

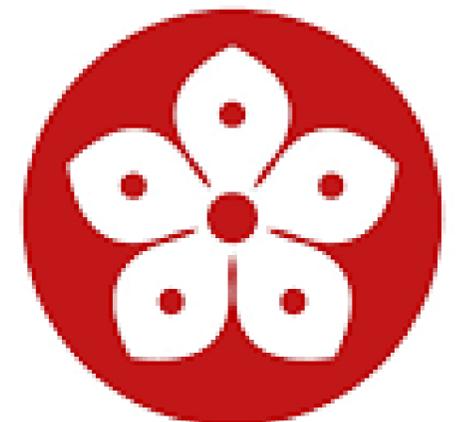
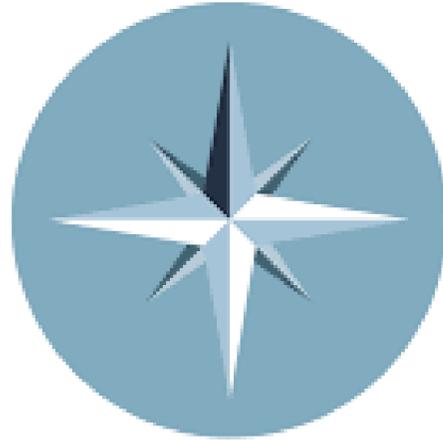


# **THE NEWBRIDGE SCHOOL**

Lionheart Educational Trust



**THE NEWBRIDGE SCHOOL**



# THE LIONHEART EDUCATIONAL TRUST



<b>Beauchamp College</b>	Bullying is not tolerated at the school. Pupils say that when it happens staff take it seriously and act quickly to resolve any issues.
<b>Beauchamp College</b>	Teachers' subject knowledge is extremely strong. They use this well to explain challenging concepts to pupils. Recall activities at the start of lessons help pupils to remember what they have learned before. Pupils link this knowledge to their current learning. Teachers provide useful feedback.
<b>Humphrey Perkins School</b>	Staff deal with incidents of poor behaviour well to make sure that pupils can learn. Pupils told us that bullying is rare. When it does arise, staff deal with it effectively.
<b>Humphrey Perkins School</b>	Leaders have high expectations of what pupils with special educational needs and/or disabilities (SEND) can achieve. These pupils achieve well in some subjects.
<b>The Cedars Academy</b>	Pupils have a good understanding of diversity. They are respectful of views that differ from their own. The school is welcoming and inclusive.
<b>Martin High School</b>	There is some highly effective teaching which leads to pupils making strong progress across the school.
<b>Martin High School</b>	In most lessons, teachers use assessment well to judge when pupils need extra help and when to move them on to the next stage in their learning. As a result, they are making good progress over time.



