

Newham Bridge Primary School

Inspection report

Unique Reference Number	111585
Local Authority	Middlesbrough
Inspection number	325406
Inspection date	16 October 2008
Reporting inspector	Andrew Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	271
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Cllr Ron Lowes
Headteacher	Mrs Jennifer Howes
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cayton Drive Acklam Middlesbrough TS5 7NJ
Telephone number	01642 816884
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the school's approach to raising standards, especially in mathematics, but also in writing.
- Teachers' expectations of more able pupils and those from ethnic minorities.
- The impact of the curriculum on standards in the core subjects.

Evidence was gathered from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires and the school's documentation, and from discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average urban school. There is a mixed intake of pupils, but a large majority of the pupils come from districts where socio-economic conditions are below average. Most pupils are from White British families; a few have Asian backgrounds and 4% of pupils speak English as an additional language. The school has Early Years Foundation Stage (EYFS) provision. The proportion of pupils with learning difficulties and/or disabilities is low. The school has a Children's Centre on site, operated by a private provider; this has been inspected separately.

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 outstanding features. Parents rightly praise its wonderful ethos. 'It does everything in its power to assist parents and children,' was a typical remark. It takes excellent care of its pupils; staff know pupils' individual needs and respond readily to any concern. All safeguarding procedures are firmly in place. Support and encouragement are intrinsic to the school's everyday life, and so pupils grow in self-esteem and become responsible young people. Indeed, their personal development is outstanding. Behaviour is excellent and attendance, an issue at the last inspection, has been very swiftly improved and is now satisfactory. The accommodation is improving year-on-year; particularly impressive is the new EYFS extension. All this is possible because of the excellent leadership of the headteacher, ably supported by a dedicated staff.

Pupils' academic achievement is good. They enter Year 1 with skills and abilities that are broadly average, although slightly below, especially in language. By the end of Year 2, standards are consistently average. By the end of Year 6, standards are above average, occasionally higher in science. The school is well aware of comparative weaknesses in writing and mathematics, and has worked to overcome them. They have been effective with writing but their plans for mathematics have been less successful. The school has done well to raise the percentage of pupils who gain the expected Level 4, but too few pupils reach the higher Level 5. This is because although teachers do vary work for different groups of pupils, it tends to be quite similar. Less able pupils and those with learning difficulties and/or disabilities are able to cope with this work and achieve well, helped by effective support from staff in lessons. More able pupils do not achieve so well, because they do not have enough scope to work at their own pace. Science, with more independent work available, is one subject in which more able pupils prosper. Pupils from minority ethnic backgrounds have not been achieving as well as other pupils because some of their attendance was patchy. The Parent Support Worker, helped by outside agencies, has worked very successfully with families to transform this situation.

There is an excellent ambience in every classroom. Teachers are very organised and establish firm ground rules, so that pupils respond very well and sustain concentration. Importantly, pupils respect their teachers and teaching assistants. Lessons have very clear aims, resources are plentiful and little time is lost. A very efficient assessment process, led by the deputy headteacher, gives teachers vital information about pupils' progress.

The curriculum is well structured and is beginning to be more creative and stimulating. There is still some way to go; English and mathematics are not strengthened enough by practical applications. Special days enliven learning, such as the Year 5 Greek Day. Through similar activities, visits and visitors, the school provides excellent enrichment that broadens pupils' knowledge. Older pupils talked excitedly about their forthcoming visit to Beamish. Other strengths include the outstanding provision for pupils' social and health development, even though pupils have yet to take full ownership of a healthy lifestyle. Provision for pupils with learning difficulties and/or disabilities is good.

The leadership and management of the school are good. The headteacher is a decisive and influential leader; the gleaming, spacious accommodation is testament to her resolve and hard work. She champions care and support, not just for pupils, but also staff and families, and she ensures that all staff share her philosophy. The senior leadership team work closely together and contribute significant skills. Their evaluation of the school's strengths and weaknesses is

good, and most actions lead to successful improvement. However, its priorities are not sufficiently analysed nor identified in fine detail. Governors are supportive and hard working, but do not monitor the work of the school with any regularity. Nevertheless, the school is thriving and shows good scope to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children benefit from a good start in the EYFS. They enter the Nursery with attainment below that typical of three-year-olds; their social and communication skills are somewhat lower. Good teaching enables them to achieve well and they mostly reach the levels expected for their age at the end of the Reception year. They make excellent progress in their personal and social development because of the very encouraging and supportive atmosphere, as well as the excellent quality of care. Language lags behind other areas of learning to some extent. The new building enables children to access a wide range of activities although, at present, they are not allowed to move freely between indoor and outdoor activities. As this is a requirement of the new EYFS framework, the school will gradually introduce it.

Particularly impressive is the independence that children acquire. Whilst they seek and benefit from adult advice, they rapidly learn to explore for themselves. During the inspection, for example, one three-year-old was earnestly investigating what the interactive whiteboard could do; others were asking sensible medical questions as doctors in their role-play corner. Assessment of children's work is constant and detailed, and feeds daily into an overview of their progress, so that they can be more challenged in their learning. The EYFS is well led by an experienced practitioner, who promotes good links with parents to support children's welfare and learning.

What the school should do to improve further

- Analyse areas of concern more thoroughly so that subsequent action plans are sharply defined and, as a result, can be more successfully monitored.
- Ensure that all work is more closely matched to the needs of all pupils, especially more able pupils.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 October 2008

Dear Pupils

Inspection of Newham Bridge Primary School, Middlesbrough, TS5 9NJ

I am writing to thank you for the part you played in the recent inspection of your school. I very much enjoyed my visit and I learned a great deal from you that helped me to gain a clearer picture of your school. Your views were important.

It may come as no surprise to you that I think you go to a good school. It has some excellent features, especially the care, support and encouragement that all staff provide for you, and also the way you develop. You come on leaps and bounds in your time at the school. Your behaviour is excellent, you have great attitudes to your work, you take on responsibilities sensibly and you look after one another so well. Your attendance has improved impressively. You are increasingly leading a healthy lifestyle, although opting for a wholesome diet is hard work. I know!

You achieve well in your work because of good teaching. Standards by Year 6 are usually above average. You do particularly well in science and your writing is better than it was. However, standards in mathematics have not improved as much as in other subjects. Some of you are not being challenged enough to help you achieve the higher levels in your tests. I have asked the school to make sure that you are all challenged so more of you reach the higher levels. In addition, I have asked the school to find out why your maths is not as good as other subjects and to check on the progress of action plans.

The school is generally improving well, thanks to the excellent leadership of your headteacher and the sterling work of all staff. The building is bright and smart. As you told me, you want for nothing. If you do want something new, the school listens and acts, as seen in the arrival of the new bike sheds, for example. The signs for continued development are promising and I wish you every success.

Yours sincerely

Andrew Scott

Lead inspector