



Report summary for parents and carers on Newbridge School

Date of inspection: January 2024

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

Summary

At Newbridge School, most pupils feel safe and free from bullying or harassment. They behave well in lessons and around the site and are proud ambassadors of their school. Staff are making secure progress towards meeting the high expectations of the school's motto: 'Inspire, Succeed, Excel'.

Pupils benefit from a range of worthwhile extra-curricular activities and educational visits. The school provides suitable opportunities for pupils to take on leadership roles and to influence decisions which affect them.

The pastoral team provides a wide range of valuable support to promote pupils' well-being and their personal and social development. The school has a sound culture of safeguarding and rigorous procedures to ensure pupils are safe and well cared for. The school's provision for pupils with additional learning needs is a strength. Although attendance remains below pre-pandemic levels, it is beginning to improve and the rate of attendance this year is higher than for the same period last year, especially for pupils eligible for free school meals. However, aspects of the school's well-being provision are not always coordinated strategically enough or led proactively enough to maximise their impact.

Overall, many pupils, including those with additional learning needs (ALN), make at least suitable progress in their knowledge, understanding and skills, and a few make strong progress. Many pupils develop their literacy and numeracy skills well in their English and mathematics lessons and, when given the opportunities to do so, apply these skills confidently across the curriculum. However, teachers do not reinforce consistently enough the need for accuracy in spelling, punctuation and grammar in all written tasks or provide enough opportunities for pupils to practise their advanced numeracy skills in subjects other than mathematics. The majority of pupils make appropriate progress in their Welsh reading and writing skills, but most do not develop their Welsh speaking skills well enough.

Positive, supportive relationships between teachers and pupils are a strong feature of the school. Many teachers use effective strategies to engage pupils' interest and help them learn. The majority of teachers provide an appropriate level of challenge and support for pupils, setting high expectations and giving assistance to meet these. The most skilful teachers know how much support to give and when to withdraw it so that pupils develop their independence and are not overly reliant on their teachers. All staff participate in worthwhile professional learning opportunities to meet their needs and the school's priorities.

The headteacher provides assured leadership and has a clear and ambitious vision for the school. He is well supported by senior leaders. Leaders at all levels evaluate the work of the school rigorously using a range of appropriate activities. However, these processes are not precise enough to ensure rapid progress towards improvement targets. While governors are experienced and enthusiastic supporters of the school, they do not challenge important aspects of the school's work robustly enough.

Recommendations and next steps

We have made three recommendations to help the school continue to improve:

- R1 Strengthen strategic planning to improve important aspects of the school's work, including the development of pupils' Welsh language skills, raising attendance and ensuring well-being support is joined up and proactive
- R2 Sharpen self-evaluation processes to ensure timely progress against specific targets
- R3 Develop the governing body's role as a critical friend of the school

The school will draw up an action plan to address the recommendations from the inspection.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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