

# Newbridge Junior School

New Road, Portsmouth, Hants, PO2 7RW

## Inspection dates

25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- It has improved well since its last inspection due to the inspirational and determined leadership of its headteacher. Effective self-evaluation and development planning target remaining weaknesses, ensuring that the school is well placed to improve further.
- Pupils' good achievement results in average attainment. Those at risk of underachieving, including disabled pupils and those with special educational needs, achieve well.
- Excellent use is made of special funding, including that for the pupil premium, to provide individualised activities often led by highly skilled teaching assistants. As a result, pupils known to be eligible for free school meals and those from other ethnic groups or who speak English as an additional language achieve as well as most pupils nationally.
- Despite a minority of pupils finding good behaviour difficult, most behave well because of the high quality support provided. This helps ensure that the school provides a safe and happy environment.
- Good monitoring and support for teaching ensure that it has improved well over the past three years and is now good. Effective planning and well-organised lessons, that effectively target activities at pupils' different ability levels, enable them to do well.
- The strong commitment of staff and members of the governing body, together with good teamwork, ensures that leadership and management at all levels are good and that the leadership's monitoring is effective.

### It is not yet an outstanding school because

- In a minority of lessons the pace of learning is slow, resulting in some pupils losing concentration. Not all teachers adjust activities or targets throughout the lesson to help those pupils who are doing well to make even better progress.
- Although boys achieve well and the attainment gap between boys and girls is closing, still more needs to be done, particularly in English, including encouraging boys to have a more positive attitude to this subject.

## Information about this inspection

- Inspectors observed 18 lessons of which four were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons, visited a range of special groups including those to support disabled pupils or those with special educational needs, and heard a sample of pupils read.
- Meetings were held with groups of pupils, members of the governing body and staff, including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the small number of responses to the on-line questionnaire (Parent View) and the analysis of the school's recent parent questionnaire. A small number of parents and carers bringing their children to school were also spoken to.
- Inspectors observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning, monitoring and safeguarding were also looked at.

## Inspection team

Diane Wilkinson, Lead inspector	Additional inspector
David Mankelow	Additional inspector
Laura Dickson	Additional inspector

## Full report

### Information about this school

- Newbridge Junior is a larger-than-average school which has recently increased from three to four form entry.
- The proportion of disabled pupils and those with special educational needs, supported at school action, school action plus or by a statement of special educational needs, is above average.
- The proportion of pupils who speak English as an additional language has more than doubled since the last inspection and is broadly average. An increasing number of these pupils are of Romany or Gypsy heritage.
- The proportion of pupils known to be eligible for the pupil premium, including free school meals, is above average.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- The school runs its own breakfast club.

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

- Strengthen the quality of teaching so that more is outstanding, by ensuring that in all lessons:
  - a brisk pace is maintained throughout all activities and that pupils keep continually focused on their work
  - when assessing the rate of pupils' progress, new activities or targets are set for those pupils who have succeeded in achieving their goal.
- Raise achievement, particularly to ensure that boys attain as well as girls in English, through:
  - providing a greater range of activities to strengthen pupils' ability to build up new words from sounds (phonics)
  - increasing the opportunities for pupils to use the school library, including the use of books, to promote research across a range of subjects
  - strengthening boys' commitment to writing through using a wider range of resources to promote this, including information and communication technology, and extending the range of topics they write about.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry is below average, and low in writing. The attainment of boys on entry is lower than that of girls. By Year 6 attainment in reading, writing and mathematics is at national average.
- Good progress ensures most pupils reach at least the level expected (Level 4) by the time they leave school, including the large majority of pupils who might be at risk of underachieving. School tracking data indicate that disabled pupils or those with special educational needs who do not reach average attainment levels make good progress from their starting points and achieve as well as their peers.
- In lessons, good discussion activities and the requirement for all pupils to explain their learning foster oral communication skills well, so by the time they leave most pupils put forward their point of view well, using language effectively. This was clearly evident in an excellent lesson about Boudicca's threat to Roman rule in Britain. High quality support for pupils who speak English as an additional language ensures they quickly acquire the language they need to support their learning. Pupils of Romany heritage also benefit from good support and achieve well.
- Most pupils enjoy reading and the majority explain the plot or describe the characters in a story well, predicting what might happen. A small minority are still unsure of the more complex sounds in some words and the school has identified the need to provide more activities to develop this skill further.
- When they start Year 3 many pupils, especially the boys, find writing difficult, but very good support ensures that, by Year 6, the large majority write neatly, punctuate well and spell accurately. Pupils' limited vocabulary on entry is extended through effective use of adjectives, adverbs and features such as similes to enliven their work. Interesting writing activities, for example related to work in history about the crew of the *Mary Rose*, enthuse both boys and girls and the school is seeking to widen the range of writing topics as a small minority of boys remain reluctant writers.
- High expectations of the presentation of pupils' written work are evident in all subjects and help pupils to work accurately in mathematics. A strong emphasis on number bonds and place value ensures pupils calculate correctly. They measure accurately, including when drawing angles or shapes.
- Pupils report that they feel well prepared for secondary school because they have the skills they need. Without exception, parents and carers agree that their children achieve well.

