

Inspection of The Newbridge School

Forest Road, Coalville, Leicestershire LE67 3SJ

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Inadequate

The headteachers of this school are Michael Gamble and Michael Rowbottom. This school is part of Lionheart Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kath Kelly, and overseen by a board of trustees, chaired by Byron Chatburn.

What is it like to attend this school?

The Newbridge School is caring and welcoming. Most pupils are happy at school and enjoy learning here. There are positive relationships between staff and pupils. The school has high expectations of what pupils can achieve. The school and the trust have markedly improved the curriculum and how it is delivered. Pupils' prior knowledge gaps are closing. Most pupils now achieve well overall.

The school is calm and orderly and there are clear routines that pupils understand and follow. Most pupils behave well in lessons and during break and lunchtime. They enjoy being rewarded for meeting the school's expectations. Pupils feel safe in school. They know they have staff they can talk to if they have any worries. Pupils are respectful of others who have different backgrounds to their own.

An increasing number of pupils participate in extra-curricular clubs and activities that develop their talents and interests. For example, pupils enjoy attending eco club, netball, football and science club. Pupils enjoy an annual 'culture day' where they learn about the different cultures in the school and local area. Some pupils also contribute to the school by being reading 'buddies' or part of the school council.

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

All pupils, including those with special educational needs and/or disabilities (SEND), have access to a broad and ambitious curriculum, including the full range of English baccalaureate subjects at key stage 4. The number of pupils studying a modern foreign language in key stage 4 is increasing.

The school has ensured that the curriculum in all subjects is well designed. In each subject, it is clear what pupils will learn and when. Most teachers deliver the curriculum well. This means that pupils now benefit from a better curriculum offer than previously was the case. This is not yet reflected in published outcomes because the pupils who have fully experienced the improved curriculum have yet to take public examinations.

Teachers have secure subject knowledge. Most teachers explain new topics clearly and use well-thought-out activities to support pupils learning the curriculum. Most pupils produce good quality work and progress well through the curriculum. However, some teachers do not check pupils' understanding carefully enough. This means that teachers are sometimes unaware and do not address any gaps in learning or misconceptions pupils may have. As a result, some pupils do not achieve as well as they could.

The school has made reading a priority. Pupils read regularly during tutor time. The school has carefully chosen these books so that pupils experience a range of texts that develop their vocabulary and understanding of different cultures. The school quickly identifies any pupils who need support with reading. These pupils get extra help from well-trained staff. This helps these pupils improve their reading fluency and accuracy.

The school ensures that the needs of pupils with SEND are accurately identified. Staff get clear information about how to meet the needs of these pupils. Most staff use this information effectively so pupils with SEND can access the curriculum and achieve well.

The school has high expectations of pupils' behaviour. Most pupils have positive attitudes to learning. They work well in lessons. The school supports pupils who need to attend school more regularly effectively. As a result, pupils' attendance is improving.

The school's provision for pupils' broader development ensures that pupils are well prepared for life in modern Britain. Pupils learn about how to be safe online and in the community. The school teaches them about healthy lifestyles and relationships. Pupils have a secure understanding of fundamental British values. Pupils are taught and know to treat others with respect. Pupils get good quality career advice and guidance. This helps to inform them about their next steps in education.

The school is well-led. Staff feel supported. They appreciate how the school considers their workload and well-being. Staff benefit from a range of professional development opportunities that supports them in delivering the curriculum effectively. Those responsible for governance perform their duties well. The trust has provided effective support for the school to bring about the necessary improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check pupils' understanding carefully enough. This means that they are unaware and do not address any gaps in learning or misconceptions pupils may have. As a result, some pupils do not learn as well as they could. The school should ensure that teachers check pupils' understanding systematically so that they can address gaps in pupils' learning and their misconceptions.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138301
Local authority	Leicestershire
Inspection number	10298477
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	815
Appropriate authority	Board of trustees
Chair of trust	Byron Chatburn
CEO of the trust	Kath Kelly
Headteacher	Michael Gamble and Michael Rowbottom
Website	www.newbridge.org.uk
Dates of previous inspection	20 and 21 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Lionheart Education Trust. The school joined the trust in August 2022.
- The school uses ten unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with the headteachers and other senior leaders. The lead inspector also met with the CEO of the trust and other trust leaders.
- The lead inspector met with a trustee and a member of the local governing body.
- Inspectors carried out deep dives in these subjects: mathematics, art and design, English, design and technology and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration sessions and an assembly.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at break and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil surveys.
- Inspectors observed pupils' behaviour at break and lunchtimes.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Martin Rowe	Ofsted Inspector
Jane Burton	Ofsted Inspector
Damian Painton	Ofsted Inspector

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