

Newbridge High School

Inspection report

Unique Reference Number	120239
Local Authority	Leicestershire
Inspection number	339645
Inspection dates	9–10 June 2010
Reporting inspector	Dilip Kadodwala HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	502
Appropriate authority	The governing body
Chair	Jo-Anne Wilson
Headteacher	Pat Young
Date of previous school inspection	11 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors, including one who focused for half a day on the school's provision for safeguarding pupils. Inspectors observed 30 teachers teaching 33 lessons and also made three brief visits to check on pupils' learning; they held meetings with a group of parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a range of school documentation, including development plans, school and national data, and the school's own evaluation of its effectiveness. Responses to questionnaires from 162 parents and carers, 39 members of staff and 99 pupils also provided additional evidence.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment, learning and progress, particularly in English, mathematics, science and physical education (PE)
- the impact of the teaching on pupils' learning and progress, including for pupils with special educational needs and/or disabilities
- the effectiveness of leadership and management in sustaining previously high performance and improvement.

Information about the school

This is a smaller than average secondary school. The proportion of pupils known to be eligible for free schools meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is average, including those who have a statement of special educational needs. The great majority of pupils are from White British backgrounds. The school was designated as a specialist sports college in September 2008 with a second specialism for science. The specialist status was achieved in collaboration with other local schools. The school has achieved Healthy Schools Status, the Career Mark award and the Intermediate International award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. Aspects of it are outstanding. The headteacher provides very strong leadership, and with her senior leadership team, inspires others to work effectively to drive improvement. The impact is evident in pupils' high attainment and outstanding achievement in learning. A parent's written comment in the inspection questionnaire reflects the view expressed by many others and those who spoke to the lead inspector: 'I have been extremely pleased with my child's time at Newbridge and she has really enjoyed her time there'. This reflects the school's success in its mission for all to 'aim higher, achieve more'. The school works very closely with many outside agencies to support individual pupils and support for the most vulnerable is exceptional. A wide range of activities, underpinned by the school's sports specialism, enhances a good curriculum and contributes very well to pupils' high level of enjoyment. Pupils of all ages and backgrounds mix well together. Their behaviour around the school is good and the great majority respond well to the expectations set out for behaviour in classes. Pupils have a good understanding about cultural diversity, indicating very good improvement since the last inspection when this was deemed to be a relative weakness. The great majority of teaching is good and there is some that is outstanding. Exceptional practice is where teachers use their expertise to plan activities which are exactly matched to pupils' individual needs and inspire enthusiasm for learning. High expectations, creative tasks and focused questioning enable pupils to assess and extend learning. Lessons are generally well planned but the different objectives set for pupils are not always followed up by a range of matched tasks. As a result, although excellent support is provided for slower learners, for example through strong collaboration by learning support assistants and teachers, there is not always enough challenge for the most able pupils to enable them to fully realise their potential. Teachers assess pupils in a wide variety of ways. There is some excellent marking but also some variation in the quality of feedback to pupils on how they can improve their work. Governors know the strengths and weaknesses of the school and ensure that they visit regularly to see work at first-hand. Since the last inspection, pupils' high attainment has been sustained. Pupils' progress is monitored rigorously and remains outstanding for almost all groups. The outstanding care and support pupils receive has also been sustained. Some aspects, such as attention to ensuring that pupils attend regularly and adopt healthy lifestyles, have improved from being good to excellent. This demonstrates excellent capacity for improvement. There is no complacency because leadership actions are sharply focused on securing further improvement in the quality of provision, particularly teaching.

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What does the school need to do to improve further?

- Make more teaching good or better by
 - ensuring that all teachers challenge pupils of different attainment, particularly the highest attainers, so that they meet the different objectives set for them
 - developing greater consistency in the marking of pupils' work so that they know how to improve their work.

