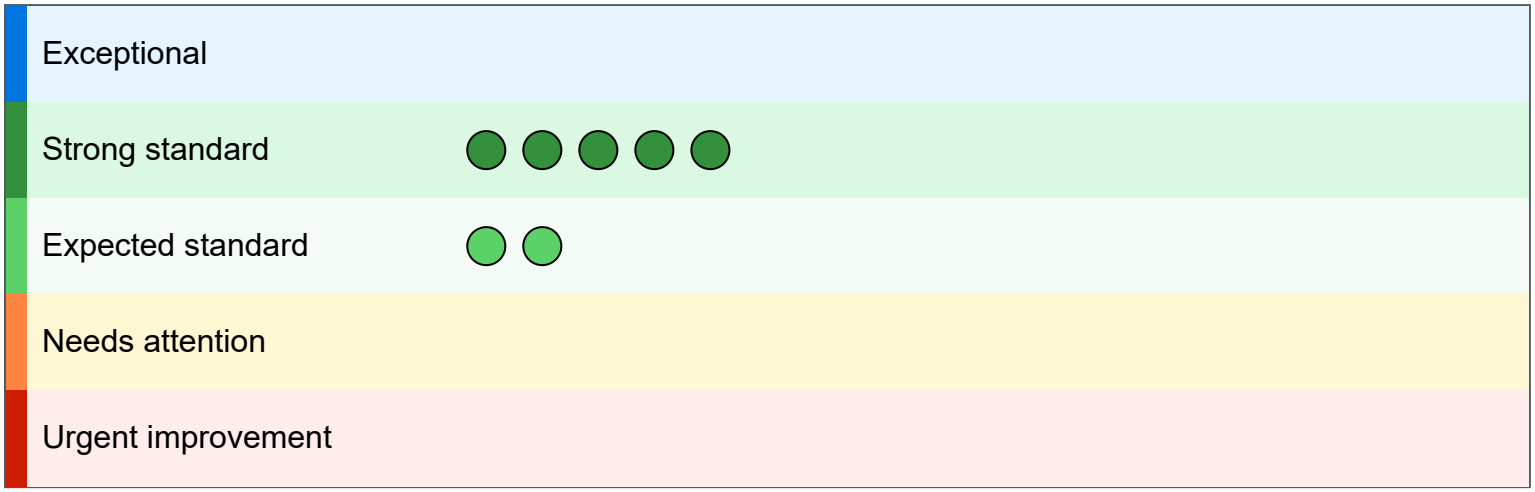
Newham Bridge Primary School

Address: Cayton Drive, Acklam, Middlesbrough, TS5 7NJ

Unique reference number (URN): 150089

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders have a secure understanding of attendance trends and the underlying reasons for absence. Leaders have put in place effective systems to tackle absence, which have resulted in attendance improving over time. Attendance for all pupils is slightly above the national average. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged attend school more frequently than their peers nationally.

Leaders and staff have established a culture that is highly conducive to learning. Leaders' positive and restorative approach to behaviour is delivered consistently by staff. They have high expectations for all pupils. Pupils flourish because of the compassionate and nurturing relationships they have with staff. They behave well and show very positive attitudes to learning. Pupils are polite, respectful and welcoming. They follow the well-established routines across the school. Pupils do not worry about bullying or discrimination. Pupils know that, should they have such concerns, they will be dealt with promptly. Pastoral support helps pupils who need support to manage their emotions and make improvements to their behaviour. The school's inclusive approach to attendance and behaviour ensures that appropriate adjustments are made for pupils with SEND when needed. Pupils develop a deep sense of belonging and pride in their behaviour.

Early years

Strong standard

Leaders ensure that children receive a strong start to their education in the early years. Staff have high expectations of what children can achieve. Staff use detailed knowledge of children's starting points to help them make a positive start. This is the same for children who arrive in the Nursery or Reception. Staff support children who join the school with barriers to learning well. These children make strong progress in their learning. Staff identify any concerns about special educational needs and/or disabilities quickly. They draw on their understanding of child development to support this work effectively.

