

# Inspection of The Newbridge School

Forest Road, Coalville, Leicestershire LE67 3SJ

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Inspection dates: 21 and 22 June 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

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. 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.

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.

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. Some pupils do not show respect for those of a different sexuality, gender or ethnicity. Pupils who are victims of derogatory language do not always report it.

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

The school has been through a period of significant change. New leaders have identified what needs to improve. They have acted swiftly and decisively. These actions are beginning to have a positive impact. However, leaders have not yet brought about all of the necessary improvements to pupils' behaviour.

The curriculum has improved. Pupils are beginning to study an appropriate range of subjects. At key stage 4, all pupils choose to study either history or geography. Leaders recognise that not enough pupils study a language in key stage 4. They have clear plans to increase the number who do.

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.

Lessons start with 'do now' activities to help pupils to recall what they have learned before. This is not always successful. Teachers do not always check what pupils know and understand before introducing new learning. They do not always design tasks that help pupils to learn the most important knowledge. Some teachers ask questions that challenge pupils to think deeply, but others do not. Some teachers have low expectations of what pupils can achieve.

The provision for pupils with special educational needs and/or disabilities (SEND) is of mixed quality. Leaders identify the support that pupils with SEND need; however, pupils are not consistently well supported in classrooms. They do not learn as well as they could.

Leaders have recently introduced new methods of assessment. Some teachers use these to identify what pupils know and can do. However, not all teachers use assessment information to make sure that gaps in pupils' learning are filled.

Some pupils do not behave as they should. They disrupt others' learning. Not all teachers apply the new behaviour policy consistently. Pupils are not confident in how teachers deal with some behaviours, including bullying. Pupils say that the new rules about the use of mobile phones are having a positive impact.

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. However, some pupils do not show respect for those who are different to themselves. The careers education programme prepares pupils for their next steps in education, training or employment.

Leaders support staff well. They consider their workload. Leaders provide professional learning opportunities that encourage staff to engage with education research.

## **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.

Leaders have not ensured that safeguarding records are maintained to a high quality. Records do not always contain the necessary detail. They do not always show what actions have been taken to safeguard a pupil.

Pupils learn about healthy relationships and about how to stay safe, including online. Pupils have access to mental health support from the school counsellor.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some pupils make derogatory comments about those who are different to themselves, including those of a different sexuality, gender or ethnicity. They do not show respect for the different protected characteristics. Leaders must ensure that the school has a culture where such behaviour is not tolerated. Leaders

should ensure that pupils have confidence that staff will take such issues seriously and deal with them effectively.

- Some pupils do not behave as well as they should. Some pupils disrupt the learning of their peers. Leaders must make sure that all staff implement the behaviour policy consistently well. They must ensure that the poor behaviour of a few pupils does not disrupt the learning of others.
- Pupils say that bullying happens. Pupils do not always report it because they do not have confidence that leaders will deal with it effectively. They worry that it will happen again or will get worse. Leaders must ensure that bullying is dealt with effectively and consistently, so pupils know that bullying is not acceptable and will be taken seriously.
- Actions taken to support pupils are not always clear on safeguarding records. When this is the case, it is not clear that appropriate action has been taken. Leaders must make sure that all actions are recorded so that they can assure themselves that all pupils are getting the right support.
- Teachers do not check that all pupils, including pupils with SEND or those who are disadvantaged, have understood core learning before moving on. Teachers should ensure that pupils' understanding of vocabulary and concepts is secure before moving on to the next stage of learning so that they know more and remember more.
- Teachers do not routinely give pupils work that is demanding and matches the aims of the curriculum. Pupils do not learn the core knowledge as well as they should. Leaders must ensure that teachers plan learning tasks that allow pupils' learning to build securely towards ambitious curriculum aims.

## 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.

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

<b>Unique reference number</b>	138301
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10217419
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	801
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michala Worrell
<b>Headteacher</b>	Michael Gamble and Michael Rowbottom
<b>Website</b>	<a href="http://www.newbridgesch.uk">www.newbridgesch.uk</a>
<b>Date of previous inspection</b>	7 February 2017

## Information about this school

- The school is part of the Apollo Partnership Trust. It is currently working with Lionheart Educational Trust and has plans to join this multi-academy trust officially in September 2022.
- The school has two co-headteachers who joined the school in September 2021.
- The school's age range changed from 11 to 14 to 11 to 16 in 2019. Its first cohort of Year 11s sat their GCSE examinations in summer 2022.
- The school uses one registered alternative provision and six unregistered alternative provisions.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement,

because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- Inspectors held meetings with senior leaders, other leaders, staff, and pupils.
- Inspectors held meetings with trustees of Apollo Partnership Trust and representatives of Lionheart Educational Trust.
- Inspectors scrutinised a range of documents including those relating to safeguarding, behaviour and attendance.
- Inspectors carried out deep dives in English, history, science, and art, design and technology. As part of the deep dives, inspectors visited lessons, spoke with curriculum leaders, reviewed curriculum plans and reviewed pupils' work. They also spoke with pupils and teachers.
- Inspectors visited lessons, form time and an assembly. They observed pupils at various times of the school day, including at break and lunchtime.
- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

### **Inspection team**

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