Outcomes for individuals and groups of pupils

1

Pupils start in Year 7 with attainment which is broadly average. By the end of Year 9 pupils' attainment, based on teacher assessments, is high. This profile of attainment has been sustained over the last three years. Assessments for the current Year 9 pupils show that in English, mathematics, science, information and communication technology (ICT) and several other subjects, challenging targets were either met or exceeded at Levels 5 and 6, indicating exceptional progress for middle and lower ability pupils. Attainment in the school's specialist subjects of PE and science is also outstanding, exceeding the targets set for the first and the second year of the specialist status. Pupils as a whole have made outstanding progress as shown by the school's assessment and value added data over recent years. Pupils who have special educational needs and/or disabilities, including those who have complex difficulties with behaviour and learning, make this exceptional progress because of highly structured support and very good partnership working with parents and carers. Almost all groups of pupils make similar outstanding progress. The exception is the progress made by the highest attaining pupils, which is good, but not as fast as it could be in several subjects.

Pupils have very positive attitudes and consequently enjoy learning. Their attendance is high and punctuality is very good. Pupils say they feel safe at school, that they are confident that they will be listened to and that any issues they have will be dealt with promptly and resolved. Pupils have a clear sense of right and wrong and play their part well in recognising risks and minimising them. Spirituality, empathy and imagination are triggered well to successfully promote pupils' spiritual development. For example in lessons in PE, art and music inspectors observed pupils' readiness to reflect deeply, respond creatively and express wonder because of teachers' skilful use of stimulating tasks and questions. Pupils are fully aware of the importance of healthy lifestyles because of its coverage in the curriculum and through the dining hall provision. The vast majority follow the advice and participate highly in energetic sports and extra-curricular games, reflecting the very positive impact of the school's specialism. Pupils willingly take responsibility, for example as reading mentors and make a good contribution to the work of the school council. Their contribution to the wider community is evident in their participation as sports leaders in local primary schools and in raising funds for a wide range of charities. The very effective application of information and communication technology, literacy and mathematical skills across the curriculum and opportunities to develop teamwork and enterprise capability provide a first class preparation for pupils'

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future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the lessons observed, there were very good relationships between pupils and teachers and there were high expectations for behaviour, attitude and effort. Teachers use good subject knowledge and questioning skills well to assess progress and to challenge pupils to think and apply prior learning. Lesson planning is effective in terms of structure; activities are varied and enable pupils to engage actively in their learning, often participating well in group activities and self or paired assessment. Plans identify different expectations for pupils of different attainment, and pupils are aware of what they are trying to achieve. Activities are often well targeted for middle abilities, and the very strong support means the school caters extremely well for lower attainers. The most able pupils are very aware of what they are aiming for and have strong motivation that ensures their progress is good, but activities in lessons do not meet their needs as well as they do other groups. Other features of the curriculum provide good opportunities for all pupils. There is a wide range of vocational opportunities including a

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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course in PE for Year 9 pupils. Very strong partnerships with other local schools and colleges provide for a good range of 'taster' vocational courses in, for example hair and beauty and construction, which helps to broaden choices for pupils. Curriculum enrichment through visits, enterprise days, competitions and workshops add to pupils' enjoyment of learning.

Pupils are very confident of help when experiencing personal difficulties. Mentoring is extremely helpful to individual pupils and their families. Pupils with behavioural difficulties are mentored and supported very well to enable them to continue their education at the school. Guidance and partnerships for transition to the upper school are very well managed and effective. Guidance about how to improve work is more variable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are highly effective in motivating all staff to raise attainment. Staff morale is high and their very strong sense of common purpose results in pupils' outstanding achievement. The drive for sustaining improvement is evident at all levels through very well established systems for monitoring and evaluating the impact of targeted actions. Particularly noteworthy is the early identification of underachievers and targeted interventions that lead to improvement for those pupils most at risk of underachieving. Equality of opportunity is firmly embedded in the school's work and the school's high aspirations are illustrated well by the outstanding work it does with the most vulnerable. Senior leaders have been quick to identify reasons for slight differences between progress of boys and girls and the implementation of well-targeted action has had a rapid impact - for example through the recent focus on the effective use of literacy across the curriculum. Middle leaders feel well supported and are held accountable through regular line management meetings. Evaluation of teaching and learning is extensive and training is well directed, including that for learning support assistants. The monitoring of teaching in lessons fulfils a range of purposes, including performance management. As yet, the focus on how well the different needs of pupils are catered for, including in lessons where there are setting arrangements, has not had a strong impact on progress of the most able. Governors are actively involved in the life of the school through personal visits to lessons and participation in a range of committees. While being supportive, they ask challenging questions about pupil and teacher performance to enable the school to provide excellent value for money. Along

