teach well and to help pupils with complex needs. Teachers appreciate the consideration given to their well-being, workload and professional development.

Those with responsibility for governance have an accurate understanding of the school's strengths and areas for development. They focus on the values of 'Nurture, Cherish, Succeed' to guide all their decision-making. Staff from the multi-academy trust frequently monitor the quality of education at the school. They support leaders to make improvements where they can be made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders with responsibility for safeguarding ensure that all staff are well trained. There are weekly updates and quizzes, for instance, to give adults the latest safeguarding information and to make sure that staff understand their responsibilities. Governors check that everyone at Newbold follows the safeguarding policy. Staff report any potential concerns about pupils' welfare immediately. They know the signs to look out for that might show a pupil needs help. Record-keeping is detailed. Leaders are quick to get the support that pupils need. Leaders meet regularly to check on pupils' welfare and make sure any issues are being resolved.

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

### **(Information for the school and appropriate authority)**

- Teachers do not make precise checks on what pupils know and remember in all subjects. As a result, pupils do not develop the depth of understanding they need across the curriculum. Leaders must ensure that teachers routinely check that pupils understand and remember the important knowledge they are taught in all subjects. They must ensure that teachers help pupils make connections between what they are learning now and what they have learned in the past.
- For a small number of pupils, the rate of persistent absence remains too high. Missing so much time at school reduces the chances of these pupils making the progress they need to. Leaders need to review their systems for securing high attendance to assure themselves that they are doing everything they can to reduce the rate of persistent absenteeism, particularly for disadvantaged pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140843
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10241718
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Charles
<b>Headteacher</b>	Kerry Marsh
<b>Website</b>	<a href="http://www.newboldchurchschool.co.uk/">www.newboldchurchschool.co.uk/</a>
<b>Dates of previous inspection</b>	23 and 24 May 2017, under section 5 of the Education Act 2005

## Information about this school

- Newbold C of E School is part of Derby Diocesan Academy Trust.
- The most recent section 48 inspection of Newbold C of E School took place in October 2015. This is an inspection of the school's religious character.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, English, mathematics, history, music, and design and technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors met with the headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for the early years, pupils with SEND, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with the designated lead for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documents, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with those responsible for governance, as well as senior staff from the multi-academy trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff survey.

### **Inspection team**

Shaun Carter, lead inspector	His Majesty's Inspector
Amanda Greaves	Ofsted Inspector
Matthew Rooney	Ofsted Inspector

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