

# Inspection of a good school: Newbold Church of England Primary School

School Lane, Newbold Coleorton, Coalville, Leicestershire LE67 8PF

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Inspection date:

8 March 2023

## **Outcome**

Newbold Church of England Primary School continues to be a good school.

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

Staff encourage pupils to be supportive and 'build each other up' in line with the school's Christian ethos. Pupils are happy to come to school. They say that they enjoy learning, having fun and making friends. Staff have positive, nurturing relationships with pupils.

Pupils feel safe at school because staff listen to their concerns. One pupil said, 'Teachers actually know what makes us happy, they are considerate in the choices they give you.' Incidents of bullying are rare and dealt with quickly.

Pupils enjoy a wide range of activities to promote their broader development at this small school. Pupils say that they enjoy singing lessons and raising money for their chosen charity in Guatemala. They speak enthusiastically about visitors to the school, including a bank manager who taught them how to save their money and an engineer who explained how bridges are built.

Leaders help pupils to develop a sense of responsibility. For example, pupils can become a school councillor and help make decisions about how other pupils should be rewarded when they treat each other with respect. Older pupils have the opportunity to welcome and serve lunch to members of the neighbouring community.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). In most subjects, leaders have identified the knowledge they want pupils to remember before they start to learn something new. In those subjects, teachers know precisely in which order they should teach new concepts. In a small number of subjects, leaders have not quite completed this planning as well as elsewhere. Some teachers are less confident to teach these areas of the curriculum. Pupils do not remember what they have been taught as well as they do in subjects where the curriculum is more detailed.

In mathematics, teachers use their subject knowledge well to clearly explain new ideas and concepts to pupils. Leaders have introduced a new system for teachers to check what pupils remember. However, teachers do not use this approach consistently across the curriculum.

Leaders are determined that reading is the number one priority at school. They want all pupils to develop a love of reading. Children in the early years begin to learn phonics as soon as they start school. Pupils read from books that match their phonics knowledge. Leaders ensure that extra help is provided for any pupils who may need it. Pupils quickly develop as capable readers.

Most pupils behave well. They are ready to learn and have excellent attitudes to work. Occasionally, some younger pupils do not settle as quickly in class as leaders expect them to. In those cases, staff do not consistently follow the guidance that leaders and the school council have created.

Pupils with SEND say that they enjoy coming to school and their lessons. Adults take good care of them. Teachers have the same expectations for them as for all other pupils. Leaders have ensured that staff are well trained in supporting the needs of pupils with SEND to access the full curriculum.

Leaders promote pupils' wider development well. Staff are always looking for ways in which they can make school exciting and learning interesting. For example, pupils have the opportunity to join a range of clubs, including multi-sports, art and football. Pupils learn about their own religions and those of others who live outside of the local area. They say that having 'British values' is about respecting everybody, including their differences.

Governors are closely involved in the life of the school. Alongside school leaders, they have considered the well-being and workload of staff. They have made positive changes, including simplifying the marking policy. Governors always wish to receive feedback, including from parents. They understand what the school is doing well and what it must do next in order to provide the best for everyone.

Staff say that they are proud to work at the school and that they feel valued by leaders. They say that leaders understand the challenges of a small school. Staff say that they appreciate leaders' efforts to reduce any unnecessary tasks, so that they can concentrate on teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with thorough safeguarding training. They provide regular updates, so that staff know how to recognise the signs that a pupil may be at risk.

Leaders work closely with external agencies to protect pupils. When families need extra help, the school makes sure that they receive it.

Pupils are taught how to keep themselves safe. For example, pupils know what they should do if a stranger speaks to them. They know how to stay safe when using the internet. Pupils say they feel safe.

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

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

- In a small number of subjects, curriculum planning is not yet complete. Teachers lack the guidance they need, so that they can teach certain subjects as well as others. Some pupils are unable to remember the essential knowledge that is required before moving on to the next stage in their learning. Leaders should ensure that they identify and sequence what pupils must know, from Reception to Year 6. Leaders should ensure that teachers have the knowledge and confidence to implement the curriculum, so that pupils know and remember more in all subjects.
- Leaders do not always check that all staff consistently follow the behaviour policy. A small number of staff do not challenge the low-level disruption of some pupils. Leaders should ensure that all members of staff have consistently high expectations for pupils' behaviour, in line with the school's agreed approach.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2013.

## **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>	120149
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254915
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	40
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Eydman
<b>Headteacher</b>	Sherryll Hitchman
<b>Website</b>	<a href="http://www.newbold-cecp.leics.sch.uk/">http://www.newbold-cecp.leics.sch.uk/</a>
<b>Date of previous inspection</b>	1 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new headteacher has been appointed.
- Since the last inspection, a new chair of the governing body has been appointed.
- The school does not make use of any alternative provision.

## Information about this inspection

- 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.
- Inspectors met with the headteacher, other leaders, the special educational needs coordinator and members of staff.

- The lead inspector met with five members of the governing body, including the chair. The lead inspector held a discussion with a representative of the local authority officer.
- Inspectors carried out deep dives in these subjects: reading; mathematics and history. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with teachers and pupils and looked at a sample of pupils' work. Inspectors listened to pupils reading.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and lunchtime. Inspectors spoke to a range of staff and pupils.
- Inspectors spoke with leaders, pupils and staff about the school's work to keep pupils safe. Inspectors reviewed safeguarding records and the school's record of pre-employment checks.
- The lead inspector considered the responses to Ofsted Parent View, including the free-text comments.

### **Inspection team**

Martin Fitzwilliam, lead inspector

Ofsted Inspector

Gary Fullwood

Ofsted Inspector

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