

# Newbridge School

## Inspection report

---

<b>Unique Reference Number</b>	130899
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	341054
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Lynne Kauffman

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

---

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	131
Of which, number on roll in the sixth form	32
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ann Garrard
<b>Headteacher</b>	Peter Bouldstridge
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Barley Lane Campus Ilford IG3 8XS
<b>Telephone number</b>	020 8590 7272
<b>Fax number</b>	020 8599 6898
<b>Email address</b>	peter.bouldstridge@redbridge.gov.uk

---

<b>Age group</b>	2–19
<b>Inspection dates</b>	30 June –1 July 2010
<b>Inspection number</b>	341054

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 16 lessons and observed 15 teachers. Meetings were held with pupils, a governor, staff, therapists, the medical team, parents, travel escorts, and managers that coordinate both school sites. In addition, a telephone call was made to the head of one of the outreach services the school manages. Inspectors observed the school's work, and looked at its procedures for safeguarding, school policies and scrutinised the assessment and recording systems and the plans for the new school site. They reviewed records of pupils' progress and their study plans, and analysed 36 responses to parental questionnaires.

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

- how well the monitoring and evaluation of pupils' progress across the curriculum and the two sites has improved
- the effectiveness of governors and strategies to improve their role
- how the school shares the best practice in teaching and learning across all staff
- the impact of accommodation on the lower school site on pupils' learning and progress.

## Information about the school

Newbridge School was brought about by the amalgamation of two special schools in 2005. The school operates on two sites, three miles apart. Pupils come from Redbridge and surrounding boroughs and almost three quarters of the school are from minority ethnic groups predominantly Asian and Black African; over 50% of pupils speak English as an additional language. All pupils have a statement of special educational needs for their specific learning difficulty, which range from moderate to profound difficulties, often accompanied by additional medical needs. The school is admitting more pupils with autistic spectrum disorder. The school is a leading partner in inclusion activities across the borough, offering leadership and outreach to mainstream and special schools. The school is also a leader in providing a wide range of after-school activities to challenge confidence and independence. Recently the school added Arts Mark to its many awards.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Newbridge is an outstanding school at a very exciting time in its development. It provides excellent opportunities for its pupils to achieve their full potential. Through consistent analysis of their individual needs and their excellent individualised study plans, pupils rapidly overcome the many barriers to learning through small but well-established steps of improvement. The exceptional outcomes in the Early Years Foundation Stage are the start of pupils' challenging pathway through their school career. At sixth form, all skills and capability are consolidated in outstanding outcomes and life skills that prepare pupils very well for the next stage of their lives.

Pupils fully understand why it is important to behave in a safe manner and show this through the considerable care and consideration for each other. They thoroughly enjoy the opportunity to select healthy eating choices at snack and lunchtime. Sport and keeping fit are designed so that all pupils have fun and challenge from a range of exercise, including visits to the local gym and go-karting. Newbridge pupils are central to the community; they welcome many visitors and enjoy trips to places such as the theatre. Pupils often work together, which helps them to prepare for their future, for example during enterprise activities and work awareness.

Teaching sets exceptional challenges for communication, problem solving and personal development. The vibrant curriculum is lively and stimulating. The school's excellent focus on communication and language skills and social skills for all pupils ensures all pupils reach their potential. They learn active listening and follow social cues, such as taking turns and waiting. Care, guidance and support are an outstanding package of advice and assistance for the whole family. Moments of calm and reflection are key strengths of the school which promote learning.

The complexity of provision for pupils at the school and the headteacher's management of four outreach services within the local authority requires managers that 'think outside the box' to ensure that learning for Newbridge pupils is the school's priority. The excellent teamwork and innovative management address this need. Managers at all levels mirror the drive and aspiration of the senior team. The improved governor profile is showing a more active participation in the next stage of the school's journey. The school sites are thoroughly safe, and no health and safety issues were observed. All parents know that any issues raised would be dealt with promptly and effectively. Outstanding safeguarding is established through strong and well-managed systems of checks and review. Excellent systems to ensure equality of opportunity and diversity enhance all pupils' life chances and positively promote transition into mainstream if appropriate. Outstanding opportunity for parental involvement comes through the thriving Parents and Friends Association and excellent work with the parent support

**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

adviser. The school has met the requirements of the previous inspection in strengthening teaching, learning and assessment across the two sites. The school's self-evaluation is accurate and, as a result of excellent collaboration between all parents, pupils, staff and friends of the school, and all stakeholders connected with the school, shows outstanding capacity for improvement.

