

# Bader Primary School

Kintyre Drive, Thornaby, Stockton-on-Tees, County Durham, TS17 0BY

**Inspection dates** 8–9 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. From below-average starting points, pupils in Year 6 reach standards that are above average in writing and mathematics and average in reading.
- Teaching is typically good and some is outstanding.
- Behaviour is good. Pupils behave very well in lessons and around the school. They show enthusiasm for their learning and try hard.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils take on responsibilities willingly and are unfailingly polite and welcoming.
- This is a very secure school. Pupils say they feel secure and know how to keep themselves safe.
- The headteacher's leadership is very effective and he is ably supported by leaders at other levels. They have worked successfully to raise pupils' achievement and improve the quality of teaching.
- Members of the governing body are effective and use their skills and expertise well to provide strategic direction for this improving school.

### It is not yet an outstanding school because

- Although excellent practice is beginning to be shared, this has not yet ensured enough outstanding teaching across the school.
- The teaching of reading is not as strong as it is in writing and mathematics.
- Pupils read widely in school but they do not read often enough out of school.
- While the school's plans for improvement identify appropriate actions, they do not include success criteria that are focused precisely on the expected progress of pupils and the proportions who should exceed expected progress.

## Information about this inspection

- Inspectors observed teaching and learning in 19 lessons, two of which were observed jointly with the headteacher and the deputy headteacher. Inspectors also listened to pupils read in Years 2 and 6.
- Inspectors took account of 13 responses to the online questionnaire (Parent View) and 38 questionnaires completed by the staff.
- Inspectors held meetings with pupils from the school council and pupils from Years 5 and 6 to seek their views and talked informally with pupils at break and lunchtimes. Inspectors also talked to the Chair of the Governing Body and other governors and a representative of the local authority. They held discussions with leaders who have other responsibilities, including the special educational needs coordinator, the leader of the Early Years Foundation Stage and the leaders of literacy and numeracy.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

## Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Dominic Brown

Additional Inspector

Irene Lavelle

Additional Inspector

## Full report

### Information about this school

- Bader is larger than the average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is approximately twice the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- There have been significant changes in staffing throughout the school in recent years.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching to outstanding in order to raise standards further, especially in reading, by:
  - sharing the best practice that exists more consistently across the school
  - enhancing further the skills of all adults in supporting the development of pupils' reading skills.
- Ensure that the school improvement priorities are supported by clear success criteria more clearly focused on the proportion of pupils making and exceeding expected progress across the school.
- Work closely with parents to help them to encourage their children to read more widely.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Nursery class with skills and abilities that are below those typical for their age. They make good progress in their knowledge and skills so that, by the end of Key Stage 2, they reach standards that are above average in writing and mathematics and average in reading. Outcomes for pupils have improved significantly as a result of better teaching over time across the school, particularly in Key Stage 1 and lower Key Stage 2, which is now paying dividends.
- Children in the Early Years Foundation Stage do well. The good teaching, caring staff and the detailed knowledge that all adults have of each child's needs, mean that children get off to a very good start.
- Pupils write with imagination, particularly when the subject matter sparks their interest. They adapt their writing styles to suit a range of audiences and purposes.
- Pupils' mathematical skills and understanding are good. They develop a sound understanding of basic numeracy skills early in their school life and these are systematically built on through their time in school.
- Pupils respond well to the programmes to help develop their reading skills. Pupils in Year 2 decode new and difficult words with increasing accuracy and confidence. However, although achievement in reading is good overall, it is not as strong as it is in writing and mathematics. Not all adults share the same level of skill in the teaching of reading and too many pupils do not read enough out of school.
- The school's own data and other inspection evidence show that pupils throughout the school are making consistently good progress. Pupils in Year 2 are on track to reach standards that are average in reading, writing and mathematics; in Year 6, pupils are set to achieve standards that are above average in writing and mathematics and average in reading. This represents good progress from their below-average starting points.
- The most able pupils make good progress to reach standards that are at least above average in English and mathematics because they are very well supported and given work that challenges them.
- Pupils who are known to be eligible for free school meals and supported by the pupil premium achieve at least as well as other pupils in the school. The school's data for these pupils show that there are now no gaps between their attainment and progress in English and mathematics and other pupils in the school, which is a significant improvement on past years.
- Disabled pupils and those with special educational needs make progress that is similar to that of others. This is because their needs are correctly identified and their progress is checked and reviewed regularly in order to make sure that carefully planned support helps them to succeed.
- Equality of opportunity is central to the work of the school and successfully removes any barriers to learning, so that there are no differences in the achievement of different groups of pupils.

### The quality of teaching

is good

- Teaching is good and has improved significantly as a result of the determined efforts of all leaders and staff. This has had a positive impact on pupils' learning, enabling them to make good progress.
- The school's own records and other evidence gathered during the inspection show that good or better teaching is now the norm in all key stages.
- Children in the Early Years Foundation Stage are provided with interesting indoor and outdoor activities that cover all the required areas of learning. Good attention is paid to developing children's speaking and listening skills, which prepares them very well for future learning.
- Where pupils make outstanding progress, they are given a range of activities that are skilfully planned to challenge all ability groups. For example, In Year 1, pupils of all abilities were

completely absorbed in writing a response to an advertisement for a super hero.