# OUR VISION



# OUR VISION

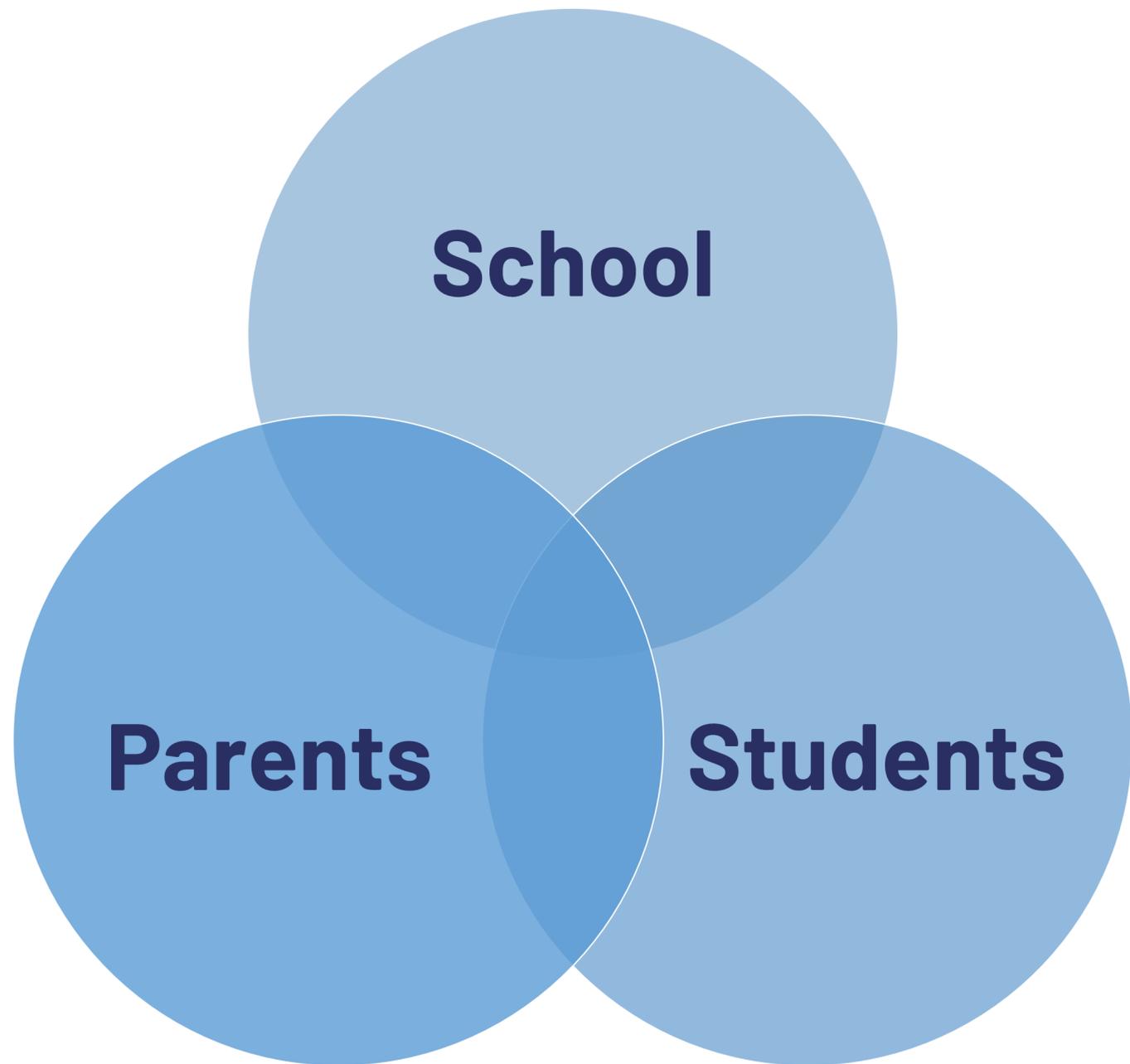


We believe that every student deserves a first-class education which is as **ambitious** for them, as they are for themselves. It is our vision to help turn aspirations into high-quality opportunities and outcomes, placing an equal emphasis on both **academic success** and **holistic development**.

At the heart of our vision for the school is a commitment that our students will be the best that they can be, and develop as **successful learners, confident individuals** and **responsible citizens**.

Our vision and values completely align with the mission of The Lionheart Educational Trust - the belief that **ANY** young person from **ANY** background deserves an **EQUAL** chance to be successful in whatever they choose to do.

# OUR VISION



We are determined that The Newbridge School will thrive at the heart of the community, and by working together in partnership with our students and their families, we will provide an outstanding educational experience to help every student to realise their ambitions.



# FINDINGS AND NEXT STEPS



# FINDINGS



- New leaders have identified what the school needs to do to improve. They have acted swiftly and decisively. These actions are beginning to have a positive impact.
- Each day begins with everyone gathering together as a school community. Pupils prepare for the day's learning. They hear about what others have achieved and they celebrate each other's successes.
- The school has raised its expectations of pupils' behaviour. Pupils have a clear set of guidelines to help them to behave well. They receive rewards for doing the right thing. Pupils say that the new rules about the use of mobile phones are having a positive impact.
- Most pupils are happy and feel safe at school.

