

Newbold School

Independent school inspection report

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Newbold School is a Seventh-day Adventist primary school founded in 1941 and is based near Bracknell in Berkshire, adjacent to the campus of Newbold College, the Adventist university college for the Trans-European Division of the church. The school is closely linked with the university which receives students from all over the world. As most pupils come from families who are associated with the university for different periods of time, the school has a high turnover of pupils. As well as endeavouring to achieve high academic standards, Newbold School aims to develop the children's moral beliefs and Christian faith based on the teachings of the Seventh-day Adventist Church. At present there are 71 pupils on roll aged between three and 11 years. Twenty six children are in the Early Years Foundation Stage and 23 of these are in receipt of government nursery funding. The school was last inspected in June 2007.

Evaluation of the school

Newbold School provides a good quality of education and successfully meets its aims. The good curriculum and good relationships throughout the school, coupled with pupils' outstanding behaviour, ensure that pupils make good progress in their learning. The quality of teaching and assessment is satisfactory overall. Provision for the spiritual, moral, social and cultural development of the pupils and arrangements for their safeguarding and care are good. As a result, pupils develop into confident and articulate young people. The overall effectiveness of the Early Years Foundation Stage is good and children make a positive start to their education, especially those with English as an additional language. The overwhelming majority of parents are very supportive of the school, one commenting in the parental questionnaire, 'This is the best school in Bracknell.' The school has made two improvements since the last inspection: firstly in the deployment of teaching assistants and, secondly, in the teaching and monitoring of children's progress in the Early Years Foundation Stage.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

However, there are a small number of regulations with regard to information for parents that are not met.

Quality of education

The curriculum is good from the Early Years Foundation Stage onwards and meets the needs of most groups of pupils, especially for those with either special educational needs or English as an additional language. However, more able pupils are not always given challenging enough tasks in lessons to match their capabilities. The school has extended the provision for information and communication technology since the last inspection and interactive whiteboards are used effectively to engage the pupils in their learning. The subjects of the National Curriculum are covered with an appropriate focus on English and mathematics. The curriculum is based on topics, such as the Victorians, and uses the Qualification and Curriculum Authority (QCA) and other commercially based schemes. An emphasis is also put on developing pupils' musical skills and abilities. The addition of a variety of physical education activities, such as the 'Skipathon' to support The British Heart Foundation, gives breadth to pupils' learning and promotes their social and moral development. The religious education programme, based on the Christian ethos of the school, supports pupils' good personal development effectively ensuring that pupils are well prepared for their future education. The outdoor learning area in the Early Years Foundation Stage has been developed and this is an improvement since the last inspection, although it is not always used effectively or linked appropriately to teachers' planning of indoor activities.

A range of extra-curricular activities and after-school clubs, such as gymnastics and keep-fit, further enhances the pupils' development. There are a number of visitors to the school, including the local fire brigade, and visits to places of interest such as the British Museum and Hampton Court. Such experiences not only enhance the pupils' enjoyment of their education but also their understanding of the history and public institutions of Britain.

As was judged at the last inspection, the quality of teaching and assessment is satisfactory overall. However, in the Early Years Foundation Stage teaching is good and this is an improvement from the last inspection. Although some good teaching was observed during the inspection, especially in the Year 5/6 class and the Nursery, this is not consistent throughout the school. A new system for assessing and monitoring pupils' progress has just been introduced into the school. This has yet to have an effect on planning to meet the learning needs of all groups of pupils, especially the more able. Teachers have sound subject knowledge and consistently share with pupils the purpose of lessons. Relationships are good throughout the school and consequently pupils are highly motivated and keen to learn. Marking of work is done regularly with good use of praise. However, written comments do not always inform pupils how to improve their work and meet their learning targets. The

monitoring and assessment of children's progress in the Early Years Foundation Stage is good and this is an improvement since the last inspection.

Although there is a large proportion of pupils moving in and out of the school on a regular basis, pupils make good progress from their starting points and achieve standards in reading, writing and mathematics that are above the national average. The points for development identified by the last inspection have been mainly met. However, further improvements are still needed in the Early Years Foundation Stage with regard to using the outside learning area to promote children's creative development.

