



Newham Bridge Primary School

Inspection Report

Unique Reference Number 111585
LEA Middlesbrough Borough
Inspection number 278724
Inspection dates 4 April 2006 to 5 April 2006
Reporting inspector Mrs Kathryn Dodd

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

Type of school	Primary	School address	Cayton Drive
School category	Community		Acklam
Age range of pupils	3 to 11		Middlesbrough, TS5 7NJ
Gender of pupils	Mixed	Telephone number	01642 816884
Number on roll	303	Fax number	01642 816889
Appropriate authority	The governing body	Chair of governors	Cllr Ron Lowes
Date of previous inspection	1 April 2000	Headteacher	Mrs Jennifer Iceton

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This above average-sized school takes pupils from both the locality and the surrounding districts. About two-thirds of the pupils are from outside the traditional catchment area, and a large and increasing number are from areas of high social deprivation. The proportion of pupils claiming free school meals is above average. When children start nursery, their attainment is well below what is typical for three-year-olds. Most pupils are white British, although a few are from minority ethnic heritages, and the school very occasionally takes pupils who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below the national average.

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, which gives good value for money. This judgement matches the school's own view of its effectiveness. It is a friendly, welcoming and happy school that is thought of highly by children, their parents and carers. Pupils make good progress throughout the school. Provision in the Foundation Stage is good though standards are below average by the time children begin Year 1. The overall national assessment results are average in Year 2 but are lower in reading and mathematics than in writing. The national test results in English and mathematics are average in Year 6 but are lower than those in science, which are above average. Good teaching and a good curriculum enable pupils to enjoy their learning and to achieve well, both academically and in their personal development. Attendance is below the national average and, despite determined efforts by the school to improve it; there is still scope for further improvement. The school's outstanding quality of care for the pupils, particularly the most vulnerable ones, supports good achievement. The strong and purposeful ethos that is at the heart of this school encourages pupils to do their best. As a result of good leadership and management, the school is better than it was at the time of the previous inspection; for example, standards are higher. Through rigorously tracking pupils' progress, the school has correctly identified where teaching and learning have greatest impact on pupils' progress. However, leaders need to ensure that they have a full picture of how well their actions for improvement are implemented. Nevertheless, the improvements made since the previous inspection show that the school has good capacity to continue to improve.

not applicable

What the school should do to improve further

- Raise standards in English and mathematics to match those in science by bringing the quality of all teaching up to the best.
- Improve attendance.

Achievement and standards

Grade: 2

The pupils' achievement is good overall. Over the last three years, pupils have achieved increasingly well compared to their starting points and capabilities. From well below average attainment when children join the Nursery, they make good progress, particularly in their personal development, even though overall standards are below average by the end of Reception. Pupils make good progress in Key Stage 1. The results of the 2005 Year 2 national assessments were close to average overall although they were better in writing than in reading and mathematics. Pupils sustain their good progress in Key Stage 2 and standards are average in Year 6. In 2005, although broadly average, the Year 6 test results were lower than those of previous years. Nevertheless, a good proportion of pupils exceeded the nationally expected Level 4 in all three subjects and in science the proportion was especially high. This particular year group

had a high proportion of pupils with learning difficulties and/or disabilities, which contributed to the lower than usual standards. However, the school's own assessment data indicates that the current Year 6 pupils are making better progress in English and mathematics and are on course to attain higher standards than in 2005. Pupils with learning difficulties and/or disabilities make good progress because teachers and support staff work together to help the children to meet their targets.

