

# Newbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	131019
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	360190
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Wendy Forbes

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victoria Jansseune
<b>Headteacher</b>	John Croker
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Charmouth Road Bath BA1 3LL
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## Introduction

This inspection was carried out by four additional inspectors. Twenty-six lessons or parts of lessons were seen and 22 teachers were observed. Inspectors visited all classrooms on a learning walk to sample displays, behaviour and resources. They held meetings with the Chair of the Governing Body, staff and a group of pupils. Inspectors examined pupils' work and school documents, including improvement and action plans, safety records, and assessment and tracking information. They analysed 266 questionnaires returned by parents and carers, together with those completed by 136 pupils and 42 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress all pupils make in English, especially writing, and mathematics.
- The achievement of pupils particularly that of more-able pupils, to ascertain whether teaching and the curriculum are challenging enough.
- The impact of assessment and pupil tracking systems on improving and sustaining achievement.
- The effectiveness of leaders and managers in driving school improvement since the previous inspection.

## Information about the school

This larger-than-average primary school was the result of the amalgamation of a local Church of England infant school and a community junior school in 2006. All year groups, including the Early Years Foundation Stage, have single-aged classes. In 2010, due to an unprecedented demand in the local area the school expanded its Early Years Foundation Stage to three classes for one year only. Most pupils are White British with others representing a very small range of other ethnic groups. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. The proportion known to be eligible for free school meals is below the national average. A daily on-site breakfast club, managed by the school, is provided for pupils who attend Newbridge. The responsibilities of the deputy headteacher and lower Key Stage 2 leader are currently being covered by other senior leaders during the deputy headteacher's temporary absence. The school has achieved a number of awards including Healthy Schools and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Pupils told inspectors that the school's motto, 'The time of our lives', is certainly true and, as one pupil said, 'You just know this is a special place, because we are all worth something here.' This is a good school. It has many outstanding features. Under the inspirational leadership of the headteacher, ably supported by an enthusiastic team of staff and governors, there have been significant improvements since the last inspection. The school's now good capacity for sustained improvement is evident in the rise in reading attainment, which is now high across the school, and improvements in mathematics and writing, which are now above average by the time pupils leave Year 6.

Outstanding care, guidance and support and many very effective local partnerships contribute significantly to pupils' very positive attitudes to learning, their outstanding behaviour and an excellent understanding of how to stay safe, fit and healthy. The vast majority of parents and carers are supportive and agree that their children enjoy school. As one parent said about her children, 'The excitement on their faces when they share with us their school day is a joy to see.' Pupils' desire to be at school is reflected in their high level of attendance. Many said how much they appreciated the early-morning breakfast club for their children.

Good, and sometimes outstanding, teaching and a well-planned curriculum are significant factors in ensuring most pupils, including those with special educational needs and/or disabilities and children in the Early Years Foundation Stage, make consistently good progress in their learning. Since the last inspection, attainment in reading has continued to rise and is now high. This is the result of improvements in the teaching of reading, a wide range of intervention strategies, and the effective use of assessment and tracking systems, which have all helped to ensure that appropriate support is in place for those identified as in danger of falling behind. However, attainment in writing and mathematics has not risen as rapidly. This is because a few teachers do not always put their good lesson planning into practice, to ensure that pupils, particularly the most able, are consistently challenged to do well in lesson activities.

Leaders and managers have become more effective since the last inspection. Subject leaders now take a more active role in the monitoring of improvements. Self-evaluation is effective and, as a result, leaders set appropriately challenging targets. The staff share this challenge, which ensures that all within the school community have the pupils' best interests at heart.

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

- Raise pupils' attainment in writing and mathematics so that it matches the high attainment already achieved in reading in this coming academic year by:

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- ensuring that all pupils, particularly the most able, are provided with tasks that are more closely matched to their level of abilities
- ensuring that teaching and learning in mathematics and in writing are consistently good or better.

## **Outcomes for individuals and groups of pupils**

**1**

An effective Early Years Foundation Stage enables children to make a good start to school life. Most enter school with skills and knowledge in line with national expectations. In lessons observed during the inspection, pupils made at least good, and some made outstanding, progress in their learning across the school. The attainment seen in Year 6 was above average overall, and higher in reading.

Pupils are very enthusiastic learners and appreciate the enormous efforts of the teachers to make learning fun and interesting. Such enthusiasm was seen in an outstanding mathematics lesson in Year 6 where pupils were presented with a problem to solve concerning the size and capacity of a football stadium. Pupils worked enthusiastically in teams using a range of methods, such as 'Italian multiplication', to help solve the tricky problem. The pace and level of challenge were relentless and, as one pupil said, 'The time always flies in this class.' Such high expectations help to ensure that pupils' overall achievement is good.