**What does the school need to do to improve further?**

- To pursue its aim to become a specialist school for communication and interaction in the next two years by:
  - capitalising on the strong network of support the school has engendered in the community
  - to actively pursue sponsorship.

**Outcomes for individuals and groups of pupils****1**

On entry to school, pupils' attainment is very low, owing to their complex special educational needs. Highly effective home visits help to form a clear individual baseline for social skills and cognition. Pupils from all groups make outstanding progress over time. Following a regular and rigorous assessment of need, pupils are set excellent individualised and challenging targets that successfully tackle social and language development, communication skills and cognition. For pupils on the autistic spectrum, the introduction of picture exchange communication and behavioural interactions has led to them making outstanding progress.

All pupils act safely. In an interview with seven pupils, all were able to communicate how happy and safe they were in school. Pupils make well-informed choices about their lunch and snack times. Activities during and after school are packed with enthusiastic pupils and everyone helps each other. The school council is strong and they communicate their views and often help in school development, for example in the appointment of new staff.

Pupils are closely involved in the local and wider community, for example visiting other schools, theatres and shopping. As a result, they develop excellent skills to interact and work with others. Good routines are second nature and pupils develop their skills through repetition and reinforcement. Basic skills are limited for many pupils; nevertheless, they confidently use new pathways for communication through information and communication technology (ICT). Social skills are well developed, including listening, taking turns and working as part of a team.

All pupils have an excellent understanding of the many faiths and cultures that are different from their own. Moral development is strong, and pupils reflect on how to make decisions in many situations.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Highly effective teaching is characterised by exemplary planning, based on robust assessments of all learners' needs. This leads to systematic and highly individualised approaches to learning, with best practice frequently shared among all classroom supervisory staff and teachers. There is great sensitivity to need and pupils function at their own pace within a culture of challenge. Assessment is rigorous and extensive, with searching analysis and self-challenge that enables the school to devise exceptionally well-focused study plans. Pupils' progress is recorded systematically, then fed back into the whole process of assessment and the setting of new targets. Pupils' personalised plans, drawn up and agreed with parents, have realistic targets that challenge and support.

Curriculum design is outstanding in helping pupils to overcome their barriers to communication and socialisation. The curriculum is broad, balanced and relevant and provides exciting memorable experiences such as horse riding. A wide range of sensory, social and communication activities give everyday purpose to curriculum experiences. Inclusion of vulnerable pupils is exemplary through effective support and interventions. Time is used highly effectively in school, to support and engage all pupils, including structured and supervised break times.

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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

**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

All pupils receive the highest standards of care, guidance and support; staff know the needs of all learners, following a range of assessments by teachers, therapists and the health team. This is an inclusive school where pupils do well, whatever their barrier to engagement and learning. The use of 'home books' ensures parents and carers are kept well informed and engaged with their child's development and progress. The parent support advisor has become an essential link between home and school. One parent suggested, 'This work is a lifeline through the maze of rules for parents trying to access support.' The work awareness coordinator harnesses work opportunities in school and is gaining increasing support from local businesses. The support for vulnerable children shows how effectively the school cares for all.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The selfless drive and ambition of the headteacher inspires all. His enabling style promotes staff confidence. The relentless quest for continuing improvement is echoed throughout the management team and staff. Expectations are clear, and the contribution of all managers to self-evaluation and school improvement is very good. Governors have been through a period of change. Statutory responsibilities are secure. New governors are working closely with the school to provide a fresh approach by developing a rigorous challenge through their role as a critical friend that was previously underdeveloped.

Equality of opportunity is central to any decision made about pupils, staff or policies. Parents and carers are regularly consulted about the school's work. They value the newsletter 'Parentlink' and the development of the web site. Links with parents and carers are outstanding; parents and carers have confidence in the school's systems and have been engaged in policy development such as the working group considering bereavement. Partnerships are exceptional; the two-way systems ensure links to promote learning well-being are vibrant and effective.