Personal development and well-being

Grade: 2

Pupils' good personal development helps them to achieve well. Most pupils enjoy coming to school, behave well and listen attentively. Their good attitudes to learning and positive relationships foster harmony and encourage everyone to feel valued and respected. Pupils say that they feel safe at school. They know how to keep fit and understand why it is sensible to eat healthily. Pupils' good spiritual, moral, social and cultural development starts in the Nursery, where children quickly gain a keen sense of right and wrong. Pupils like being praised for good behaviour and work and say that this encourages them to try hard. Pupils have increasingly mature attitudes and their behaviour is exemplary in Year 6. They enjoy taking on responsibilities, help to make improvements to their school, and raise funds. This all makes a good contribution to their future economic well-being and to their understanding of belonging to a community. The school works extremely hard to help pupils and their parents understand the importance of good attendance. This has resulted in some success over the past year, particularly for the poorest attenders. Despite the improving trend, attendance remains below the national average. It is just satisfactory but could be improved further.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, overall, and enables pupils to make good progress in lessons. The teachers have good subject knowledge and are confident. They forge good relationships with their pupils and this ensures that most pupils are keen to do their best. Teachers skilfully assess their pupils' progress and plan work, which accurately matches their needs and abilities. Teachers and support staff work together to ensure those pupils with learning difficulties and/or disabilities, and others needing additional support or extra challenge, make good progress. Teachers question the pupils to challenge their thinking and to keep them on their toes. Occasionally, however, over-lengthy explanations and instructions cause a few pupils to lose interest and waste time. This slows the progress they make in lessons. Teaching and learning in the Foundation Stage is good. There is a good mix of learning directed by the teacher and learning initiated by children.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets legal requirements and is planned thoughtfully with the varying needs of all pupils in mind. It has been adjusted successfully to reflect the school's efforts to raise standards, for example, in reading, and in problem solving in mathematics. A strong emphasis on personal, social and emotional development in the Foundation Stage means that by the end of the Reception year most children are confident and eager learners. Throughout the school, teachers plan plenty of opportunities for pupils to learn about keeping themselves safe and healthy, to practise their speaking and listening skills, and to play an important part in the life of the school community. Many pupils enjoy a good range of extra-curricular activities, and numerous visitors to the school and trips into the community make the curriculum interesting and exciting for the pupils.

Care, guidance and support

Grade: 1

This aspect of the school's work is outstanding. Staff know pupils very well, and a genuine sense of care is appreciated by parents and carers. Secure child protection procedures and health and safety arrangements are clearly seen in day-to-day practices and pupils learn in a safe and secure environment. Teachers make excellent use of the assessment information to help all pupils to make good progress and to identify when pupils need extra support or challenge to reach their targets. The support staff provide consistently good support for pupils in lessons. Very effective guidance for pupils' personal development makes a significant contribution to their achievement. The work of learning mentors and the coordinator for special educational needs is exemplary and is a strength of the school. They work very effectively with other staff, pupils, families, and external support agencies to ensure that the most vulnerable pupils receive the help they need to achieve well.

Leadership and management

Grade: 2

The leadership and management of the school are good. Parents are confident that their children receive a good quality of education in a very caring, safe and happy environment. Effective communication between school, parents and external agencies, particularly in relation to supporting the most vulnerable pupils, makes a significant contribution to the quality of education provided. Good relationships and a clear sense of common purpose amongst leaders and staff provide a strong ethos for learning. Governance is good and financial management ensures that resources are used well to support pupils.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the school council

Newham Bridge Primary School

Cayton Drive

Acklam

Middlesbrough

TS5 7NJ

6 April 2006

Dear Children

Thank you for being so friendly and for making me feel so welcome when I visited your school recently. I enjoyed talking to you and finding out about all the interesting things that you do at school.

What I liked most about your school:

your teachers and other staff take very good care of you so that you are happy and safe in school

you like school and your parents like it too

your headteacher, staff and governors work hard to make sure that your school keeps on getting better all the time

your lessons are good, and adults help you to reach your targets

your behaviour is usually good and you try hard to improve your work

you have lots of chances to do interesting things and take part in enjoyable activities.

What I have asked the school to do now:

make sure that you all come to school even more regularly

make sure that you all do as well in English and mathematics as you do in Science.

I hope that you will continue to be happy at school.

Best wishes

Kathryn Dodd

Lead inspector