### The quality of teaching is good

- Effective monitoring and good performance management have resulted in improvements in teaching throughout the school. Pupils and their parents and carers agree that teaching is good. Although there is still a range in quality, the very large majority of lessons are at least good, with a small minority being outstanding.
- Consistent and highly effective behaviour management ensures that lessons are rarely interrupted. Pupils enjoy lessons, although some lose concentration when the pace is slow, and not all teachers bring them back on task quickly enough.
- Good planning provides challenging activities, well matched to the stage at which individual pupils are working. This, together with the skilled support provided by very well trained classroom assistants, ensures disabled pupils and those with special educational needs are well taught, exceptionally so when working on the special programmes provided for them.
- Very effective training has ensured that staff's subject knowledge is good, so all explain and demonstrate new work clearly, including the use of technology like interactive whiteboards. Pupils report that this helps them to learn quickly.
- Pupils themselves are very keen to use technology to help their learning and the recent acquisition of tablet computers is encouraging more boys to commit to researching texts on

the internet and to writing. However, this strategy is too new to show a significant impact on attainment. In addition, not enough opportunities are provided for pupils to use the school library.

- Classroom and learning support assistants are deployed especially well to support learning, ensuring a strong focus on group teaching that has a positive impact on pupils' achievement.
- Throughout activities, staff question pupils effectively to check their understanding and move learning on. However, some are better than others at ensuring that the right kind of questioning is targeted at pupils according to their ability. Sometimes staff miss opportunities to set new challenges for those pupils who have done really well and reached their targets or goals. Written work is usually well marked, although just occasionally marking does not indicate how work can be improved.

### **The behaviour and safety of pupils are good**

- Exceptionally good behaviour management systems and pupils' clear recognition of what is acceptable behaviour both in class and around the school are major factors in their improved achievement. This is acknowledged by pupils and their parents and carers, with pupils reporting that good behaviour in lessons helps them to learn easily.
- Pupils enjoy coming to school and want to learn, although not all boys enjoy English lessons and report they find learning in this subject difficult.
- Pupils' good relationships are evident in their courtesy to, and respect for, others, in their willingness to please their teachers and in the good quality paired and group work seen in lessons. Pupils report that all types of bullying are rare and always dealt with swiftly when it does happen.
- The school takes a very strong stand regarding behaviour that might endanger the safety of pupils or staff members, and the few exclusions that result from this help ensure that all in the school are safe and free from harm at all times. Pupils report they have total confidence in staff and feel safe. Staff are very successful at settling formerly excluded pupils back into school. The behaviour manager and support assistants play a highly effective role in this process.
- Very good systems for monitoring and supporting good attendance have improved attendance well, including among pupils who might be at risk of underachieving. Attendance levels are average.

### **The leadership and management are good**

- The headteacher's exceptionally strong management skills are evident in the very effective systems in place for supporting the behaviour of pupils and the comprehensive and rigorous procedures for monitoring teaching and improving the school's work. This ensures that weaknesses are quickly identified and prioritised in improvement planning.
- She is supported by a skilled leadership team and subject leaders for English and mathematics who have driven forward improvement well since the last inspection.
- The leadership has gained the full commitment of the whole school community, which is working well together towards the common goal of ensuring that all pupils have equality of opportunity and that none is discriminated against. Their success is evident in the determination of pupils to do their best and commit to the hard work needed to achieve their goals. As a result, pupils leave school well placed to take advantage of all the opportunities open to them.
- Underpinning pupils' work is the way financial resources, including those provided by the pupil premium, are allocated to enhance achievement. This is backed by the thorough and very regular monitoring of the impact of the school's work in raising achievement. A strong feature of this is the way that teachers are held to account through performance management to ensure that no pupil in their class or group underperforms.

- The local authority supports the school well, especially in the effectiveness of its monitoring and the challenge it sets regarding raising pupils' achievement.
  - The broad, rich and interesting curriculum is effectively planned to help pupils achieve well and raise attainment in English and mathematics. New strategies are already in place to address boys' weaker performance in English.
  - Strong programmes to promote pupils' spiritual, moral, social and cultural development encourage their good behaviour and positive relationships between pupils from different backgrounds.
  - The school fully complies with government requirements with regard to safeguarding, including the vetting of staff and child protection arrangements. Staff work exceptionally well with a range of agencies. The breakfast club provides good care.
  - **The governance of the school is good:**
    - Ably led by the Chair, members of the governing body provide a good balance of support and challenge.
    - Governors have a good understanding of the school's strengths and weaknesses and how well its resources are supporting achievement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116227
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	401578

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerry Oldfield
<b>Headteacher</b>	Claire Stevens
<b>Date of previous school inspection</b>	8–9 March 2010
<b>Telephone number</b>	023 92829424
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