

Newbridge Primary School

Charmouth Road, Bath, BA1 3LL

Inspection dates 25–26 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership, including the work of the governing body, has improved the quality of teaching and raised pupils' achievement since the last inspection.
- Pupils across the school reach above average standards in reading, writing and mathematics.
- Disabled pupils and those with special educational needs achieve as well as other pupils as adults quickly identify their needs and provide effective support.
- Children in the Reception classes get off to a good start and are well prepared for Year 1.
- The quality of music is a strength. The school has an extensive instrumental programme and a well developed choir.
- Pupils' behaviour in lessons is exemplary. Staff and pupils have a strong sense of community which is reflected in their positive relationships.
- Pupils enjoy learning as staff make sure they feel safe and well cared for.
- Pupils' social, moral, spiritual and cultural development is supported well through a wide range of learning experiences and visits.
- Attendance is consistently above the national average as pupils enjoy coming to school.
- Governors challenge school leaders and share their ambition for the school to improve further.
- A large majority of parents who responded to the online questionnaire (Parent View) would recommend the school to others.

It is not yet an outstanding school because

- Teachers' marking of pupils' work varies in quality across the school. Teachers' written feedback does not always help pupils improve.
- Plans for improvement are not sufficiently focused on measurable, time-limited outcomes, so that governors can check the difference the school's actions are making.

Information about this inspection

- Inspectors observed teaching in all classes. They observed: 23 lessons or part-lessons, five of which were observed jointly with senior leaders; an assembly; behaviour at play and lunch times; and visited breakfast club.
- An inspector conducted a focused tour of the school with senior leaders and governors, looking at social, moral, spiritual and cultural development.
- Meetings and discussions were held with senior leaders, teachers, support staff, pupils and 11 members of the governing body. A telephone call took place with a representative from the local authority.
- The inspection team took account of discussions with parents, written correspondence from one parent, the views of 202 responses to Parent View (the online questionnaire) and 25 responses to the staff questionnaire.
- The inspection team scrutinised a number of documents including: the school's information on pupils' progress, self-evaluation records, improvement plans, safeguarding policies and documents relating to the management of teachers' performance.
- Inspectors listened to pupils read and observed the quality of early reading skills. They talked informally to pupils at break times and reviewed the work in their books during lessons.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

Colin Lee

Additional Inspector

Roberta Camble

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British. The percentage of pupils from minority ethnic backgrounds is below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. This is additional government funding to help pupils who are known to be eligible for free school meals or who are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Early years provision in the Reception class is full time.
- A breakfast and after-school club is provided by the school.
- The headteacher joined the school in September 2013. He was absent during the inspection.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Ensure that teachers' written feedback shows pupils how to improve their learning and results in higher-quality work and faster progress.
- Sharpen the targets and timescales in the school's improvement plan so that all leaders, including governors, check regularly if the school's actions are having sufficient impact.

Inspection judgements

The leadership and management are good

- 'The school has a very dedicated and committed team who truly put the children at the centre of their learning'. This is one of many comments from staff about the strong leadership which underpins the work of the school. The school's values of 'responsibility, respect, aspire and learn' feature prominently across daily school routines and support the children 'to be the best they can be'.
- Senior and middle leaders have an accurate view of the school's strengths and weaknesses. They work tirelessly to share and promote good practice across the school. For example, leaders work together in groups of three, to check the quality of one another's marking and challenge one another to improve.
- Leaders have created a set of clear 'non-negotiable' guidelines to improve the quality of teaching and tackle inconsistent practice. Teachers have risen to the challenge of this common standard and, consequently, pupils' achievement is consistently good.
- The school's self-evaluation is accurate. After a small decline in the standards achieved by the higher-attaining pupils in writing, leaders acted quickly to address this issue and the standard of writing for this group of pupils is improving.
- Improvement plans are focused on the right priorities; however they do not always make clear how and when school leaders and governors will check to make sure that actions taken have made a positive difference to learning and achievement.
- Leaders have high expectations of pupils' behaviour in lessons, which are shared and promoted by all adults. This motivates pupils to work diligently to complete their tasks to the best of their ability.
- The school has developed a bespoke curriculum, 'Newbridge 50', which encourages pupils to learn through exciting experiences. In the words of an older pupil, 'it's about learning being made fun'. Examples of good quality work reflect the pupils' enjoyment of learning. For example, poignant Remembrance Day poems developed pupils' awareness of the effects of war and helped them reflect deeply on events of great historical significance. This thoughtful reflection on others' experiences is a feature of the school. Pupils show respect for different cultures and traditions, often using their strong appreciation of different forms of music as a starting point.
- Music provision is inspirational. Pupils demonstrate high quality performance skills, musical knowledge, and great pride in performance. For example, in a Year 4 lesson, pupils demonstrated excellent knowledge of notation when performing 'If you're happy and you know it', using flute, recorder, guitar, keyboard and xylophone. Pupils show obvious delight in music making.
- The deployment of additional sports funding is well balanced between increasing pupils' participation in sport and providing professional development for staff. Physical education leaders check participation rates and target pupils not currently involved in extra-curricular sport. The range and uptake of after-school sporting clubs is high.
- Pupils take full advantage of the good range of games and activities available at breakfast and after-school club. Adults give pupils responsibility, which helps them develop leadership skills. These clubs are popular and well-attended.
- The school is highly regarded by the local authority. During the recent absence of the headteacher, the local authority has supported the actions taken by the deputy headteacher to ensure the school continues to progress.