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with senior leaders, they ensure that safeguarding procedures, policies and practice are rigorous, thereby securing pupils' safety. Parents' and carers' views are sought regularly and changes made, for example, to the format for reporting pupils' progress. The effectiveness of other partnerships is outstanding, as illustrated by care and support for the most vulnerable pupils through very effective multi-agency work. Links with primary partner schools are very strong and well supported through the school's sports specialism. Developing links with schools in Nigeria and France provide a global dimension to the school's good promotion of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Around 36% of parents and carers returned a questionnaire. A group of seven parents visited the school to speak to the lead inspector. The very large majority of parents and carers are happy with their children's experience at the school. Those who wrote comments are very appreciative of the care shown by staff and the quality of teaching and leadership. The proportion agreeing with statements was substantial. A very few parents and carers made comments about behaviour. Some felt that the school does not deal with unacceptable behaviour effectively, but others noted that concerns were quickly dealt with and resolved. Inspectors asked pupils, observed breaks and reviewed records and conclude that the school operates a firm but fair system to ensure that pupils' learning is not disrupted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbridge High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 162 completed questionnaires by the end of the on-site inspection. In total, there are 502 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	30	99	61	12	7	1	1
The school keeps my child safe	59	36	97	60	5	3	1	1
The school informs me about my child's progress	70	43	83	51	7	4	0	0
My child is making enough progress at this school	72	44	77	48	13	8	0	0
The teaching is good at this school	66	41	87	54	8	5	0	0
The school helps me to support my child's learning	43	27	99	61	15	9	2	1
The school helps my child to have a healthy lifestyle	48	30	96	59	15	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	31	97	60	5	3	0	0
The school meets my child's particular needs	51	31	102	63	6	4	0	0
The school deals effectively with unacceptable behaviour	53	33	81	50	18	11	6	4
The school takes account of my suggestions and concerns	37	23	100	62	12	7	3	2
The school is led and managed effectively	63	39	89	55	6	4	2	1
Overall, I am happy with my child's experience at this school	70	43	83	51	7	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Newbridge High School, Coalville, LE67 3SJ

Thank you for the friendly welcome you gave to me and my colleagues when we visited your school. We greatly enjoyed talking to you in lessons, meetings and at breaks. We also looked at the school's work and the questionnaires completed by you, your parents and staff. This letter is to share with you what we found on our inspection.

Yours is a good school. There are also some elements that are outstanding. You attain high standards and your progress from your starting points is outstanding by the end of Year 9. Much of this is due to the excellent leadership shown by the headteacher and senior staff and the way that all staff ensure that you receive help when you experience difficulties in learning. You behave well around the school and in lessons and your attendance is high compared to national averages for similar schools. We were also impressed with your punctuality to lessons. The school's sports status is helping to make the great majority of you take part in activities which contribute to your adoption of healthy lifestyles and excellent achievement. You told us that you feel safe and that incidents of bullying are dealt with effectively.

Although overall your results are high, especially for the number of you achieving Levels 5 and 6 in the Year 9 assessments, comparatively few of you attain Level 7, although some more have the potential to do so. We have asked senior leaders to ensure that more of the teaching provides stimulating tasks that are better matched to your different abilities. You can help by trying your hardest to attain those higher levels. We saw some excellent marking, showing how you can improve your work, but this was not consistent across all subjects. Staff are aware that this needs improving further and I hope that you will also play a part in responding positively to teachers' comments.

We are confident that your school will continue to improve and wish you every success for the future.

Yours sincerely

Dilip Kadodwala

Her Majesty's Inspector

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