



Newbridge High School

Inspection Report

Unique Reference Number 120239
Local Authority Leicestershire
Inspection number 291679
Inspection date 11 January 2007
Reporting inspector Margaret Jones HMI

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

Type of school	Comprehensive	School address	Forest Road
School category	Community		Coalville
Age range of pupils	11–14		LE67 3SJ
Gender of pupils	Mixed	Telephone number	01530 831561
Number on roll (school)	501	Fax number	01530 276440
Appropriate authority	The governing body	Chair	Joanne Wilson
		Headteacher	Pat Young
Date of previous school inspection	5 February 2001		

Age group	Inspection date	Inspection number
11–14	11 January 2007	291679

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Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools.

Description of the school

Newbridge High School is situated in the town of Coalville in Leicestershire. Pupils come from a variety of social and economic backgrounds and are predominantly of White British ethnic origin, a small number having English as an additional language. Ten per cent of pupils receive free school meals. A significantly higher proportion of pupils than the national average are identified as having special educational needs. The school works in partnership with primary and upper schools, and is an active member of the local learning community. The school has accreditation for the National Healthy Schools Programme, Career Mark and Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. This is confirmed by the school's accurate and effective self-evaluation. The school is very well led and managed. The headteacher and senior leaders provide dynamic leadership. They have fostered in all staff a clear ambition to become a high achieving school where all pupils reach their maximum potential. Limited resources are managed extremely effectively to secure the best outcomes for the pupils. The school has the capacity to become outstanding and is certainly going in the right direction.

Achievement has been outstanding for the last few years. Pupils make rapid progress whatever their level of ability or background, and regularly achieve standards that are above average. In 2006, progress declined slightly in mathematics and science but overall remained outstanding. The quality of teaching is good and teachers have high expectations of both learning and behaviour. As a result, pupils succeed well. Pupils with learning difficulties and/or disabilities and those with English as an additional language achieve well because of the extra support they receive. The organisation of the curriculum is good, and ensures that every pupil is provided with the right level of work to match their ability. The majority of parents are positive in their views about the school and feel their views are taken into account. However, a few parents have less favourable views and feel the needs of their children are not being fully met.

Pupils' personal development is good. Pupils are friendly and confident and are helped by the school to build their self-esteem. They behave well in lessons and show real enjoyment in their learning. Sometimes, outside of lessons the behaviour of a small minority of pupils can become noisy and over boisterous. The school has worked hard to engage this group of disaffected pupils and as a result the number of exclusions has fallen, and attendance and achievement have improved. Pupils make a good contribution to their community and enjoy an excellent range of clubs, sporting and musical activities. Pupils understand the need for healthy lifestyles and take part in many physical activities. Much work has been done to improve the quality of food provided by the school and take-up of the healthy school meals has gone up. Pupils themselves, through the school council, have played a major part in this work. Provision for careers education and guidance and work related learning is extensive, very well organised and effective. Provision for spiritual and cultural development is good but more emphasis could be placed on preparing pupils for life in a diverse community. Although the school has a race equality policy, no assessment has yet been carried out to check on the impact of its implementation.

This is a school where every child matters. The pastoral team is outstanding. It tracks pupils carefully, picking up those who are in danger of underachieving and taking immediate action. All the pupils are very well cared for and feel safe, and this is contributing to their desire to do well. There are excellent links with outside agencies such as the Connexions Service to provide specialist support for pupils who need it. The liaison work with the upper and lower schools is outstanding and pupils feel very well prepared to transfer to the next stage of their education.

What the school should do to improve further

- Extend communication with parents, especially those who are not fully supportive of the school.
- Carry out an assessment to find out what the impact of the race equality policy has been, and prepare pupils better for life in a diverse community.

Achievement and standards

Grade: 1

Achievement is outstanding with many pupils making fast progress because of the effort the school makes to raise aspirations and foster a strong work ethic. When they join the school pupils' attainment is broadly that expected for those of similar age. In 2005 pupils made exceptional progress to achieve results in the national tests, at age 14, that were above average. In 2006 results were again above national average, although progress had slowed slightly. Progress seen in lessons overall was good. Across the board, a large proportion of more-able pupils achieved the higher levels in the tests. Pupils make exceptional progress in English because the department is stable and experienced and has focused on improving reading especially with boys. Pupils do well in mathematics and science because they are involved in applying their learning in practical tasks and investigations. Pupils with learning difficulties and/or disabilities achieve well because they are taught in small sets with learning programmes matched to their needs. Pupils with English as an additional language receive regular support to help them learn English.