Pupils' work and the information about how well they are doing show that a number of initiatives are helping to accelerate their progress in writing and mathematics, such as opportunities for extended writing, classroom learning aids and the setting of pupils by ability in mathematics. Well-focused individual support ensures that pupils with special educational needs and/or disabilities make good, and sometimes outstanding, progress in their learning. Overall good achievement, outstanding personal development outcomes and very positive attitudes to learning all help to ensure that pupils are well prepared for their secondary education and later life.

Pupils' good spiritual, moral, social and cultural development is seen in their friendships and sensitive support for each other. Throughout the school, pupils' outstanding behaviour, characterised by good manners and exceptional courtesy, is an expectation. Inspectors were made to feel most welcome. They were frequently asked by pupils how they were and if the team were 'having a good day'. Pupils feel extremely safe and know there is an adult they can turn to if they are worried about anything. Pupils make an excellent contribution to school life and the wider community by taking on a wide range of responsibilities, for example as buddies looking after younger pupils, and as members of the energy and recycling teams and the school council. They are justifiably proud of their enormous fund-raising efforts. Pupils' most noteworthy contributions include their involvement in the school's 'Ground Force' days as well as their participation in the local 'Bath Parliament' working to improve access to local swimming facilities for disabled children. Pupils have an excellent understanding of how to live a healthy lifestyle, enjoying the wide range of activities to help them keep and stay fit, which is reflected in their many national awards.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Staff make most lessons stimulating and interesting, often by making good use of information and communication technology. Although teachers' good subject knowledge and their understanding of pupils' needs ensure that they plan well for different ability groups, not all tasks set consistently challenge pupils in practice, particularly the most able in writing and mathematics. As a result, their progress is not as rapid as it could be and the attainment of these pupils is not as high as it should be. Much has already been done to address this, but the impact of relatively new initiatives, such as setting in mathematics and opportunities for extended writing, has yet to be realised.

Pupils are helped to consider how well they have worked and what they most enjoyed, but the otherwise well-constructed self-assessment opportunities focus heavily on the pupils' enjoyment of learning, occasionally missing opportunities to encourage pupils to evaluate how they could improve. Teaching assistants play an invaluable role, often recording pupils' comments in class discussions and effectively supporting pupils with special educational needs and/or disabilities. They are particularly good at rephrasing questions to support pupils' learning in numeracy and literacy, as seen in a good literacy lesson in Year 3 where well-focused support helped pupils to understand the use and impact of metaphors, similes and alliteration in poetry.

The good curriculum is enriched by an excellent range of activities, including specialist teaching in music, physical education, art and design, drama and dance, and effective

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links are made to other subjects, which makes learning interesting. Curricular strengths, particularly in the arts curriculum, are reflected in the school's high quality of work displayed around the school. Pupils spoke enthusiastically about their environmental work in the school's conservation area, the many and varied extra-curricular activities and the exciting opportunities to take part in music and drama performances or sporting tournaments. Visits and visitors make a strong contribution that motivates pupils to learn and plays a part in pupils' outstanding personal development.

Pupils receive excellent care and support throughout the school day, because each and every child is known and valued. The impact of this is evident in pupils' excellent standards of behaviour and good social skills. Induction and transition arrangements are exceptional, enabling Reception children to settle very quickly and for Year 6 pupils to feel very confident about starting their new schools. The overwhelming majority of parents and carers are very positive about the efforts the school takes to make school life as trouble free as possible for both pupils and their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's dynamic leadership enthuses others to have the highest possible aspirations for themselves and the pupils. Self-evaluation is effective. It provides a good basis for embedding ambition and driving improvement, and has already brought about improvements in teaching as well as high attainment in reading. The effectiveness of other leaders and managers has improved since the last inspection. As a result, an enthusiastic and hard-working senior staff, many of whom are new to their roles and responsibilities, and key curriculum leaders work well together developing areas identified as weaker than others. Effective systems are in place to monitor and evaluate the work of the school and there is an effective plan for further improvements. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising pupils' expectations of what they can achieve. Any differences in performance between groups of pupils are quickly identified and effective action is taken. The governing body provides good support and challenge to the school and is clear about what leaders need to do next to improve provision further.

Well-developed support systems are complemented by an excellent range of partnerships with outside specialists and organisations such as the newly appointed parent support adviser and a number of speech, language and literacy specialists who provide very effective support for the needs of vulnerable pupils and their families as well as those at risk of underachievement. Parents and carers are very strongly engaged with their

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children's learning and in the life of the school. Their overwhelming commitment and community spirit are reflected in the school association's huge fund-raising efforts, raising a staggering £100,000 over four years.

