



# Newbridge School

## Inspection Report

---

**Unique Reference Number** 130899  
**Local Authority** Redbridge  
**Inspection number** 293659  
**Inspection dates** 8–9 January 2007  
**Reporting inspector** Mike Smith

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

---

<b>Type of school</b>	Special	<b>School address</b>	Barley Lane Campus
<b>School category</b>	Community		258 Barley Lane, Goodmayes Ilford IG3 8XS
<b>Age range of pupils</b>	2–19	<b>Telephone number</b>	020 8599 1768
<b>Gender of pupils</b>	Mixed	<b>Fax number</b>	020 8599 6898
<b>Number on roll (school)</b>	135	<b>Chair</b>	Mrs Ann Garrard
<b>Number on roll (6th form)</b>	30	<b>Headteacher</b>	Mr Peter Bouldstridge
<b>Appropriate authority</b>	The governing body		
<b>Date of previous school inspection</b>	Not previously inspected		

---

<b>Age group</b> 2–19	<b>Inspection dates</b> 8–9 January 2007	<b>Inspection number</b> 293659
--------------------------	---	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Newbridge was formed in September 2005 as a result of an amalgamation of two special schools in the London borough of Redbridge. The school operates on two sites approximately three miles apart. Pupils come from a diverse range of socio-economic backgrounds with around a third of pupils qualifying for free school meals. About two thirds of pupils come from minority ethnic groups and the majority of these are from families where English is the second language. Pupils have a statement of special educational need for their learning difficulties, which can range between moderate to profound, often accompanied by one or more additional special educational needs. In recent times the school has admitted increasing numbers of pupils with severe or profound learning difficulties accompanied by complex medical needs or Autistic Spectrum Disorders. The school is used for a range of extended activities after school and is a leading partner in inclusion activities while also offering outreach support to mainstream schools in the borough.

## 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 and increasingly effective school. The headteacher has successfully led and managed the period of amalgamation and has a clear strategic vision for improving the school further. Procedures for consultation and self-evaluation are effective and involve a wide range of people, including parents, pupils, governors and staff. Staff feel confident that their views are seriously considered and, consequently, morale is very high.

Together with a motivated and effective senior leadership team, and a well-informed chair of governors, the headteacher works to improve the provision and learning opportunities for all pupils. The heads of education on both sites ensure the effective smooth running of the school on a day to day basis. The school works very effectively in partnership with a range of external support, and together with a dedicated team of teachers, support and administrative staff ensure the care and support of pupils is of the highest order. A parent, reflecting the views of many, wrote, 'this is an excellent school where my child's needs are understood and where teachers strive to help him make progress'. Through its effective self-evaluation of school performance there is a clear understanding of what needs to be improved and how to achieve it. The school is aware it needs to provide more consistent strategies for monitoring and evaluating pupil progress across both school sites and ensure that the best practices and procedures are effectively shared and implemented.

Pupils' standards are well below the national average. Given their starting points, and the barriers to their learning, the achievement and progress of children from the Foundation Stage right through to students in the post-16 provision are good. This is because of the excellent relationships, good teaching and the excellent care and support they receive for their personal needs. Pupils are given challenging personal targets, which most achieve successfully. Progress data is analysed, underachievement is identified, and appropriate improvement strategies implemented. There is no difference in the progress of different groups of pupils, including those whose first language is not English. Pupils' personal development is good. They have good attitudes, enjoy school and many understand the importance of keeping safe and leading a healthy lifestyle. Pupils like to take on individual responsibility, such as being part of the school council or taking the register to the office. They learn useful skills through their involvement in fund raising activities. Pupils' spiritual, moral, social and cultural development is good and they make positive contributions to the community. The curriculum offers an interesting and relevant range of learning activities that meet the needs of all groups of pupils. However, the school is aware of the need to further develop the opportunities for pupils in the 14–19 age range to meet the ever increasing complexity of their learning needs. Visits into the community and visiting specialists effectively support pupils' learning. There is a strong emphasis on inclusion and opportunities to work alongside mainstream peers are sought whenever it is seen to meet the needs of individual learners. The Access into Mainstream Project (AIM) successfully supports a number of pupils in primary and secondary schools. The Outreach Support Service, based at the school, provides valuable support to pupils as

