

Newbridge School Self Evaluation Overview September 2018

2017-18 Overview

The context of the schools

Newbridge School is part of the Astrum Multi Academy Trust and has an upper and lower school 5 minutes' drive from each other. It caters for up to 148 pupils.

- Lower School - Gresham Drive, caters for pupils between the ages of 2 and 11
- Upper School - Barley Lane, caters for pupils between 11 and 19 years of age.

The school also has 2 services to children and young people in the borough remaining with us until early 2019 when they will become Local Education Authority Services as part of their traded services:

- Newbridge Outreach service
- Special Educational Resource Service (SERC)

Until August 2017 (when we academised) we also had 2 early years' services which reverted to be run by the Local Authority. These were:

- Pre-school home visiting service (PSHV)
- Early year's assessment and support service (EYASS)

- As of September 2018, there were 148 pupils on roll: 92 boys and 56 girls.
- 13 pupils are aged under 5 and 22 pupils are aged 16 and over
- There are 11 classes at each school. The average class sizes are 7 pupils which allows the pupils to be taught effectively and these classes are grouped broadly by age/Key stage and by need to allow for the appropriate teaching strategies and individual programmes to be used to meet their very individual needs.
- There are 34 (27.2 FTE) teachers and 85 (68.6 FTE) learning support staff working across the school and there are 5 teachers and 3 support staff across Outreach and SERC.
- Our analysis of medical needs provides evidence of the increasing complexity and frequency of the medical needs of pupils at the school.
- 88% of pupils came from minority ethnic groups- predominately Asian and Black African.
- 66% speak, or come from families which speak English as an additional language
- 38% of pupils were registered as eligible for Free School Meals (not including the high percentage of pupils who do not eat orally although otherwise might have been eligible for FSM).

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At Newbridge School, Our Vision is to:

- *Regularly consult the children and young people, staff, parents and governors about school life.*
- *Develop independence in the children and young people and provide a wide range of opportunities for effective learning and social interaction.*
- *Be a secure, stimulating and happy school where pupils and staff can learn together.*
- *Promote and develop inclusion throughout the school, with mainstream partners and in the local community.*
- *Be a school that other schools will want to learn from and where new ideas are welcomed.*
- *Develop the roles of all staff.*

Leadership and Management:

- Distributed Leadership is a strength of the schools, and the leadership team across the school works to develop the strategic aims of the schools in a very cohesive way enabling excellent continuity and development opportunities.
- Governance is strong: The Schools Committee (LGB) is actively involved with the school and acts as a critical friend
- The school has a skilled and committed staff base in which all have a clear commitment to the care and wellbeing of all the pupils at the school.
- The curriculum is highly individualised with life skills, community and independence an ever increasing focus from the age of 14
- Pastoral Care is central to the school's ethos and staff work closely together with families to ensure that their children and young people are happy and secure, and make good or better progress.
- The work of the Parent Liaison Officer is crucial in further supporting families and children with school and wider family needs.
- Since the last Ofsted inspection in July 2013, which graded the school and leadership team as outstanding, the school has continued to improve its provision and consequently the progress of the pupils remains at a very high level.
- We believe we are exceptionally able to meet the pupils' very diverse and complex needs, and those of their families. Evidence from parental questionnaires and comments demonstrate a high level of satisfaction and confidence in the school and services.

Quality of Teaching, learning and Assessment

- The pupils throughout the school make good or outstanding progress in line with their abilities, and access a wide and varied range of experiences and teaching strategies to develop their learning.

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- Their achievements over time are consistent and sustained for all pupils from Early Years to Age 19. Ofsted 2013 noted that: 'Teachers have an excellent understanding of their pupils' learning needs and adapt activities extremely effectively to enable each pupil to make the best possible progress.'
- We can demonstrate achievement/progress for our pupils in a wider sense, placing great value on pupils' achievements in developing their social awareness and understanding, emotional resilience and wellbeing and social inclusion within their school and extended communities.
- The schools planning is based on evaluation of data, consultation with staff and other stakeholders and discussions at the schools Leadership Team and with Governors in order to maintain a strong capacity for sustained improvement.
- The Special Educational Needs Services managed by the school make a major contribution to effective learning and teaching of a wide range of pupils with SEN in mainstream schools throughout the Borough. The SERC website is used by many authorities nationally and internationally.
- The school continually improves its wider support to pupils and their families through its Extended School provision (including the SNAP's play scheme), the work of the Parent Liaison Officer and partnership work with a range of other agencies.