Spiritual, moral, social and cultural development of the pupils

The school makes good provision for the spiritual, moral, social and cultural development of its pupils and the children in the Early Years Foundation Stage. Through religious education lessons and assemblies based on the Christian faith, pupils are given opportunities to reflect on their own and others' feelings, customs and beliefs. They have a good appreciation of the different faiths and cultures represented in British society. As a result, relationships between pupils from different backgrounds across the world are very good. One pupil commented, 'We have sixteen nationalities in our class but we all get on very well.' Activities such as cultural days, where pupils wear their national costumes, and the use of parents from different backgrounds to talk in school about their cultures also promote pupils' moral and cultural development. Pupils are encouraged to work together for a common purpose, for example in collecting stamps to help pay for guide dogs for the blind. The school promotes self-discipline and pupils' behaviour is outstanding. Pupils are very polite, friendly and show real consideration towards others. The younger children in the Early Years Foundation Stage are also very well behaved and understand that rules are to be respected and followed. Pupils say that they are very happy in school and have confidence in the staff to help them if necessary. When asked to say what school was like, one pupil said, 'This is a five star school.' Due to some pupils not always returning promptly after school holidays, attendance is satisfactory. Through the elected school council and taking on other responsibilities around the school, pupils learn leadership and citizenship skills. The curriculum also promotes pupils' good general knowledge of the different public institutions and services in England. Such experiences help towards their future economic well-being and their adult lives.

Safeguarding pupils' welfare, health and safety

The provision for the welfare, health and safety of pupils is good. Pupils have a good understanding of how to keep safe and healthy. The school encourages healthy eating and pupils have fruit at break times and constant access to water. There are varied opportunities for physical exercise, such as hockey and gymnastics, and these are willingly taken up by pupils. They have a good understanding of how to stay safe. For example, they conscientiously follow the available e-safety guidance when

using computers linked to the internet. Pupils are very aware of the needs of others and willingly support and care for each other.

All the required policies regarding the welfare, health and safety of pupils are in place. There are good procedures to ensure that safeguarding and child protection policies are followed. All staff have been trained in child protection and have been suitably checked and vetted and such checks are recorded in a single central register as required. Assessments of potential risks for visits and activities are effectively undertaken. Classrooms and play areas are safe and well maintained. Staff are very conscientious about the welfare of pupils and the parental questionnaires returned showed that parents unanimously thought that the school kept their children safe. However, the school has not completed a three-year accessibility plan in relation to the Disability Discrimination Act.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the setting and the quality of its teaching and learning are good. Although there were some missed opportunities for staff to engage with the children to extend their learning, this is an improvement on the last inspection. As a result, children make good progress and learn and develop well in relation to their starting points and capabilities. Those who attend from overseas are supported effectively to learn English, if necessary, enabling them to make good progress. Different areas of learning are well planned and staff regularly monitor and assess children's good progress towards achieving the early learning goals. Children cooperate well together, and also work independently, as staff plan a balance between adult-led and child-initiated activities, with opportunities for choice. The use of the outdoor learning area to promote children's creative development is less effective. Children nonetheless enjoy their learning. They understand about being healthy, showing awareness of the importance of washing their hands and choosing carefully what they eat. They are well cared for, happy and settled in the stimulating environment. They understand about staying safe. One child said, 'You don't throw sand because it might go in your eyes.' The leadership and management are good. An accurate self-assessment of the strengths and weaknesses of the good provision leads to clear targets for improvement. Children are very well behaved and children of all backgrounds and cultures work and play well together. Good links with parents help to involve them in their children's education and they appreciate the setting's care and support.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language (paragraph 6(3)(b))
- provide particulars of the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(3)(g))
- provide an annual written report of the progress and attainment of each registered child in the main subject areas taught (except where a parent has agreed otherwise) (paragraph 6(6)).

In order to comply with the requirements of the Disability Discrimination Act 1995 as amended in 2002, the school should devise a three-year accessibility plan.³

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- improve the planning for outdoor activities in the Early Years Foundation Stage in order to further develop children's creative development
- ensure that all teaching is consistently good by matching tasks to the attainment levels of pupils, especially the more able
- improve marking to more effectively inform pupils how to improve their work and meet their learning targets
- ensure that new procedures for the assessment of pupils are analysed effectively to inform teachers' planning in order to meet the needs of all groups of pupils, especially the more able.

³ www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs			√	
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?		√		
What is the quality of provision in the EYFS?		√		
How effectively is the EYFS led and managed?		√		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		√		

The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision				
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School details

Name of school	Newbold School		
DCSF number	867/6004		
Unique reference number	110141		
Type of school	Seventh-day Adventist primary school		
Status	Independent		
Date school opened	1941		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 37	Girls: 34	Total: 71
Number on roll (part-time pupils)	Boys: 2	Girls: 7	Total: 9
Number of pupils with a statement of special educational need	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	£3,210		
Address of school	Popeswood Road Binfield Bracknell Berkshire RG42 4AH		
Telephone number	01344 421088		
Email address	headteacher@newboldschool.co.uk		
Headteacher	Mrs Patricia Eastwood		
Proprietor	South England Conference of the Seventh-day Adventist Church		
Reporting inspector	James Henry		
Dates of inspection	18 January 2010		