well as mainstream schools and staff. Parents are very supportive of the school. One wrote, 'this is a wonderful school and we are extremely happy with our daughters progress. Staff and facilities are brilliant'. Governors are clearly aware of school developments and they are currently developing additional ways of becoming more involved in the strategic management of the school. Through clear processes of self-evaluation, leadership and management are having a positive impact on the learning provision which is leading to improved chances for pupils to achieve and make continued good progress. The capacity to improve even further is good.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

Post-16 students achieve well and enjoy their learning as a result of good teaching, care and support. Students successfully complete modules within the 'Towards Independence' accredited course and learning is increasingly focused on community based activities. Students benefit from work-related visits and activities and this helps to prepare them for life after school. Students make good progress in their personal development, gaining confidence and self-esteem through their successes.

## **What the school should do to improve further**

- Provide consistent strategies for monitoring and evaluating pupils' progress across both school sites.
- Ensure that the best practices across the school are effectively shared and implemented.
- Ensure the 14-19 curriculum provision meets the needs of all pupils

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

Standards are well below average because of pupils' severe or profound learning difficulties. Despite these difficulties, their progress and achievement are good in relation to their challenging individual targets. Children in the Foundation Stage make good progress in their communication and personal development, and older students learn to be more independent and self aware. The school works hard to ensure that no group of pupils fares less well than any other and data analyses shows that all groups of pupils make similar progress. Some inconsistency in the monitoring of achievement has been identified by the school and this is currently being addressed. A parent reported, 'my son is doing really well and is learning a lot of things due to the input of his teachers and other members of staff'. The professional development of all staff supports and increasingly ensures the needs of all pupils are equally met and they can continue to make the progress they are capable of.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

Pupils' personal development and well-being are good. Relationships between staff and pupils are excellent. Pupils are encouraged to be aware of themselves, others, and the environment and they are well supported to become as independent as possible. There is a positive atmosphere on both sites and pupils gain enjoyment from their lessons and other activities. Pupils' behaviour is good. Attendance is satisfactory and the high level of authorised absence is primarily a result of pupils' poor health. Pupils make a good contribution to the community. They contribute to charities and are involved in recycling initiatives. Pupils feel safe and understand healthy lifestyles. They acquire useful skills running the tuck shop and selling craft items at the annual autumn fete. The school council discusses matters of importance to all pupils, such as increasing the range of play activities during the lunch break. This provision is firmly embedded in the everyday life of the school and in the many additional opportunities that are arranged outside school.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Pupils make good progress because teaching and learning are good from the Foundation Stage right through to the post-16 provision. Although the quality of teaching and learning is monitored, the very best practice is not yet sufficiently shared across the school. Individual pupil study plans are regularly evaluated to ensure they are having a positive effect on pupils' progress. Lessons are made interesting for pupils and they understand what is expected of them. There are excellent relationships and behaviour management is effective, so that pupils are happy in their work. The school is currently tackling previous inconsistencies in teachers' assessment, planning and the recording of pupils' progress, but recognises that there is still more to do. Pupils are motivated with challenging activities and targets that are relevant to their needs. There is a positive ethos of reward and celebration of individual achievement. There is effective team work between teachers, support staff and therapists which ensures pupils' personal development needs are fully met so they can get the best out of their learning opportunities.