Personal development behaviour and welfare including SMSC/British Values/Prevent

- Spiritual, moral, social and cultural values are reinforced through the curriculum, assemblies, reflection time and the positive role models provided by the staff.
- The school has a holistic approach to SMSC development and it is incorporated into all aspects of school life enabling pupils to participate in and belong to the whole school community.
- The school community is highly inclusive and cohesive.
- Pupils' physical well-being, care and safety are a high priority across the school and are developed alongside the other priorities of cultural, independence and self-help skills. We aim for pupils to develop tolerance towards others and learn to accept diversity of culture, religion and special need. The pupils clearly demonstrate respect, empathy and support for each other and help each other to access the environment and activities and staff model these values in and around the school. For example: events such as those held to mark the death of a pupil have a very strong spiritual dimension. Pupils are seen to respond in a reflective way and are supported by staff to deal with their emotions. Pupils are encouraged to participate fully in charity events and in celebrating national events for example: royal celebrations, red nose day, MacMillan Cancer coffee morning, wear it pink day and remembrance assemblies.
- British values are modelled and reinforced with the pupils throughout all their time at school and with such activities as the Upper School- Barley Lane pupil council that chooses the Jack Petchey half-termly award winners.

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- Visiting performers/performances with a wide range of cultural and diverse backgrounds are regularly in school, e.g. African drummers, steel band and the cultural dance sessions.
- The promotion of the pupils' spiritual, moral, social and cultural development enables pupils to thrive in a supportive, highly cohesive learning community where all are respected and valued and within a highly inclusive environment
- We have rigorous and robust safeguarding and child protection procedures, including the Prevent Duty, and work closely with many agencies to ensure the safety and well-being of all our pupils, their families and staff.
- The outcomes for our pupils are very positive.
- The Early Years provision and 16-19 study programmes are highly regarded and very effective, with pupils making very good progress, as across the rest of the school.
- We consider that we are better than good because the progress that our pupils make from their starting points is good and better, and personal outcomes for pupils are outstanding in line with their abilities and individual needs across all key stages and over time. We are consistently striving to develop and respond to new ideas and strategies to improve the lives of our pupils, their families and our educational community.

Strengths

- The school has continued to improve and develop since our last inspection in July 2013
- Teaching and learning has been further strengthened and teaching is better than good or good across the schools.
- Pupil progress from starting points is outstanding
- There is strong leadership and governance across the schools.
- There is a strong commitment by all staff to meet the pupils' needs and they have high expectations for the pupils' development.
- There is a strong multi-disciplinary approach across the school which enables pupils to access their education as fully as possible
- There is a strong structure of the school- to make a more integrated provision and to allow for better, more continuous

Priorities for Improvement

- To further embed the revised school curriculum based on evaluation of the changing pupil needs and to link to the new assessment systems to fully reflect the Rochford Review Findings/recommendations.
- To continue to develop our staff middle and senior leaders for the future.
- To continue to ensure that teaching and learning is outstanding across the schools through our CPD and development of all staff.
- To keep the schools moving forward in times of Government change to education/schools and to widen our offer to pupils with SEND. . Currently in the pre-opening stage of the EY/KS1 Free School-Htatchside.
- To continue to develop plans with Redbridge Local authority to develop a specialist sixth form centre to meet the growing need to expand fore this age group in Redbridge.

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progress for pupils and in particular for EY and Post 16 future provisions.

- There is and continues to be development of more shared practices throughout the school e.g. pupil input in evaluating their own progress – (pupil voice)
- The schools offer excellent CPD opportunities in response to evaluation and need and share these with the wider educational community when possible.