

Newbridge School

Barley Lane Campus , Barley Lane , Ilford, IG3 8XS

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school because:

- Teaching throughout the school is outstanding. There has been a steady improvement in the very high standards observed in the previous inspection.
- Teachers have an excellent understanding of their pupils' learning needs and adapt activities extremely effectively to enable each pupil to make the best possible progress.
- Young children in the Early Years Foundation Stage make outstanding progress in their personal development, and in their communication skills.
- Pupils throughout the school achieve extremely well, particularly in their acquiring of communication, literacy and numeracy skills. They also make significant progress in gaining independence skills, and in their ability to make and indicate choices.
- There are outstanding relationships. The pupils enjoy school and make every effort to attend regularly. There are very high standards of care to which the pupils respond well. Pupils feel safe and secure and this has a positive impact on their behaviour and learning.
- The headteacher has led the development of an outstanding leadership team. Together, they continually monitor and improve on standards of teaching and pupils' progress. Teaching and non-teaching staff are committed to ensuring each pupil achieves as well as possible. Morale at the school is very high.
- Governors are well informed about the progress of pupils and the standards of teaching. They provide a high level of support and challenge to the school based on detailed knowledge of the school's workings.

Information about this inspection

- Inspectors observed 23 lessons and parts of lessons, all of which were joint observations with senior members of staff.
- Meetings were held with teaching and non-teaching staff, senior and other leaders, governors, and a representative of the local authority.
- There were insufficient responses to the on-line questionnaire for parents (Parent View), for their views to be included. Inspectors scrutinised a range of parental opinion including the school's own questionnaires. They took into account written comments on the quality of information presented by the school at annual review meetings and in annual reports to parents on their children's progress. In addition, 82 completed staff questionnaires were taken into consideration.
- The inspection team observed the school's work and looked at a range of documentation, including the school's self-evaluation and development planning. Inspectors looked at records of pupils' progress, behaviour and well-being since the previous inspection, as well as monitoring reports on the quality of teaching and the curriculum. Attendance figures were analysed, as were policies and procedures relating to the safeguarding of pupils.

Inspection team

Melvyn Blackband, Lead inspector

Additional inspector

Fatiha Maitland

Additional inspector

Full report

Information about this school

- The school, which is on two sites, provides for pupils with severe, profound and complex learning difficulties. Pupils from the age of two to 14 years are educated at the Gresham Drive campus and pupils aged 14 to 19 at the Barley Lane campus.
- There is no specific sixth form provision. Students aged 16 to 19 are taught in mixed groups, together with pupils aged 14 to 16, a curriculum which caters for the whole age range, according to their individual learning, personal and health needs.
- All pupils have a statement of special educational needs. Many pupils in addition have chronic, complex health difficulties which can significantly inhibit their school attendance.
- There are about equal numbers of boys and girls. Over three quarters of the school population are from minority ethnic groups, reflecting the make up of the borough. Almost two thirds of pupils speak English as an additional language.
- Nearly half of the pupils are supported by the pupil premium (additional funding provided for pupils known to be eligible for free school meals, children looked after by the local authority, and children of service families).
- The school provides an outreach service to other schools in the local authority as well as managing a further proportion of the local authority's special educational needs support service.

What does the school need to do to improve further?

- Make sure the pace of lessons is always appropriate to enable all pupils to sustain their outstanding progress.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make excellent progress throughout the school from very low starting points. The progress of almost every pupil is as good as, and generally much better than, that expected nationally of pupils in similar schools. The rates of progress have steadily improved since the previous inspection. All pupils do equally well, irrespective of their disabilities and additional needs.
- Children in the Early Years Foundation Stage, who are often at the very earliest stages of development, make consistently outstanding progress, particularly in their communication skills and personal development. This gives them an excellent start to their education.
- Older pupils, aged 16 to 19, make excellent progress. All these pupils gain a range of nationally recognised unit accreditations within an ASDAN (Award Scheme Development and Accreditation Network) course of study. These units demonstrate the pupils' very good progress in communication, literacy and numeracy development, and in a variety of personal skills, awareness of leisure activities, and work-related learning.
- The teaching of communication skills is a strength of the school. Pupils with very little ability in language because of their learning difficulties or those who speak English as an additional language make excellent progress.
- Teachers focus at all times on developing pupils' basic skills, leading to outstanding progress in literacy and numeracy. In addition, some pupils have reached national expectations in developing their early reading skills and mathematical vocabulary, for example through the process of matching shapes and symbols and counting being practised in all curriculum areas.
- Activities are precisely adapted to the needs and abilities of each pupil. Teachers are very successful in challenging pupils to make the best progress they can in small sequential steps, monitoring their pupils' progress lesson by lesson. No pupil is allowed to fall behind, and each learns at their own optimum pace. There is no discrimination, and the equal opportunities of all pupils are a fundamental priority for the school. Pupil premium funding has been used effectively to support the eligible pupils and their families through providing direct assistance in pursuing benefit entitlements and to ensure they achieve as well as other pupils.