## **Curriculum and other activities**

### **Grade: 2**

#### **Grade for sixth form: 2**

The curriculum is good and offers a broad range of experiences that support pupils' good personal and academic development. Independent learning and communication are emphasised from the Foundation Stage right through to the post-16 provision. Personal, social and health education, and citizenship make a significant contribution to pupils' growing self-confidence and maturity and this area is well supported by community visitors. The school is fully aware of the need to further develop its 14-19 curriculum to meet the ever increasing complexity of pupils' learning needs, including those with autistic spectrum disorders. There are meaningful opportunities for pupils to work alongside their mainstream peers and there is a well established classroom base in a local primary school. The curriculum is planned to meet individual pupil needs and study plans detail the learning intentions and expectations for each pupil. The curriculum is enriched with a range of additional opportunities, including lunchtime clubs and opportunities for sports coaching from visiting professionals. There is also an after-school club running in partnership with another special school. These opportunities help improve pupils' social and life skills. Good use is made of social and cultural events. Visits including art projects and residential stays enhance and support learning experiences. Post-16 opportunities are good and students' needs are met by a relevant range of accredited courses and work related opportunities which help to prepare them for when they leave school.

## **Care, guidance and support**

### **Grade: 1**

#### **Grade for sixth form: 1**

The care and support for pupils are excellent and the combination of efficient school procedures and practice keeps pupils safe and secure while helping them to acquire the skills of independence. Safeguarding pupils is at the heart of clear procedures which are understood by all staff. The effective team work amongst all staff ensures that there are consistent approaches and support for all pupils. Pupils receive appropriate individual guidance that ensures that they make good progress with their personal and academic development. Relationships between staff and pupils are excellent and thought is given for pupils' personal dignity. There is excellent partnership work with support agencies which ensure that the specific needs of pupils are well met. The partnership with parents is excellent as is the communication between school and home. A parent wrote, 'the school has always been very welcoming and supportive and we are always kept up to date with events and our daughter's progress'.

## Leadership and management

**Grade: 2**

**Grade for sixth form: 2**

Leadership and management are good overall. The headteacher gives excellent strategic guidance and encouragement. Senior staff have clear roles and are fully committed to fulfilling their responsibilities. Management responsibilities are effectively shared across the two sites and there is a clear focus on school improvement. The impact of everyone's work is reflected in the excellent care and support for pupils and the good progress they make. Through effective consultation and self-evaluation, areas for improvement and strategies for action are clearly identified. It is recognised that there are different strengths operating on the two school sites and a need to increasingly share the very best practice and agree to deliver consistent procedures. Learning and teaching are regularly monitored and opportunities for further professional development are good. These are linked to school improvement and meeting the ever increasing complexity of pupils' needs. Teachers, therapists, and support staff work effectively as a team and their work is valued by both parents and pupils. A member of the school council said, 'I feel very privileged coming to this school, all the staff do their very best for me'. The school works very effectively with external support agencies and consequently, the appropriate support is co-ordinated to meet pupils' individual needs. The governors are clearly aware of the strengths and weaknesses of the school and have been working with external support to increase their proactive involvement in the school.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
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	2	

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	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	2	
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	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 welcoming us into your school and a special thank you to the school council who met with me and told me what they liked about the school. We noticed that you really enjoy coming to school and meeting your friends and working in your lessons. We agree with you and your parents: your school is a good school that supports your needs and ensures that you make good progress in your learning and personal care. The school knows what it has to do to make things even better for you and you can help by listening carefully in lessons and always behaving the best that you can. We particularly liked the fact that:

- all staff care and support you exceptionally well
- you get on really well with each other and all adults
- you learn to do things for yourself and you are friendly and polite to everyone
- you enjoy your lessons and make good progress
- there is excellent communication between the school and your home
- the school ensures that you all learn as well as you can and works extremely well with other people to ensure you receive the support you need
- your headteacher is determined to improve the school further and with all the adults in the school, is working hard to help you make even better progress in the future.

There are a few things the school knows it can improve upon.

- They can ensure your progress is checked and recorded in a consistent way so they know how well you are doing as you get older
- They can make sure they share all the good things happening on each site
- They can make sure that the work planned for the older pupils meets their different needs.

Once again, thank you for being so friendly and we wish you every success in the future.

Yours sincerely

Mike Smith Lead inspector.