Children benefit from caring and compassionate relationships with staff. Staff model positive learning behaviours, which helps children learn how to work and play with one another kindly. Staff develop children's confidence and independence well. This helps children to thrive. Staff develop and extend children's vocabulary well. They help children to learn to read, write and use numbers, showing patience and care. Staff plan activities so that all children can be successful. They use assessment routinely to check children's understanding. Staff use this information to shape future learning and activities. Children are very well prepared for the next stage of their learning.

Inclusion

Strong standard

Leaders have created a highly inclusive culture across the school. They quickly identify any barriers that pupils may face. Leaders and staff consistently enhance the opportunities and experiences of disadvantaged pupils. Leaders check carefully that the support pupils receive is making a difference. They take prompt action to adjust this support when necessary. Staff make effective use of a range of academic and wellbeing interventions. Disadvantaged

pupils benefit greatly, enabling them to close gaps with their peers. Many make significant progress. Pupils actively participate in all aspects of school life and their contributions are valued.

Leaders and staff have high expectations of all pupils. They work closely with external professionals to help pupils overcome challenges and barriers to learning. The school ensures that parents and carers contribute to meetings where plans are put in place to support pupils with special educational needs and/or disabilities (SEND). Staff use these plans to make precise adaptations that enable pupils with SEND to access learning alongside their peers. This means that the most vulnerable learners achieve well and access all that the school has to offer.

Leadership and governance

Strong standard

Leaders, trustees and members of the local governing body have very high aspirations for pupils. They adapt the school's development priorities to meet the changing needs of those who attend. Leaders focus carefully on improving academic outcomes and provide effective support for pupils who fall behind. They help pupils settle successfully when they move into the school and keep pupils' needs at the centre of their decision-making.

Staff share leaders' high ambitions for pupils. They work together to create a positive culture across the school. Staff appreciate the way leaders and the trust support their workload and wellbeing. They value the investment in their professional development and the opportunities this provides to develop their expertise and interests. Leaders ensure that professional development improves classroom practice. Professional learning also helps staff strengthen wider aspects of school life.

Trustees and members of the local governing body have a clear understanding of the school's strengths and areas for development. They focus on the right priorities. They hold leaders to account for all aspects of the school's work and provide appropriate support and challenge. They fulfil their duties diligently. Leaders work closely with the local community. Parents and carers are highly positive about the school's work. Leaders also work with external professionals to ensure that pupils receive timely support. As a result, pupils benefit from a high-quality education, achieve well and are well prepared for the next stage of their education.

Personal development and wellbeing

Strong standard

The school's programme for personal development and wellbeing complements and enhances the school's curriculum offer. Pupils are keen to take part in a wide range of experiences that develop their interests and confidence. Many pupils enjoy after-school activities, such as yoga, arts and crafts. Leaders ensure that there are no barriers to pupils attending trips or experiences. Pupils develop a wide range of talents through these opportunities. They enjoy sporting activities, as well as benefiting from the musical and creative opportunities on offer.

Pupils develop detailed knowledge through the personal, social, health and economic education curriculum. They understand the importance of maintaining healthy lifestyles. Pupils know how to manage risks in the online world. Pupils are supported to think about

their own beliefs and accept different opinions. They develop their understanding of ethical issues. This means that pupils become more considerate of others and of their wider community. Pupils celebrate difference. They understand that fundamental British values help people live and work together respectfully. Over time, pupils become resilient and responsible citizens.

Pupils develop their leadership skills by representing their school as play leaders, librarians and members of the school council. They show pride when talking about how they influence decisions that help to keep their school a happy and inclusive place. These leadership roles enable pupils to develop confidence and independence in ways that extend beyond their learning in the classroom.

The school's pastoral offer is extensive. Leaders anticipate and identify which pupils need additional support. Pastoral staff are highly skilled and appropriately qualified to deliver specialist support. This includes activities that help pupils develop emotional resilience. Leaders' oversight of the personal development programme ensures that it has a positive impact on the experiences and outcomes of all pupils.

Expected standard

Achievement

Expected standard

Pupils typically achieve well. In recent years, disadvantaged pupils have achieved very well in the key stage 2 examinations. Pupils consistently make secure progress in their reading, writing and mathematics. This includes pupils with special educational needs and/or disabilities. Leaders check closely how well pupils are progressing. They ensure that tailored support is in place for pupils who fall behind their peers. In lessons, pupils with gaps in their knowledge have these addressed quickly. This positive practice begins for children in the early years and continues as they move through the school.