# FINDINGS



- Pupils read with their tutor groups three times a week. They read a variety of books including inspiring life stories. This helps them to consider the world from new points of view. Leaders provide appropriate support for pupils who need to improve their reading.
- The curriculum has improved... Leaders have made sure that the curriculum for each subject is ambitious. They have thought carefully about what they want pupils to know and be able to do. Leaders have endeavoured to make sure that pupils are ready for future learning. They have planned opportunities for pupils to practise what they have learned before.
- Pupils learn about healthy relationships and about how to stay safe, including online. Pupils have access to mental health support from the school counsellor.

# FINDINGS



- Leaders make sure that pupils have opportunities to think about the world from a variety of points of view. Pupils learn about the protected characteristics and British values... The careers education programme prepares pupils for their next steps in education, training or employment.
- The arrangements for safeguarding are effective.
- Staff are well-trained and are alert to the signs that a child might be at risk of harm. They are confident about what to do if they have concerns. Leaders take appropriate action to support pupils who are vulnerable or at risk. Leaders are knowledgeable about safeguarding risks in the locality. They work well with parents and with external agencies to secure the help that pupils need.

# NEXT STEPS: QUALITY OF EDUCATION



“The curriculum has improved... Leaders have made sure that the curriculum for each subject is ambitious. They have thought carefully about what they want pupils to know and be able to do. Leaders have endeavoured to make sure that pupils are ready for future learning.”

## Completed

Leaders have researched and identified teaching models which will bring about high-quality lessons on a more consistent basis. This will include a focus on:

- \* How we check for understanding in order to address misconceptions and provide feedback to students before moving on
- \* How we design tasks to allow students learning matches the ambitious curriculum aims
- \* How we use more effective questioning within our teaching
- \* How we use retrieval practice to support students in remembering more

This is being shared with teachers and they are being trained in the principles.

## Next Steps

A comprehensive CPD programme has been planned for all teachers.

A more rigorous and robust quality assurance model has been introduced to monitor and evaluate the quality of education across the school.

We will begin to see the identified teaching models more frequently applied in lessons.

We will host parent forums where we would like to share our teaching model with our parents and carers.

# NEXT STEPS: DEROGATORY COMMENTS



## Completed

Staff training focusing on inclusion and diversity and the **recording and reporting** of derogatory language has taken place.