- There are very good relationships between staff and pupils. Pupils respond well to an effective range of activities and groupings to learn consistently well. The well-established routines mean that lessons proceed without interruption.
- Detailed knowledge of how well pupils have learned in English and mathematics is used to plan activities that are at just the right level. Pupils are keen to write, and often do so at length and for different audiences and purposes.
- Pupils have opportunities to read during the school day. However, too many pupils say that they rarely read out of school and so do not consolidate their developing reading skills. In addition, not all teachers have the same high level of skill in helping pupils to develop their reading and so are unable to intervene effectively when it is needed.
- In mathematics, pupils develop and apply the skills they need to make good progress. For example, in Year 5, pupils enthusiastically demonstrated and applied their new understanding of the equivalence of fractions and decimals.
- The marking of pupils' work and the feedback given to them about how to improve their work are of a high order, and pupils routinely respond appropriately to suggestions for improvement.
- Pupils, including the most able, respond to the high expectations and typically try their hardest to meet the challenges set for them. In Year 6, for example, pupils developed their understanding of grammar and punctuation by evaluating and ranking the complexity and accuracy of sentences, while their classmates made similarly good progress using less complex text.
- Teaching assistants are deployed effectively and carefully guide pupils' learning. They have a very clear picture of the needs of individual pupils, especially disabled pupils and those with special educational needs, because they know pupils, and their needs, very well.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils usually behave very well in lessons and behaviour out of lessons is often of a similarly high standard. Pupils come to school keen to learn; they are confident, capable young people who are keen to use every moment in school productively. They take a pride in wearing their uniform, which shows that they are a part of this community.
- The school has an effective system for encouraging pupils to behave well. Pupils say that they know how to behave well, both in and out of lessons, and that they expect others to behave equally well.
- Pupils say there is little bullying and that they know what to do if any occurs. They have a good understanding of the different types of bullying, including cyber bullying.
- Pupils appreciate the range of clubs and activities available to them and especially enjoy the sports activities. When asked if there was anything they would like to change, pupils found it hard to suggest any significant improvements they would make.
- Pupils contribute fully to all aspects of school life. They willingly take on roles or responsibilities, such as play leaders and librarians. They take these responsibilities very seriously and are conscientious in carrying out their duties.
- Attendance is average and the school works diligently to encourage pupils to attend school regularly and on time.
- The school's work to keep pupils safe and secure is good.
- Procedures for keeping pupils safe are managed very efficiently and sensibly. Pupils say that they feel safe in school and parents agree. Pupils have a very good understanding of how to keep themselves safe in a wide range of situations, including when using the internet.

### **The leadership and management** are good

- The school is very well led by a very effective headteacher, ably supported by a determined and equally competent senior leadership team who have guided the school through a period of staffing changes. Leaders, including middle leaders, and an effective governing body, also play an important role in driving school improvement.
- Since the previous inspection, there have been significant improvements in both the achievement of pupils and the quality of teaching, as a result of the concerted action of all the staff. However, leaders are yet to ensure that pupils' achievement in reading is as good as it is in writing and mathematics.
- The school has an accurate picture of its strengths and areas for development and produces plans with actions to address these. However, the plans lack success criteria that are clearly focused on the proportion of pupils making and exceeding expected progress across the school.
- Senior leaders carry out regular checks on teaching that provide an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through effective professional development. The links between the management of the performance of teachers and their professional development are effective, and arrangements for pay and the promotion of staff are closely tied to pupils' progress.
- There are thorough systems in place to check on pupils' progress throughout the school. Where there are gaps in their knowledge and skills, the school quickly takes action to boost pupils' learning by providing extra support in or out of lessons.
- The school knows and cares for its pupils as individuals and successfully makes sure that all pupils are able to learn. As a result, all pupils have an equal opportunity to do well and there are no gaps in performance between different groups of pupils.
- The curriculum has developed to capture pupils' imagination and to promote their involvement in their learning. It ensures that their reading, writing and mathematical skills are well developed across other subjects.
- The new primary school sport funding is motivating pupils to be more active and to take part more frequently in a range of new activities such as dodge ball, handball and fencing. In addition, the funding is being used to improve the teaching of physical education through further staff training.
- Safeguarding and child-protection procedures are very effective and meet all current statutory requirements.
- The local authority has provided valuable challenge and support, which is appreciated by the school.
- **The governance of the school:**
  - The governing body is effective and governors are determined to help the school to improve further. They have a good knowledge of the school and keep themselves well informed about all aspects of school life, in particular about the achievement of pupils and the quality of teaching. They monitor the school's performance and ask challenging questions to promote further development. Governors bring a range of skills which they use to good effect in carrying out their roles. Where there are gaps in their knowledge and skills, they make sure that they receive appropriate training. Governors are familiar with Teachers' Standards; they use them to help manage teachers' performance and award pay increases for good teaching. They oversee the spending of the pupil premium funding and are aware of the positive effect this is having on pupils' achievement. They are also involved in planning the spending of the primary school sport funding and are considering how its impact on the physical well-being of pupils will be evaluated.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111560
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	442230

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Griffiths
<b>Headteacher</b>	Simon Feasey
<b>Date of previous school inspection</b>	12 February 2013
<b>Telephone number</b>	01642 762856
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