Personal development and well-being

Grade: 2

Most pupils enjoy their education very much. As a result, attendance is above average and behaviour is good. Pupils take great interest in their work and involve themselves fully in lessons. Many are able to work well in groups and tackle their tasks sensibly together. The rate of participation in extra-curricular activities is very good.

Most pupils have very good relationships with adults and each other. They learn about their rights and responsibilities very well in citizenship lessons and tutor time. Pupils take appropriate responsibility through membership of the School Council. They are keen to organise fund raising events for charities. Older pupils act as mentors and help young pupils with their reading. Pupils themselves are made aware of the 'Every Child Matters' agenda. They are taught how to keep themselves safe and healthy and most put this into practice. The school has some difficult pupils who have complex behavioural difficulties. These pupils are helped, through individual support programmes, to become more confident about learning and to conform to school rules.

The school's aim to promote spiritual, cultural, moral and social education is achieved well through assemblies and the tutorial programme. However, more could be done to make pupils aware of the opportunities associated with living in a multicultural society.

Quality of provision

Teaching and learning

Grade: 2

The monitoring and evaluation of teaching at the school is rigorous and accurate. As a result, teaching is characterised by a high degree of specialist knowledge, good planning and extremely effective classroom organisation. Teachers act as very good role models and strive to make lessons interesting and enjoyable, for example, in a Year 7 science lesson where pupils were simulating meteorites hitting the earth. Great care is taken to ensure the work matches the ability of the pupils as, for instance, in a Year 9 mathematics lesson, where the more-able pupils were forging ahead using a computer program on solving equations. In a couple of lessons, a teaching assistant was not used as well as she could have been.

Curriculum and other activities

Grade: 2

The good curriculum meets the needs and aspirations of pupils well. Strong emphasis is placed on supporting learning, for example through the extensive citizenship, careers and health education programme and through tutorial time which includes Progress File. The provision for physical education has improved greatly since the last inspection and all pupils now have at least two lessons a week, but lack of facilities still limits indoor activities. The setting arrangements have a positive impact on learning because pupils get the sort of work they can cope with. Many pupils participate in an excellent range of extra-curricular activities and the curriculum is enriched by theme days and activity weeks that provide challenge and excitement.

Care, guidance and support

Grade: 1

Pupils' high achievement stems from the outstanding care, support and guidance that they receive from the school. Requirements for child protection are met and all pupils spoken to said they felt they could talk to an adult at school. Teachers and support staff know pupils very well; areas of concern, including occasional incidents of bullying, are dealt with promptly. Teachers use data well to track the progress of individual pupils and set targets. Procedures in lessons to deal with behavioural problems are very consistent and thorough. Pupils with problems are often referred to the external agencies for specialist help. The school runs its own catering facilities and school meals meet the new Food Standards.

Leadership and management

Grade: 2

The headteacher promotes high expectations and provides drive and energy to raise standards. There is a very good team spirit among all the staff and governors, who are well motivated and want to do their best by the school and all its pupils. The leadership team work together efficiently and are very experienced. They know the school well and have accurately identified areas for development. Middle management is strong and is enhanced by well focused training and development. The governing body is supportive and is developing the confidence to play a greater part in strategic decision making. The views of parents are taken into account appropriately, and as well as regular parents' evenings the school has started to develop additional events for parents to find out more about different aspects of education. These events have been successful and are planned to be extended so that more parents can fully understand how to support the progress of their children.

The school's self-evaluation is extremely accurate and the senior management team and governors have correctly identified areas for improvement. Teaching is systematically monitored through classroom observation. The school's long-term development plan is clearly set out and presents a shared vision for improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for all the help you gave me when I visited your school. I enjoyed talking with you about your school. It is a good school with several aspects that are outstanding. I thought you would like to know what was good about your school and how I thought it could get even better:

- You work hard and do very well in your national tests.
- Most of you behave very well because teachers have clear rules and high expectations for you.
- You are well looked after and feel safe. Staff help you all to achieve the 'Every Child Matters agenda' and you feel very well prepared to transfer to the upper school.
- Teaching is good and you enjoy practical learning with fun activities.
- The school is led and managed very well and there is a very good team spirit among the staff and governors, all of whom are well motivated and want to do their best for all of you.
- You enjoy the wide range of activities that are provided for you, especially the sport and music.

I thought that the following things could be improved:

- The school could involve even more of your parents so they understand about what you are doing at school.
- The school could check on what it is doing to promote good race relations.

I wish all of you success in your studies and thank you once again for your help with this inspection.