

Inspection of Newbridge Primary School

Charmouth Road, Bath, Somerset BA1 3LL

Inspection dates: 21–22 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to be part of Newbridge Primary School. They are polite and friendly to staff and visitors. Pupils have positive attitudes towards their learning and work hard.

Leaders have high expectations for all pupils to be the best they can be. Staff know the pupils well and ensure that they recognise their individual needs. Relationships between staff, pupils, and parents and carers are strong. Parents are very positive about the school and what it offers for the pupils and the wider community.

Pupils benefit from the wide range of opportunities they are given. They particularly enjoy music, sport and outdoor learning. The school's wider work supports pupils to become confident, resilient and responsible citizens; for example, pupils raise money for their chosen charities. Pupils know how to keep healthy, both physically and mentally. They have a clear understanding of tolerance and equality and believe that the school celebrates and champions their talents well.

Pupils feel happy and safe in school. They know if they have concerns, there are adults they can talk to and trust to take appropriate actions. Children say that at times bullying does happen but when it does, staff deal with it effectively.

What does the school do well and what does it need to do better?

Pupils at Newbridge receive a good quality of education. Leaders are ambitious for what they want pupils to achieve, both in and outside the classroom. Leaders have worked hard to develop the school's curriculum so that pupils know and remember more. This helps pupils develop their knowledge and skills across a range of subjects.

Teachers make good use of their subject knowledge in most areas of the curriculum. Where content is well chosen and sequenced, teachers use the curriculum well to develop and challenge pupils' subject understanding. However, this is not consistent across the curriculum. For example, in mathematics, teachers do not regularly make the best use of the assessment information to ensure that pupils can apply their mathematical knowledge to more challenging problems. In geography, too often pupils complete work that is not demanding enough. As a result, pupils struggle to remember key concepts and build upon the things they have been taught before.

Leaders prioritise reading and see it as a key feature of the school's curriculum. All adults encourage pupils to enjoy a wide range of books and teachers read often to pupils. Pupils respond well to the range of thought-provoking books they have to choose from. They say that this makes a positive difference to the books they choose to read. One pupil echoed the thoughts of many when they said, 'I like the books we read because I can really relate to them and they make me think.'

Leaders ensure that phonics is taught effectively. Teaching is well matched to pupils' learning needs in both the early years and key stage 1 phases. Teachers identify pupils who start to fall behind quickly and provide extra help so that they quickly become confident and fluent readers.

Children in early years have positive attitudes to learning. They show high levels of curiosity, concentration and enjoyment. Adults know the children well and form strong relationships with them. As a result, children feel safe. Adults ensure that activities are well planned and engaging for the children to develop their speaking and listening skills. For example, children use their knowledge to describe in detail why ice melts and talk confidently about different countries in the world.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). These pupils are fully involved in lessons. They are well supported in class by teachers who know them well. The special educational needs coordinator (SENCo) provides appropriate and timely support. Pupils with SEND benefit from this and achieve well.

Pupils' behaviour in lessons and at other times across the day is good. There is an atmosphere of mutual respect. There is a wide range of opportunities for pupils' personal development. For example, elections for the school council and the opportunity to take part in the 'Newbridge Parliament' help pupils to understand what democracy means. Pupils are respectful of cultures and religions different to their own. They are adamant that everyone is welcome, regardless of their race, background or religion. In early years, children manage their feelings and behaviour well and understand how these make a difference to others.

Teachers told us that they love working at this school. They appreciate the time they are given to work together to develop the curriculum and the support they receive to enable them to improve. Teachers also state that leaders consider their workload appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Staff take pupils' safety and well-being seriously. They know what to do if they think that a pupil is at risk. Staff undertake regular training to keep up to date with current guidance. Vulnerable pupils are well supported. The school engages effectively with a range of agencies to ensure that pupils are safe and to provide families with the support they need.

Leaders ensure that pupils are also aware of how to keep themselves safe. Pupils feel safe in school. They are also taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not consistently make the best use of the information they have about the progress that pupils make in lessons. This is particularly the case in mathematics. As a result, pupils are not always challenged to apply their mathematical knowledge to more complex problems. Leaders need to make sure that teachers use the information they have during lessons to adapt their teaching so that it better meets the needs of all pupils.
- Leaders have made sure that, in most subjects, the curriculum is clear about what pupils need to learn and when. This means that pupils know more and remember more. However, in geography, plans are not delivered as well as they should be and some activities lack ambition. As a result, some pupils do not remember what they have learned as well as they do in other subjects. Leaders need to ensure that teachers follow the intended curriculum for geography so that pupils know and remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131019
Local authority	Bath and North East Somerset Council
Inspection number	10111514
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	Local authority
Chair of governing body	Sarah Evans
Headteacher	Gill Kennaugh
Website	www.newbridge.bathnes.sch.uk/
Date of previous inspection	11 September 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in 2018.
- The school is a larger than average primary school.
- The proportion of pupils who are eligible for free school meals is below the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the SENCo, and representatives from the governing body and the local authority.
- We observed breaktimes and lunchtimes.
- The school's records of safeguarding checks were scrutinised. We spoke to staff about how they keep pupils safe and sought the views of pupils.

- We met parents at the school gate to seek their views and considered the 164 responses to Ofsted’s online questionnaire. The 31 staff and two pupils’ responses to questionnaires were also analysed.
- We did deep dives in these subjects: reading, mathematics, science and geography. On the second day of the inspection, we looked at other subjects. We met with senior leaders and class teachers. We also visited lessons, looked at pupils’ work and spoke with them about their experience in school.

Inspection team

Ben Jordan, lead inspector	Ofsted Inspector
Lizzy Meadows	Ofsted Inspector
Wendy D’Arcy	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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