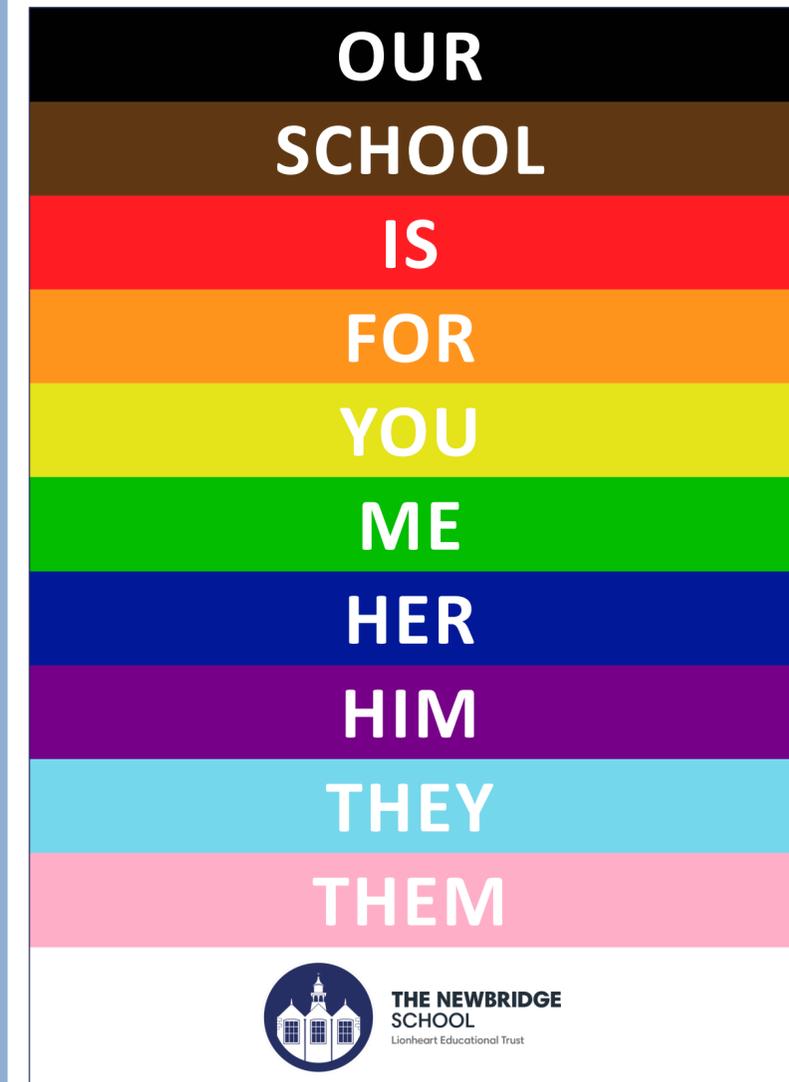
A focus on the school environment ensuring that everyone is represented, and our values and expectations are explicitly communicated.

## Next Steps

A clear action plan has been created in order to address the use of derogatory comments, and provide students with the confidence that staff will take such issues seriously and deal with them effectively.

This includes a comprehensive calendar of events and interventions, including:

- \* Staff and governor training
- \* Key touch points throughout the year including assemblies and guest speakers
- \* Further development of the curriculum to include representation and positive narratives
- \* A specific focus on protected characteristics, tolerance and mutual respect, within our Personal Development curriculum
- \* Celebrating diversity through calendared events
- \* Clear procedures for reporting discriminatory language
- \* Communication and collaboration with parents and the local community



# NEXT STEPS: DEROGATORY COMMENTS/BULLYING



“Most pupils are happy and feel safe at school. However, many pupils worry about bullying. They are not confident that staff deal with it appropriately.”

## Completed

We have identified a range of student leadership opportunities which we think our students will benefit from, to include Anti-Bullying Ambassadors trained through the Mentors in Violence Prevention programme.

Training for all staff has taken place on dealing with students concerns effectively.

## Next Steps

Training for both staff and students will take place in order to launch these leadership opportunities.

We also have plans to establish student support groups to provide safe spaces for students to belong to and increase opportunities for student voice.

A student campaign focusing on reporting any concerns (#TellSomeone!) has been recently launched with students. This includes a range of ways that students can report concerns to staff.

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# tell someone!

If you are worried about **Child - on - Child Abuse**:

This could include **sexual violence** and **sexual harassment**, 'upskirting', abuse in intimate relationships, sharing of indecent images, causing someone to engage in **sexual activity without consent**, **bullying**, **racism**, **homophobia**, **biphobia** or **transphobia**.

If you have been a victim, or know someone who has been a victim, then please **tell someone at The Newbridge School**.

**Who can I tell?**

By email:  
[tellsomeone@newbridge.org.uk](mailto:tellsomeone@newbridge.org.uk)

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Drop a note through the letterbox of Mr. Schober's office

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Speak to a member of staff wearing the **#tell someone!** badge or who has **#tell someone!** on their door

*Talking to someone is the first step towards help...*

# NEXT STEPS: BEHAVIOUR AND ATTITUDES



“The school has raised its expectations of pupils’ behaviour. Pupils have a clear set of guidelines to help them to behave well. They receive rewards for doing the right thing. In lessons, many pupils do their work and allow others to do the same. However, some pupils behave poorly and disrupt the learning of others.”

