

# Bader Primary School

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

**Inspection dates** 12–13 February 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress is inconsistent across school. This is because the quality of teaching is inconsistent. While there is much good and some outstanding teaching, teaching requires improvement, particularly in Years 3 and 4.
- Lessons in Key Stage 2 do not consistently give pupils enough chances to follow their interests or help them to see the links that can be made between subjects. They do not have enough opportunities to write at length in different subjects or practise their mathematical skills in real-life, problem-solving activities that have more than one answer.
- Work is not always well planned to meet the needs of all pupils, especially the most-able, and they learn too slowly.
- When teachers mark work, they do not always make clear to pupils how to make their work better next time or allow time for pupils to act upon advice given.
- Some leaders are new to their roles and require more training to help them understand how to plan improvements and to check that these are working.

### The school has the following strengths

- There is consistently good and sometimes outstanding teaching in the Early Years Foundation Stage, Key Stage 1 and in Year 6. Attainment has risen at the end of Year 2. Pupils make rapid progress in Year 6. This helps them make up some of the ground they have lost in Years 3 and 4.
- The headteacher and the governing body have acted decisively, and continue to act decisively, to tackle weak teaching. As a result, teaching is improving and more is good. More pupils than has been the case in recent years are making good progress. This is clearly an improving school.
- Pupils' behaviour is good. They say they feel very safe. Attendance is above average.

## Information about this inspection

- The inspectors held meetings with staff, groups of pupils, the Chair and other members of the governing body and with a representative from the local authority.
- The inspectors looked at a range of evidence including: the school’s improvement plan; the school’s data relating to pupils’ progress; monitoring reports; the work pupils were doing in their books; and the school’s documentation relating to safeguarding.
- The inspectors observed teaching and learning in 15 lessons taught by 15 teachers and listened to a group of pupils read. In addition, the inspection team made a number of short visits to lessons.
- The headteacher conducted four joint observations of lessons with the inspectors. The inspectors also observed the headteacher reporting back to teachers on their findings regarding the quality of learning and pupils’ achievement in lessons.
- The inspectors took into account the 12 responses to the on-line questionnaire (Parent View) and spoke to parents both in a group and individually.
- Forty-four staff completed questionnaires and the responses were analysed.

## Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Barbara Hudson

Additional Inspector

Barbara Redhead

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals, looked-after children and children from military service families) is well above average.
- The proportion of pupils supported at school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- There are a breakfast club and many lunchtime and after-school clubs which are managed by the headteacher and run voluntarily by staff.
- The school did not meet the government's current floor standards, which is the minimum expected for pupils' attainment and progress.
- The headteacher and deputy headteacher have been in post since September 2011.

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

- Improve the quality of teaching, particularly in Years 3 and 4, to good and increase the proportion of outstanding teaching and thus raise further pupils' progress and attainment by:
  - using the school's detailed information about how well pupils are working to set tasks which are hard enough for all pupils, especially the most-able, and require pupils to work at a quick pace
  - ensuring that all teachers mark work for pupils in a way that helps pupils to do better next time and allows them time to act upon that advice
  - offering pupils more opportunities to write at length in different subjects and to practise their mathematics skills in real-life, problem-solving activities that have more than one answer
  - developing the curriculum so that it is based on pupils' own interests, offers more exciting and stimulating learning experiences and helps them to see the links that can be made between subjects.
- Increase the impact that leaders at all levels have on pupils' attainment and progress, by using targeted training to ensure that those leaders who are new to their roles understand how to plan actions that are designed to improve teaching and accelerate pupils' progress, and check that these are working.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school with skills that are well below those typically expected for their age. Children do well in the Early Years Foundation Stage and in Key Stage 1 so that attainment at the end of Year 2 is average in reading, writing and mathematics. However, despite good progress too few pupils do better than this.
- Attainment at the end of Year 6 was well below average in the Year 6 national tests in 2011 and 2012 in English and mathematics. Initiatives by the new headteacher and good teaching in Year 6 helped pupils make up some of the learning they had lost in Years 3 and 4 but these were not in place long enough to enable floor standards to be met.
- Inspection evidence shows that as a result of outstanding teaching pupils currently in Year 6 have made at least expected progress overall in Key Stage 2. Their attainment is in line with that expected for their age in English and mathematics and they are on track to exceed floor targets.
- Pupils' progress remains inconsistent in Years 3 and 4 and this is the key reason why, overall, pupils' achievement requires improvement.
- Pupils supported at school action plus or with a statement of special educational needs make good progress from their starting points as a result of work that is well suited to their abilities and the good support they receive from teaching assistants and the excellent leadership of the special needs coordinator.
- The attainment of pupils who are known to be eligible for the pupil premium is well below age-related expectations in reading, writing and mathematics. The gap remains between them and other pupils in the school. The school has identified closing the gap for these pupils as a key issue in teachers' performance management and where teaching is good the gap is beginning to close.
- Inspection evidence shows that progress in reading is consistently good. This is a result of good teaching of how to link sounds and letters (phonics) to help pupils read words they are not used to, and a drive to help pupils enjoy books and read more in school and at home.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent. Much is good and on occasion outstanding, especially in the Early Years Foundation Stage, Years 1 and 6, but elsewhere the pace of learning is often too slow.
- Teachers make it clear to pupils what they will learn and show them the skills they will need to use. However, in lessons which require improvement the time taken to give explanations, and over-direction by the teacher, limits opportunities for pupils to find things out for themselves or to practise their skills.
- While there are good examples of teachers making sure that work set is at the right level, they do not all consistently plan work well enough to get the best out of all pupils. In a Year 3 English lesson, for example, pupils had to write descriptions using similes. While pupils found the work interesting, the teacher did not allow all pupils the chance to develop their own ideas and do their own writing. This was especially the case for the most-able pupils in the class.
- Pupils' work is regularly marked and teachers helpfully tell them how successful they have been in their work. However, some teachers do not always make it clear to pupils how they can improve their work or give them time to act upon any advice given.
- The work planned in some classes in Key Stage 2 does not give pupils enough chances to follow their interests or help them to see the links that can be made between subjects. They do not have enough opportunities to write at length in different subjects or practise their mathematical skills in real-life, problem-solving activities that have more than one answer.
- Where teaching is good and outstanding, teachers make lessons interesting. They use exciting topics, allow pupils the chance to talk together to plan their ideas and they give them the time to

