

Inspection of Newbold School

Popeswood Road, Binfield, Berkshire RG42 4AH

Inspection dates: 14 to 16 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils feel happy and love coming to this small, nurturing and inclusive school where Christian values are deeply embedded. Opportunities for worship and learning about different faiths are an important part of daily life. Pupils are rightly very proud of their school. An exceptional quality of education from Nursery to Year 6 helps them to develop an infectious enthusiasm and thirst for learning. Consequently, they flourish here.

In early years, children have ample opportunities for play and learning important life skills. They show kindness and warmth to others and love to explore, play and talk. They are deeply curious, soaking up what they learn. As a result, they are very well prepared for the next stage of their education.

Staff lead by example, instilling a highly positive culture. Pupils develop excellent relationships with others. The school uses 'Respect x 5', and this encourages pupils to have respect for themselves, their peers, those looking after them, others and the environment. They relish forest school and the many trips and events they are involved in. Pupils are proactive leaders and have active roles on the school council. They are committed to looking after the environment around them.

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

Leaders, including those who are responsible for governance, have high aspirations for all pupils. They have significantly improved the school since its previous inspection. Leaders are determined that pupils receive the very best education. Staff work extremely closely with parents and carers, who are all fully invested in their children's education. Parents told inspectors that they are very happy with the school. Pupils reported the same and found it difficult to describe what would make it even better.

The early years provision prepares children extremely well for the future. Children arrive each morning with a spring in their step, ready for all that the day has in store for them. The curriculum provides them with a wide set of rich experiences and plentiful opportunities for play, solving problems and interaction with adults. They get off to a flying start with reading. The teaching of phonics is highly consistent. Books that children read are well matched to the sounds that they have learned. A wide range of story books helps children to develop a love of reading early on. Staff enthusiastically read to children, and they enjoy singing together. Consequently, children strongly develop their reading fluency and a sophisticated vocabulary. This stands them in good stead as they move through the school. Pupils' writing also develops exceptionally well.

Pupils are taught a highly ambitious curriculum that has been well planned and logically sequenced. Curriculum thinking is particularly precise. Staff are confident in teaching the planned curriculum across all phases of the school. They are adept at checking how well pupils understand what they have learned and adjusting their

teaching to ensure that all pupils' needs are fully met, including those with special educational needs and/or disabilities. This is equally the case for pupils who speak English as an additional language. The school also uses more formal ways to check pupils' learning. The information this provides for staff helps them to adapt the curriculum very effectively.

Pupils love their lessons and engage particularly well with their teachers and other pupils. Staff select learning materials and tasks very carefully to ensure that pupils consistently achieve the aims of the curriculum. Pupils excitedly share their own thoughts and ideas. They eagerly seize the many opportunities to work independently. Staff ask pupils extremely helpful questions to make pupils think deeply. As a result, pupils have a highly secure understanding of what they learn and achieve exceptionally well.

The school places great importance on developing pupils' character and a sense of responsibility. Pupils are actively involved in shaping the school's ethos, taking on various leadership roles and promoting the school's values. Older pupils are important ambassadors. They confidently support younger children, gently guiding them and showing them the way. There is a strong sense of care and nurture woven into the fabric of the school. The personal, social and health education programme sets out precisely what it is that pupils need to learn and when, including about relationships. Leaders adapt the programme to ensure that it meets everyone's needs.

Pupils' behaviour and attitudes are exemplary. In lessons and at social times, pupils show great levels of self-confidence and respect. Clear rules and routines create a highly positive learning environment. While the school has developed strong systems and processes to tackle any behaviour and bullying incidents, there is little need to use any of them. Pupils told inspectors that bullying is not an issue and that everyone gets on very well.

The governing body, which includes representatives of the proprietor body, knows the school very well. Governors are deeply committed to the school and promoting its Christian values. They understand the school's strengths and priorities, providing strong challenge to leaders to check the impact of their work. They ask helpful questions and use their knowledge and skills to support the school's work further. They ensure that their statutory duties are fulfilled, including compliance with schedule 10 of the Equality Act 2010. Together, they ensure that the independent school standards are all met. Governors are equally focused on staff workload and well-being. Staff love working here and feel well supported and valued.

Safeguarding

The arrangements for safeguarding are effective.

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.

School details

Unique reference number	110141
DfE registration number	867/6004
Local authority	Bracknell Forest
Inspection number	10267600
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Number of part-time pupils	0
Proprietor	South England Conference of the Seventh-Day Adventist Church
Chair	Kirk Thomas
Headteacher	Jacqueline Crissey
Annual fees (day pupils)	£3,600 to £6,540
Telephone number	01344 421088
Website	www.newboldschool.co.uk
Email address	j-gungadoo@newboldschool.co.uk
Date of previous inspection	13 to 15 March 2019

Information about this school

- This Christian day school follows the ethos of the Seventh-Day Adventist Church.
- The school is situated on a large site. It is registered for 100 pupils, and currently there are 52 pupils on roll. The early years provision includes Nursery provision with 24 places for three-year-olds. Some attend full time and others attend part time. Children in the Reception class attend full time. There are three other classes in the school, including a key stage 1 class, a Years 3 and 4 class, and a Years 5 and 6 class.
- Several personnel who sit on the board of the proprietor, the South England Conference of the Seventh-Day Adventist Church, are also governors at the school.
- The previous standard inspection took place in March 2019.
- There have been some leadership and staffing changes since the previous inspection. There is currently an acting chair of the governing body.
- The school does not currently use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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 held a wide range of meetings during the inspection. These included discussions with the headteacher, the deputy headteacher and other leaders. Inspectors spoke to several staff during the inspection.
- The lead inspector met with the director of education, who oversees several schools. He also met with representatives of the governing body, including the acting chair of the governing body.
- The views of pupils, parents and staff were gathered through a range of sources, including Ofsted's surveys and discussions. Inspectors spoke to pupils during lessons and in smaller groups during the inspection.
- In order to evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives early reading, mathematics, science, and personal, social and health education. Deep dives included visiting lessons, looking at pupils' work and talking to subject leaders, teachers and pupils.
- Compliance with the independent school standards was checked through a wide range of activities, including a tour of the school's premises, discussions with leaders and a review of relevant documentation.

Inspection team

Shaun Jarvis, lead inspector

Ofsted Inspector

Alan Johnson

Ofsted Inspector

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