

Bader Primary School

Inspection report

Unique Reference Number	111560
Local Authority	Stockton-on-Tees
Inspection number	356942
Inspection dates	24–25 March 2011
Reporting inspector	Kate Pringle

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Mrs Sharon Brown
Headteacher	Mrs Deborah Wray
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons and 11 teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 96 parents and carers, 17 staff and 104 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the quality of provision in the Early Years Foundation Stage supports good progress and outcomes for children.
- How effectively the school is raising levels of attainment and increasing progress, especially in writing and in mathematics.
- How well teachers use assessment information to plan activities which ensure individual challenge to all pupils.
- How effectively the school has tackled low levels of attendance.
- How well all leaders delegate responsibilities to other members of staff to ensure improved outcomes for pupils.

Information about the school

This is an average-sized primary school. It has reduced in numbers since the last inspection. The proportion of pupils known to be eligible for free school meals is well above the national average. Few pupils come from minority ethnic groups or speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is higher than the national average. However, the proportion with a statement of special educational needs is lower than the national average. The school holds Healthy School Status, the Bronze Eco-school award and the Financial Management Systems in Schools standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bader Primary provides a satisfactory education for its pupils. The school's emphasis on developing interpersonal skills enables pupils to increase their confidence and social skills. They take up differing responsibilities to contribute to their school and the local community. They are particularly successful in their sporting skills and are involved in local projects to enhance their environment. Pupils' behaviour is satisfactory; in lessons where they are fully engaged it can be good. However, their attention wanders when the pace of teaching slows and there are insufficient practical, problem-solving activities to challenge them. The quality of care, guidance and support is satisfactory. Recent efforts to improve attendance and reduce the proportion of persistent absentees have been successful. This is due to the work of the new attendance worker who has built up successful relationships with pupils and their families. Pupils trust adults to help with problems and they have good relationships with teachers.

Pupils' overall attainment is broadly average by the end of Year 6 and their achievement is satisfactory, although the progress they make from Year 1 to Year 6 is uneven across year groups and subjects. Children in the Early Years Foundation Stage make good progress from their starting points, which are below those expected for their age. In the main school, teaching is satisfactory overall but wide variation in the quality hinders pupils' steady progress, particularly in mathematics and writing. Expectations of what pupils can achieve are not always sufficiently high. Senior leaders have been slow to develop the use of assessment to challenge pupils of differing abilities at their individual levels. The curriculum is satisfactory although opportunities for pupils to practise their skills in literacy and numeracy are restricted. However, a wealth of opportunities enables pupils to experience the world outside of school. This, together with a good range of additional activities, motivates pupils to develop their individual talents and interests.

Staff are very supportive of their school. There is evidence of developing skills in the leadership and management provided by subject and pastoral leaders and leadership of the Early Years Foundation Stage is good. However, delegation of key areas of responsibility is limited, slowing the pace of improvement and resulting in strong reliance on external support to secure improvement. Self-evaluation by school leaders lacks precision because it is not firmly rooted in rigorous monitoring by senior leaders. As a result, school development planning is not sharply focused. Governance is satisfactory, although governors acknowledge the need to challenge the school more robustly to increase the pace of improvement.

What does the school need to do to improve further?

- Raise attainment, especially in mathematics and writing, by ensuring that all groups of pupils across the school consistently make at least good progress, by:

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- - sharpening the use of assessment information to plan challenging activities which are well matched to pupils' individual abilities
- - ensuring an improved consistency in the quality of marking and feedback to demonstrate pupils' successes against their targets and what they need to do to improve.
- Improve the quality of teaching across the school so that it is at least consistently good by:
 - - raising teachers' expectations of what pupils can achieve
 - - ensuring good pace to lessons and reducing the amount of teacher direction thus allowing more time for pupils to carry out their tasks independently
 - - increasing opportunities for pupils to work together to investigate and learn using practical, problem-solving activities
 - - extending opportunities for pupils to use their skills in literacy and numeracy across the curriculum.
- Increase the effectiveness of leadership and management so that:
 - - there is clear delegation of key areas of responsibility across senior leaders and managers
 - - sharper monitoring and evaluation of the quality of the school's work identifies and implements timed actions to drive improvement
 - - the governing body has the knowledge and skills to challenge leaders rigorously about school performance.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory overall, although their rates of progress between Year 1 and Year 6 are uneven. Pupils attain broadly average standards in English by the end of Year 6, but attainment in writing is much lower than in reading. Levels of attainment in mathematics, reached by pupils currently in Years 2 and 6, have declined, falling short of expected targets. There is variation in the progress of different groups, for example, between the attainment of girls and boys. Recent interventions are beginning to demonstrate a positive impact for those pupils with specific learning needs.

Although pupils indicate that they enjoy school, too often, they are passive rather than active learners. A lack of engagement in too many lessons means that pupils' interest wanes and behaviour can sometimes deteriorate. Pupils become more involved and demonstrate greater enjoyment of learning when they are appropriately challenged and given opportunities to work together or independently to solve practical problems. Pupils feel safe in school. They recognise that behaviour is not always as good as it could be and say that there is some bullying which is dealt with quickly and effectively by staff. Pupils know how to stay fit. They take up the opportunities to engage in a wide range of physical activities through the many clubs provided. Although they understand the principles of a healthy diet, few make healthy choices from the meals provided or in their packed lunches. Pupils engage in a number of opportunities to make a responsible contribution to the school and to the wider community. They readily become buddies and monitors and are working on a number of projects to improve the local area. From past low attendance,

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there is clear evidence that this is now broadly average. The promotion of pupils' personal skills and their satisfactory spiritual, moral, social and cultural development give them an adequate preparation for their next stage in learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall. In better lessons, teachers motivate pupils to engage well in activities and have high expectations which promote good learning. Where teaching is less effective, the pace of lessons is slower as teachers spend too much time talking and pupils have little time to complete tasks set. Pupils are given too few opportunities to work cooperatively on investigations and practical, problem-solving activities. This is because assessment is not used consistently or rigorously enough to assist teachers in planning effectively to meet pupils' individual needs. At times tasks set for pupils are either too easy or too difficult, limiting their progress. The recently-developed marking policy is at an early stage of implementation and not all teachers use this effectively to inform pupils of their achievements, or to indicate their next steps in learning.