The quality of teaching is outstanding

- Teaching standards have risen steadily since the previous inspection as result of very regular informal monitoring by senior staff, accompanied by rigorous management of the performance of teachers. This has been accompanied by extensive training and good support and mentoring for new staff.
- Teaching throughout the school, including the Early Years Foundation Stage, is energetic and enthusiastic. Lessons generally proceed at a fast pace, and this helps the pupils to maintain their concentration for sometimes extended periods. In a few instances, particularly in groups providing for pupils with profound and complex needs, teachers spend a little too long with individual pupils and this can slow down learning for other pupils.
- The outstanding quality of assessment underpins the significant progress made by pupils. Teachers and support staff keep extremely detailed records of each small step in learning, and these observations and records are used to plan precisely for each pupil in taking the next step. Pupils are reminded constantly during lessons how to develop and improve their skills.
- Pupils receive a high degree of support. They are usually taught individually, and adults are skilled in interacting at each pupil's level through language and pictures, tactile objects and symbols. Teachers continually check pupils' understanding by careful questioning or by observing their behaviour. This ensures that each pupil has the confidence to attempt the next step.
- Staff are very skilled in teaching communication skills. Adults use information and

communication technology sensitively to enrich pupils' sensory experience. Interactive whiteboards and the sensory rooms are well used to encourage pupils to interact with their environment and communicate thoughts and feelings. Communication is embedded in each activity. For example, communication targets are emphasised in hydrotherapy swimming sessions and in Rebound trampoline experiences.

The behaviour and safety of pupils are outstanding

- The pupils love their school. They attend whenever they can, despite their often severe health problems. Their attitudes to learning are excellent, they maintain their concentration and try their best, and their behaviour is exemplary. They have excellent relationships with adults and other pupils.
- Incidents of challenging behaviour are extremely low. All pupils have behaviour management plans which are consistently applied. As a result, pupils are relaxed and happy. When, on occasion, a pupil becomes frustrated or upset and exhibits challenging behaviour the staff deal with it quickly and sympathetically, using the opportunity to help the pupil to understand and control their behaviour.
- The school maintains excellent records of pupils' behaviour. Clear and precise objectives are set for each pupil and these are monitored very regularly to establish patterns of behaviour and targeted improvements. The records show consistent improvement over time. There have been no bullying or racially motivated incidents over a long period.
- The pupils' spiritual, moral, social and cultural development is very good. Through personal, health, and social education lessons and experiences, and because staff consistently model kind and considerate behaviour, the pupils grow to tolerate and respect each other. They experience exciting sensory activities such as lights, sounds and colours. They show great tolerance and friendship to children of diverse ethnic backgrounds. Their cultural understanding is encouraged through many trips, for instance, to drama centres, the theatre, cafés and restaurants and regular visits to local shops.
- Parents and staff are very positive about the calm and harmonious atmosphere of the school. Parents feel secure that their children are safe and very well looked after, and that they develop awareness of how to keep themselves safe.

The leadership and management are outstanding

- The headteacher's expertise and experience have enabled him to build a very strong team of senior and middle leaders. Their commitment and skill play an important part in supporting and encouraging staff to seek ever higher standards.
- The Early Years Foundation Stage is very well led and managed. Key points in the pupils school careers, such as the transition from the Gresham Drive campus to the Barley Lane campus at age 14, and the preparation for older pupils as they are about to leave school, are very well managed.
- The local authority maintains a light touch overview of provision. The work of the school in providing outreach and other services to other schools is valued throughout the local authority. The school has an excellent track record of consistent improvement over several years, especially in the rates of pupils' progress and in standards of teaching. There is an outstanding capacity to maintain this improvement.
- The school evaluates its own strengths and weaknesses very successfully. For instance, the progress of each pupil is monitored rigorously, and senior staff are aware of occasional lapses in the pace of lessons. The management of teachers' performance is robust and is clearly linked to salary progression and levels of responsibility. All staff benefit from tailored professional development to enhance their individual skills for the benefit of the pupils.

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- The curriculum on both sites has been constructed imaginatively and carefully to meet pupils' needs. The primary curriculum teaches subjects through largely topic-based activities. As in the secondary curriculum, teachers plan in great detail to ensure learning activities match the pupils' abilities, and they consistently encourage pupils to develop their communication and personal skills.
 - The secondary curriculum is very well adapted to ensure that pupils' communication, and their development of basic skills in literacy and numeracy are applied across the whole range of curricular activities. The curriculum on both sites is outstanding and has a very significant impact on pupils' motivation and behaviour, and on their spiritual, moral, social and cultural understanding.
 - The school maintains excellent relations with parents, who are overwhelmingly positive about the school's provision. The school's parent support officer plays a valuable part in supporting families, and her recently increased role enables her to provide even better support to the families of pupils entitled to the pupil premium funding. Parents are encouraged to take a full part in helping their children learn. The school sends home highlighted targets for pupils to work on with their parents, and the annual reports to parents are exemplary in their detail and the quality of information provided for each pupil.
 - Safeguarding arrangements at the school are outstanding and meet all statutory requirements.
 - **The governance of the school:**
 - Governors are well informed about pupils' progress, including school performance data, and how the performance of teachers is managed. They are fully involved in how the school rewards good teaching, and how any underperformance is tackled. They regularly check the impact of pupil premium funding on pupils' progress and well-being. Governors are fully involved in the school's self-review, and target setting and monitoring processes. They take part in regular training, for instance in the interpretation and understanding of performance data and, consequently, nominated members are well informed, for instance about health and safety matters and the safeguarding of the children.
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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

Unique reference number	130899
Local authority	Redbridge
Inspection number	403813

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Number of pupils on the school roll	128
Of which, number on roll in sixth form	
Appropriate authority	The governing body
Chair	Ann Garrard
Headteacher	Peter Bouldstridge
Date of previous school inspection	30 June–1 July 2010
Telephone number	0208 599 1768
Fax number	0208 599 6898
Email address	peter.bouldstridge@redbridge.gov.uk

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