■ The governance of the school:

- Governance of the school is ambitious and effective. Governors know the strengths, in particular the achievement across the school, and offer insightful challenge to school leaders. They are highly visible and committed to meeting the needs of the local community. Governors work closely with senior and middle leaders to check the quality of teaching. They have improved their procedures to ensure that decisions about pay and progression are closely tied to teachers' performance. Governors manage finances well and make well-informed decisions based on their knowledge of the school's priorities. Pupil premium funding has been well targeted to ensure that there is equality of opportunities for these pupils. One governor commented that Newbridge's strength is, 'celebrating children and celebrating differences'. This is indicative of the school's commitment to foster good relationships and tackle discrimination. Safeguarding arrangements meet statutory guidance. Governors keep a close check on health and safety and have plans to improve further the securing of the site to ensure that pupils are kept even safer at all times, for example, by adding lighting to the school path and improving the access to parts of the school. Governors are aware that areas of the school's website are not fully compliant with statutory requirements; they have clear plans in place to rectify this.

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

- The behaviour of pupils is outstanding. Pupils' impeccable attitude towards learning is helping them to achieve well across a range of subjects. Pupils listen attentively in lessons and are determined to complete their work to a high standard. Pupils of all ages were keen to show inspectors the quality of their work on display.
- Teaching assistants provide exceptional support for pupils with specific behavioural and learning needs. They skilfully modify work to ensure that pupils make good progress.
- Pupils have an excellent knowledge of different types of bullying, such as emotional, physical and verbal. They report the occurrence of bullying to be rare and know what to do should they experience bullying.
- Pupils' behaviour around the school and outside of lessons is positive. Pupils are respectful of the school environment and polite to adults and other pupils. Behaviour records indicate that bullying and discrimination are rare and that exclusion rates are low.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are knowledgeable about the dangers of social media and some of the hazards of using the internet. Older pupils take on roles, such as 'digital leaders', and are highly effective at checking technology and the suitability of computer programs to keep other pupils safe.
- Attendance levels are securely above national average. The school has good procedures in places to check on any absence and has enforced strict measures to deter holidays in term-time.
- A vast majority of parents, pupils and all staff agree that the school helps to keep pupils safe.
- Safety is not outstanding, as, outside lessons, some areas of the playground are better supervised than others.