Pupils are supported to read and to understand number well. This means pupils are able to use their reading and mathematics skills fluently. Older pupils take pride in their work and talk confidently about different aspects of their learning. They develop secure knowledge across a broad range of subjects. As a result, pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard

The school provides a broad, balanced and well-sequenced curriculum across all subjects. Overall, teaching is effective. Staff use well-designed activities that capture pupils' interests across a range of subjects. Teachers use assessment well to check pupils' understanding in lessons. They adapt learning effectively so that pupils with special educational needs and/or disabilities can access ambitious learning and make secure progress through lessons.

Leaders regularly check how effectively the curriculum is taught. They accurately identify areas that need development and plan improvements carefully. For example, the school's focus on mathematics has led to improvements in pupils' knowledge and understanding.

Leaders are now focused on improving pupils' writing, particularly their spelling, punctuation and grammar. This work is beginning to have a positive impact on pupils' work. However, more work is required to support pupils to produce high-quality work across the curriculum.

Pupils receive additional support when they have gaps in the essential knowledge and skills they need for future learning. Leaders ensure that these important building blocks of learning are in place. For example, early reading and writing are clear priorities from the moment children enter the school. Staff teach phonics effectively. Pupils' language development is a key priority. Pupils benefit from regular opportunities to discuss ideas and solve problems together.

What it's like to be a pupil at this school

Pupils arrive happily each morning at Newham Bridge Primary School. Staff greet them warmly and pupils enjoy the variety of activities that support them to settle into the school day. In lessons, pupils are enthusiastic learners. They behave well and cooperate with each other to complete tasks. Pupils listen politely and talk confidently about their learning. Older pupils are positive role models to all. Pupils contribute to the running of their school through various leadership responsibilities. They are confident and resilient when doing so. These factors contribute to an environment in which pupils flourish.

Leaders and staff prioritise pupils' personal development from the moment they arrive in school. Children in the early years benefit from a rich environment, where they are safe and thrive. Throughout the school, pupils learn the importance of mutual respect and how to enact the school's values. For example, they appreciate each other's differences and form positive and lasting friendships. Pupils understand bullying and its impact. They are confident that staff will deal with any difficulties quickly should they occur. Pupils know that they can speak to a trusted adult whenever they need support. This helps them to feel safe and secure.

Staff ensure that pupils are supported to learn and to typically achieve well across the curriculum. Disadvantaged pupils do well, particularly in reading, writing and mathematics. Pupils with special educational needs and/or disabilities (SEND) benefit from effective support. This enables them to access the full curriculum and make progress. Parents, carers and pupils greatly appreciate the support that staff provide. Pupils with SEND, and others who experience barriers to their learning, are fully included and highly valued. Regular educational visits and extra-curricular activities enhance pupils' experiences. These help pupils to bring the curriculum to life and develop new interests.

Next steps

- Leaders should further embed the approaches to support pupils' writing, particularly their spelling, punctuation and grammar.

- Leaders should continue to support staff in enabling pupils to produce high-quality work across the curriculum.

About this inspection

This school is part of The Legacy Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Lymer, and overseen by a board of trustees, chaired by Haroon Rashid.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, trustees, members of the local governing board and the CEO during the inspection.

Inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

The school joined The Legacy Learning Trust in October 2023.

Headteacher: Beverley Hewitt-Best

Lead inspector:
Richard Wakefield, His Majesty's Inspector

Team inspectors:
Mary Cook, His Majesty's Inspector
Mark Sherwin, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

321
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

280
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.22%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.49%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.76%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	62%	Above
2023/24		61%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	86%	75%	Above
2023/24		74%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24		72%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	91%	74%	Above
2023/24		73%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	47%	Above
2023/24		46%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	63%	Above
2023/24		62%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	59%	Above
2023/24		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	90%	61%	Above
2023/24		59%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	69%	5 pp
2023/24		67%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	81%	6 pp
2023/24		80%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	78%	2 pp
2023/24		78%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	81%	10 pp
2023/24		79%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.5%	5.1%	Close to average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	7.1%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	17.7%	14.4%	Close to average
2024/25 (3 term)	14.4%	13.0%	Close to average
2023/24 (3 term)	21.3%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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