The school puts all aspects of health and safety at the heart of all its work. The staff take all reasonable steps to ensure the health and safety of all pupils and completely fulfil their statutory duties. Site security is excellent. Community cohesion is fully explored and actions evaluated, with plans produced for future development to sustain the best impact for all of the school links with the community. The school successfully reinforces the value of diversity of culture, socio-economic status religion, language and special

**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

needs through its daily activity. Records are analysed and action plans put in place. Outstanding management of the school's budget has resulted in exceptional outcomes for all pupils. The school offers outstanding value for money.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children's personal development and well-being are outstanding. They accept routines and are willing to participate because of the excellent relationships developed during the home visits.

Children enjoy school and love the group interaction in class and the physical experiences through outdoor activities. They feel safe and on occasions explore independently. Welfare and care are a high priority and meet requirements and children's needs. Children's personal development and social interaction are outstanding and help them to make sense of their world around them and, as a result, they make rapid progress.

Teaching is inspirational, and the exciting curriculum includes all areas of learning and uses the widest ranges of sensory experiences to match the needs of all groups of children. Leadership and management are outstanding. Staff development is strong and restricted teaching spaces are managed well. Parents are very confident in the setting.



**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Sixth form

The progress of students in the sixth form is outstanding and there are no significant variations in progress between different groups. Success rates on accredited life skills programmes and attendance are high. Learners thrive and are highly supportive of each other. They contribute extensively to the school and engage in the wider community, including the local gym, colleges and a range of visits. They are well prepared for the next stage of their life.

Highly effective, and sometimes inspirational, teaching, with activities sharply and accurately focused on meeting individual students' needs, enables learners to do well in both the classroom and a range of other learning environments. Curriculum programmes are broad and balanced, and effective in meeting learners' needs.

There has been sustained improvement over time because of highly effective leadership and management and provision which enable the learners to meet highly ambitious and individualised targets.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

Parents returned 36 questionnaires. The majority of parents are very happy with the school. Several parents wrote that they cannot fault the teachers or the level of care. An issue for a minority of parents was a wish for greater communication from the school. Inspectors investigated this issue and found that the 'Parentlink' newsletter, the new development of the website as well as the home-link book and parent consultation offer a good range of opportunities for communication.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbridge 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	81	6	16	0	0	0	0
The school keeps my child safe	26	70	10	27	0	0	0	0
The school informs me about my child's progress	28	76	7	19	1	3	0	0
My child is making enough progress at this school	16	43	17	46	2	5	0	0
The teaching is good at this school	23	62	12	32	1	3	0	0
The school helps me to support my child's learning	19	51	14	38	3	8	0	0
The school helps my child to have a healthy lifestyle	19	51	13	35	1	3	1	3
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)	15	41	18	49	1	3	0	0
The school meets my child's particular needs	20	54	14	38	2	5	0	0
The school deals effectively with unacceptable behaviour	15	41	18	49	0	0	0	0
The school takes account of my suggestions and concerns	20	54	16	43	0	0	0	0
The school is led and managed effectively	21	57	14	38	0	0	0	0
Overall, I am happy with my child's experience at this school	24	65	11	30	1	3	0	0

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



3 July 2010

Dear Pupils

Inspection of Newbridge School, Redbridge IG3 8XS

Thank you all so much for the time Gary and I spent at Newbridge last week, seeing you all hard at work. It was very exciting to see some of you in your first transition visit to the Barley Lane Campus and see how much you were enjoying visiting the independence flat and making bread, which did smell so delicious.

We agree with you and your parents that Newbridge is an outstanding school, with excellent care, guidance and support, outstanding achievement and so many features that make life so exciting at your school. You and your staff are working very hard to keep up your excellent progress in lessons and having fun in the extra- curricular activities.

Your school is so successful that we asked your senior leaders and governors to continue to work at becoming a specialist school so that you can share your skills with others.

Our best wishes to you all. especially those moving up to Barley Lane and those leaving school to go to college.

Yours sincerely

Lynne Kauffman  
Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**