The quality of teaching is good

- Since the last inspection, teaching has improved. Leaders and teachers are determined in their pursuit to improve the quality of learning. Pupils know what they are learning in lessons and whether they are successful; this is having a strong impact on pupils' progress.
- The quality of learning is enhanced by the pupils' positive attitudes and outstanding behaviour in lessons. Teachers encourage pupils to think carefully by asking searching questions and creating a nurturing climate. Consequently, pupils thrive in this environment and make good and sometimes exceptional progress.
- Teachers have high expectations of what pupils can achieve. Teachers' planning takes into account the interests of pupils which engages them in their learning. Activities are well matched to pupils' needs and lessons include 'star challenges' to ensure the work is not too easy. For example, in a Year 3 lesson, the teacher challenged pupils to extend their choice of vocabulary when describing an object. Pupils' examples included, 'flaming orange', 'crimson sky' and 'soft silky snow'.
- Pupils' told inspectors that they value teachers' written comments in their books. Pupils use familiar marking guidance to improve their work and act on teachers' advice, particularly in writing. School leaders recognise that written feedback is not yet consistent across all subjects.
- The teaching of phonics is good. Pupils are given regular opportunities to strengthen and practise their skills across the curriculum.
- Pupils' reading and writing are of an equally high standard. Pupils read and write across a range of subjects and teachers make good links to all areas of the curriculum. For example, in a Year 4 lesson, pupils used computers to read and write their own news reports.
- Teaching assistants and additional adults are deployed well. They have secure subject knowledge because of systematic training. Teaching assistants encourage good achievement, especially for disadvantaged pupils and those who are disabled or have special educational needs, as they have high expectations of what these pupils can achieve.
- Teaching in mathematics focuses on improving pupils' quick recall skills. Pupils apply their knowledge to a range of problems and calculations. Teachers use visual resources and hands-on equipment to develop pupils' understanding and accelerate progress in mathematics.

The achievement of pupils is good

- A majority of children start school in Reception with skills that are typical for their age. Children get off to a positive start and develop good skills in writing, reading and number. The proportion of pupils who achieve a good level of development is above the national average.
- From above average starting points, pupils' progress in Key Stage 1 is good. As a result of good teaching, pupils' attainment at the end of Year 2 has been consistently above the national average for all groups of pupils in reading, writing and mathematics.
- Pupils enjoy reading and read well. In 2014, a minority of pupils did not reach the expected standard in the end of Year 1 check on how well they understand letters and the sounds they make. The school has plans in place to ensure a greater proportion meet the standard this year. A dedicated library and regular opportunities to read at school encourage a love of reading from an early age. By the end of Year 6, pupils are very confident readers.
- The most-able pupils are regularly challenged to do their very best. As a result, they exceed the expected rate of progress in reading and mathematics. After a dip in 2014, pupils' achievement in writing is rapidly improving. For example, in a Year 3 writing lesson, the most-able pupils were challenged to include prepositions when describing their story setting.
- The small number of pupils eligible for additional government funding make good progress as a result of well planned strategies to support their learning. At the end of Year 6, they have closed the gap on their peers nationally in reading, and are one term behind in writing and four terms in mathematics. Over time, the attainment gap in school is narrowing.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics. School leaders maintain comprehensive records and individual plans for these pupils. Pupils with speech and language and social skills support make good progress towards their individual targets because activities are carefully planned.
- The very few pupils who speak English as an additional language make good progress as they benefit from specialist support.

The early years provision is good

- The Early Years Foundation Stage is well led. Teaching staff use regular observation to assess children's needs and to plan learning opportunities. For example, regular opportunities to visit the school's conservation area are helping develop children's independent learning skills.
- Children are immersed in their learning. Even though some aspects of the outdoor provision are underdeveloped, children use their imagination and curiosity to explore their own interests. For example, with limited resources, a group of children used stepping stones to carefully balance and 'cross the dangerous sea'.
- Children in the Reception classes behave well. They know how to keep themselves safe and the dangers of unsafe play. Children cooperate and understand the importance of good teamwork. For example, children in the creative area share resources and treat each other with respect. This helps create a calm and happy environment in which to learn.
- Teachers' good relationships with the children encourage an enjoyment of learning right from the start. However, making the most of all observation opportunities, particularly during outdoor play, would enable children's experiences to be further enriched.
- Parents are encouraged to play an active role in their children's learning. They told inspectors about the good links to pre-school settings, the comprehensive induction programme and the accessibility to the teachers. They are pleased to be part of the 'Newbridge community'.
- Good arrangements are in place when children move to Year 1. Teachers communicate well to ensure that children's emerging needs are fully understood. Consequently, children are well prepared for the move to Year 1.

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	131019
Local authority	Bath and North East Somerset
Inspection number	449306

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Michelle O'Doherty
Headteacher	Mr Kristian Hancock
Date of previous school inspection	30 March 2011
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