The school has developed good provision for global development within its community cohesion policy. Links with the local and international communities, for example in China and with the local Bath Spa University, are well developed, and a good start has been made at developing pupils' understanding of schools and communities in the United Kingdom. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are well met.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Good provision and support ensure pupils settle happily into daily routines of school life. Good leadership and management and a very positive partnership with parents and carers ensure pupils' needs are quickly identified and the appropriate range of support provided to ensure that they make at least good, and sometimes outstanding, progress in their learning. Learning is fun. Children work collaboratively to solve the many challenges provided in their learning. Purposeful, well-focused tasks and activities foster independence and nurture creativity. Enthusiastic pupils were observed solving number problems, investigating messages found in bottles, developing early writing, inventing their own musical notation, testing scientific properties of ice, and investigating just what happened when 'Tom found a dinosaur egg on the beach one day.' Pupils make a good contribution to the smooth running of the day by sharing resources amicably and tidying away their activities. It is no wonder that children make such good progress in almost all areas of their learning and development.

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There is a consistent and skilled approach to the teaching of letters and sounds, commonly known as 'phonics'. Regular assessments enable staff to keep track of children's progress and to plan next steps for learning. This ensures a good balance of both child-initiated as well as adult-directed activities, complemented by a good free-flow of both indoor as well as outdoor activities.

Good leadership and management, an effective curriculum, consistently good teaching and high-quality care ensure that most children achieve, and some exceed, the expected levels for their age on entry to Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers who returned the questionnaire or who spoke to the inspection team were overwhelmingly positive about the school and its impact on their children's learning and well-being. Many commented on the headteacher's strength of leadership and praised the welcoming and nurturing environment for their children. Typical comments included: 'I feel very lucky to have two children at Newbridge School where their development has been nurtured and encouraged'; 'The school is incredible and is a very well run, motivated and happy environment for both parents and children'; and 'The school ethos is one of celebrating achievements and motivating each child.' Overall, parents' and carers' views reflect the inspection findings. A very few parents and carers felt that more-able pupils do not make enough progress in mathematics. Although inspectors judged progress good overall, inspection evidence confirmed that, on occasions, there were missed opportunities to provide pupils with tasks in mathematics that were challenging, especially for the higher attainers. A very small number of parents and carers expressed individual concerns about aspects of the school, but there was no pattern or trend to these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 266 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	172	65	86	32	6	2	0	0
The school keeps my child safe	202	76	57	21	2	1	0	0
My school informs me about my child's progress	151	57	108	41	6	2	0	0
My child is making enough progress at this school	144	54	111	42	10	4	0	0
The teaching is good at this school	173	65	88	33	1	0	0	0
The school helps me to support my child's learning	168	63	90	34	7	3	0	0
The school helps my child to have a healthy lifestyle	160	60	97	36	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	148	56	102	38	0	0	1	0
The school meets my child's particular needs	145	55	108	41	9	3	2	1
The school deals effectively with unacceptable behaviour	119	45	127	48	8	3	3	1
The school takes account of my suggestions and concerns	128	48	118	44	9	3	2	1
The school is led and managed effectively	213	80	49	18	2	1	0	0
Overall, I am happy with my child's experience at this school	203	76	56	21	5	2	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 April 2011

Dear Pupils

**Inspection of Newbridge Primary School, Bath, BA1 3LL**

Thank you for making us feel so welcome when we visited your school recently. We enjoyed meeting you and hearing about all the things you like about your school. We would like to thank those who came to talk to us, and those who filled in the pupils' questionnaire. I am delighted to tell you that you go to a good school. There are many things that are great about your school. These are some of the things that really stood out.

- You enjoy school, behave very well and enjoy the fun activities teachers plan for you.
- You reach high standards in reading and make good progress as you move through the school.
- You enjoy wonderful opportunities to be involved in sporting events, art, music and drama activities.
- You make an outstanding contribution to your school and the wider community through all the fund-raising you do and in the responsibilities you hold on the school council and Eco and recycling teams.
- You have an excellent understanding of how to stay safe, fit and healthy.
- Your school takes really good care of you.

Your headteacher and all your other teachers know how to make sure that your school continues to get even better. To help them to do this, we have asked your school to do the following:

- ensure that more of you make faster progress in writing and mathematics by giving you work that is not too easy or too hard and provides just the right level of challenge
- ensure more of you benefit from the extremely good or better teaching seen in some lessons.

Thank you very much once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Wendy Forbes

Lead inspector

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