concentrate on their writing or to develop their mathematical skills. These features were consistently evident in outstanding lessons in Year 1 and Year 6. Pupils made rapid progress in their writing skills and their understanding of perimeter.

- A feature of good teaching is the way teachers ask questions which help pupils to explain and develop their ideas. Teachers then encourage pupils to explain to one another what they have learned. This is helping pupils to understand how to do calculations in mathematics.

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

- Inspectors' analysis of the school's records of behaviour show behaviour has improved rapidly in the past two years as a result of a determined effort by senior leaders to ensure a consistent approach across the school. There are clear expectations and a consistent system of rewards and sanctions which have helped pupils have a very clear understanding of how to behave well. There have been no exclusions in recent years.
- Pupils say that behaviour is good in their lessons and any minor misbehaviour is quickly dealt with by their teachers. Indeed, much excellent behaviour was evident in lessons during the inspection and around the school. Even in those lessons where the pace of learning is slow, pupils try hard to do their best.
- Attendance has improved as a result of initiatives by the school to encourage pupils to attend and is above average.
- Pupils feel very safe and are aware of different forms of bullying, including cyber-bullying. They are very polite to adults, respect one another and work and play well together. They are very clear that any form of bullying is extremely rare and when it does happen they are confident that it will be quickly dealt with.
- They develop social skills well in the well organised, lively and safe breakfast and after-school clubs, as well as through the house system which offers help from adults and older pupils and encourages competition in sport, attendance and achievement.

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

- The headteacher has had a significant impact on improving the school. He has quickly gained a clear picture of its strengths and relative weaknesses and developed high expectations among all staff. He has had immediate impact on improving attendance and behaviour and ensuring that those pupils in Year 6 who had fallen behind in their learning were targeted with the best teaching.
- With the governing body, the headteacher has acted decisively to tackle weak teaching across the school. As a result, the proportion of good and better teaching is increasing, however, this is an ongoing process and inconsistencies in the quality of teaching remain, particularly in Years 3 and 4.
- The school's procedures to check the effectiveness of its performance lead to accurate evaluations and clear, appropriate areas for development. The headteacher has skilfully used the expertise of the deputy headteacher and the special needs coordinator to develop teaching and increase pupils' progress. He has also identified those teachers he knows will help the school to improve further and has given them clear responsibilities.
- There are clear procedures and training to help new leaders develop their skills quickly and effectively. However, these new arrangements have not had time to be fully effective.
- The headteacher has improved teaching through a rigorous approach to assessing its quality. He carries out regular observations of teachers, giving firm judgements and offering detailed and precise advice about how teachers can improve. This advice is clearly linked to training programmes which help teachers to become better.
- Performance management is clearly focused on raising attainment and improving the quality of teaching. Staff are aware that they will only be financially rewarded when their pupils have done as well as they should have done, although this has not been the case in the past.

- The headteacher has developed very detailed, accurate and effective procedures to collect and analyse data about pupils' attainment and progress. This information is used well to provide leaders with a clear understanding of how much progress pupils are making in different classes and to hold teachers to account for the progress of their pupils. However, these initiatives have not yet fully succeeded in ensuring that progress and teaching are consistently good across school.
- The desire to ensure good progress for all groups of pupils shows the school's commitment to promoting equal opportunities and tackling discrimination.
- The curriculum provides a growing number of chances for pupils to develop their spiritual and cultural awareness, especially of religious education, and many opportunities for pupils to practise their skills in sport.
- The local authority has provided successful advice on how to improve the teaching of mathematics and English. It has recognised the ability of the headteacher to improve the school and has supported him strongly. Such advice is helping to improve the quality of teaching and pupils' progress.
- **The governance of the school:**
  - The governing body has improved in the past two years. New governors, including a new Chair of the Governing Body, have brought their previous expertise and knowledge of governance to the school. This is helping to offer clear challenge to school leaders. They have very clear procedures to hold the school to account, carrying out rigorous assessments of the overall provision, including how the pupil premium funding is helping these pupils to achieve better. This gives them a very clear view of the school's strengths and weaknesses. They ensure that the school fulfils its statutory responsibilities for safeguarding. They ensure that staff are trained appropriately to keep pupils safe and free from harm, as well as to improve their teaching skills. The governing body has a secure understanding of school data and has effective procedures to check on pupils' achievement and on the budget. With the headteacher, they have taken – and continue to take – decisive action to tackle weak teaching.

## 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>	405341

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>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Griffiths
<b>Headteacher</b>	Simon Feasey
<b>Date of previous school inspection</b>	24 March 2011
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