## Completed

We have introduced a new approach to positive behaviour management. This is based on much research of best practice.

Students have been overtly taught about positive behaviours which will earn rewards.

These have been linked to SLANT and STEPS and have included a consistent approach to how we start and end lessons, the value of silence in ensuring effective learning, and the importance of punctuality.

This work has ensured that a consistent approach is used across all faculties within the school.

Students have also been taught about the consequences to be applied when not following rules and why these are important in creating a school in which respect is key and students can thrive.

## Next Steps

We will further work to embed the changes we have made so they are always consistently applied. Additionally, following each school holiday we will hold a series of assemblies with students to remind them of our approaches and why they are important.

The introduction of a more robust quality assurance model will ensure that all staff implement the behaviour system consistently well.

# NEXT STEPS: BEHAVIOUR AND ATTITUDES



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**S**it up straight

**L**isten

**A**sk and answer questions

**N**ever interrupt others

**T**rack who's speaking

Be The Best You Can Be



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**S**  
**T**  
**E**  
**P**  
**S**

Say your teacher's name

Thank you

Excuse me

Please

Smile



Be The Best You Can Be



**THE NEWBRIDGE SCHOOL**  
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First 5 minutes

How we start our learning



**Meet and greet**

A member of staff will meet and greet you into their classroom.

Remember to say hello and enter **quickly** and **quietly**.



**Get prepared**

Coats should be on the back of your chair.

Bags should be under your desk.

Equipment needed for the lesson should be out and on your desk.



**Do Now**

A task will be available for you to begin straight away.

Do Now tasks will help you to recall key knowledge from previous lessons or topics.

The task should be started straight away and completed **independently** in **silence**.



**The register is taken**

Staff will expect silence when the register is taken.

The register is answered with either **yes miss, yes sir** or **present** (depending on what your teacher prefers).



**Learning in context**

The objective for the lesson will be shared.

It will be explained how this lesson and this learning links to prior lessons and prior learning.

It is important to **make links** between different lessons and different topics.



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End of Lessons

How we finish our learning



**Learning is reviewed**

The objective of the lesson will be revisited.

It will be explained how this new learning will be built upon in the future.

It is important to **make links** between different lessons and different topics.



**Get prepared**

When instructed, pack your belongings away.

Put coats on.

**Stand behind your chair.**



**Expect silence**

Stand behind your chair in **silence**.



**Closing remarks**

The member of staff will finish the lesson.



**Exit the classroom**

The class will then be dismissed in an orderly fashion.

You will need to wait in silence until you are dismissed.

# NEXT STEPS: SAFEGUARDING



“The arrangements for safeguarding are effective.

Staff are well-trained and are alert to the signs that a child might be at risk of harm. They are confident about what to do if they have concerns. Leaders take appropriate action to support pupils who are vulnerable or at risk. Leaders are knowledgeable about safeguarding risks in the locality. They work well with parents and with external agencies to secure the help that pupils need.”

## Completed

Following the school joining The Lionheart Educational Trust, systems and procedures for maintaining safeguarding records have been brought in line with trust standards.

## Next Steps

As part of The Lionheart Educational Trust school improvement model, The Newbridge School will be subject to a number of safeguarding reviews each year, part of this process will be the evaluation and standardisation of record keeping.

# NEXT STEPS: SEND



## Completed

We have gone through a thorough review of SEND practice. Working alongside colleagues from The Lionheart Educational Trust, a SEND Action Plan has been formulated

## Next Steps

This year we will introduce new intervention programmes to support some of our students with specific needs (Direct Instruction).

We will continue to closely monitor the provision for our SEND students. Including:

- \* How staff support students with specific learning needs in the classroom
- \* How learning support staff support students in their learning

Staff training will focus on how all students, including students with SEND, have understood core learning before moving on.