Good relationships between staff and pupils support pupils' personal development. Wide and varied additional activities provide pupils with new and rich experiences and new approaches to learning are developing the links pupils make between subjects. Although there are increasing opportunities to use literacy skills to support learning, these are not yet embedded well, particularly in writing. Additionally, the use of numeracy across the

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curriculum is not established. Pupils engage enthusiastically in visits and welcome visitors. A good proportion joins after-school clubs which offer a wide range of activities. The residential opportunities for Years 5 and 6 contribute greatly to developing teamwork as pupils increase their confidence and self-esteem.

Pupils, and their parents and carers, trust staff to care for them and are confident that they will listen to and act upon concerns they may have. Effective action over the past year has seen a rise in attendance and the level of exclusions has dropped significantly. Teachers know and understand their pupils. Appropriate links are made with a range of external partners to support those pupils whose circumstances make them potentially vulnerable so that they may integrate in learning alongside their friends. Transition between different stages in education is smooth and pupils are guided to make decisions which may affect their future learning opportunities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders have begun to take steps to improve aspects of the school's provision and accelerate pupil's progress. Over past months, the school's rate of improvement has increased helped by significant local authority intervention. This is beginning to have a positive impact upon the provision and outcomes for pupils but new strategies are not yet well established. Areas of responsibility are gradually being distributed and a number of staff have successfully completed middle-management training. Some subject and pastoral leaders are beginning to evaluate provision and to identify priorities for improving outcomes for pupils but this is at an early stage of development.

The governing body is very caring and supportive. However, it relies heavily upon reports from the school rather than gathering information independently so it is not as well equipped as it should be to challenge the school to perform better. Safeguarding requirements are in place. The school has established links with other schools and local businesses. They make effective use of other partners and agencies to support pupils and their families in times of crisis. The promotion of community cohesion is satisfactory. Work within the school and the local community is embedded although leaders have yet to develop links with other partners to provide pupils with opportunities to learn about the diverse society in which they live.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with abilities which are below expectations for their age. They make good progress because of the effectiveness of the provision they receive. As a result, by the time they leave Reception their skills are broadly at the levels expected for their age. Good relationships between children and staff ensure that children feel safe. This is evident in the confidence they display as they engage in activities. A good example was when a group of children were observed working successfully together. They took turns and shared, using large wooden blocks to build a bus. Staff observations and assessments are used very well to identify the next stages in learning and activities are planned to take account of children's interests and achievements.

The Early Years Foundation Stage leader has developed a strong team who work purposefully to identify areas to improve and take action successfully. Recent developments have improved the quality of planning and extended opportunities to take account of children's individual interests. Further improvements are underway to develop the setting to include improved access to the outside area. Robust steps are taken to assure the safety of children. Effective work to develop partnerships with parents and carers has engaged them in their children's learning as they discuss the progress of their children and how to help them progress further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who responded to the questionnaire were positive about the school. They appreciate the care given to their children and are confident that their children are happy and safe. Overall they feel that teachers meet their children's needs well. A few parents and carers questioned how well the school deals with unacceptable behaviour. All concerns were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bader Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	65	31	32	3	3	0	0
The school keeps my child safe	53	55	39	41	3	3	0	0
My school informs me about my child's progress	45	47	48	50	3	3	0	0
My child is making enough progress at this school	46	48	47	49	2	2	1	1
The teaching is good at this school	40	42	53	55	2	2	1	1
The school helps me to support my child's learning	40	42	52	54	3	3	1	1
The school helps my child to have a healthy lifestyle	32	33	56	58	5	5	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	35	55	57	2	2	1	1
The school meets my child's particular needs	43	45	49	51	2	2	2	2
The school deals effectively with unacceptable behaviour	29	30	55	57	6	6	5	5
The school takes account of my suggestions and concerns	32	33	53	55	3	3	3	3
The school is led and managed effectively	41	43	49	51	2	2	1	1
Overall, I am happy with my child's experience at this school	50	52	41	43	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 March 2011

Dear Pupils

Inspection of Bader Primary School, Stockton-on-Tees, TS17 0BY

Thank you for the warm welcome you gave us when we inspected your school. We enjoyed talking to you and liked the way in which you care for each other and for your school.

We were pleased to see that you get on well together and generally behave well. More of you are coming to school regularly and are enjoying school. Adults make sure that you are looked after well. You appreciate the many clubs you can join, the visits you make and the visitors to your school. These all help you to learn in different ways. You really do well in all of the sports that you take part in.

We found that children in Nursery and Reception make a good start and learn well. However, in the rest of the school the progress you make is more variable. We have asked your school to make sure all lessons are good and that you are given time to practise new learning. We want to make sure that you are all given tasks that challenge you, and that teachers help you to understand when you have achieved well and what you need to learn next.

Your teachers want to help you to achieve well. We would like them to have more responsibility in the school so that they can help to guide improvements to make your learning better. We have asked members of the governing body to learn more about what they need to do to make sure that you receive the best education possible. We know you will help your school to improve because you showed us you were keen to involve yourselves in different roles and responsibilities.

Best wishes for your future success.

Yours sincerely,

Kate Pringle

Lead Inspector

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