

Kader Primary School

Staindrop Drive, Acklam, Middlesbrough, TS5 8NU

Inspection dates

15–16 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Kader is a happy and harmonious school. It provides a caring and supportive environment in which pupils feel safe and are valued.
- Teaching is consistently good across the school and sometimes outstanding.
- From their starting points on entry all groups of pupils, including those eligible for the pupil premium, make good progress so that by the end of Key Stage 2 attainment is well above average.
- Pupils' behaviour is excellent. They are polite and treat others with respect. They have excellent attitudes and enjoy their lessons a great deal. This makes a strong contribution to their successful learning.
- Marking of pupils' work and the feedback they are given are of high quality. They inform pupils exactly what it is they need to do to improve and contribute to the rapid gains pupils make in their learning.
- The curriculum provides a wide range of exciting experiences including after-school clubs. It is a significant contributory factor to pupils' outstanding spiritual, moral, social and cultural development.
- The headteacher provides strong leadership. Senior and middle leaders robustly support the headteacher. Together they have developed a strong staff team committed to improving the quality of teaching and raising attainment.
- Leaders and managers have a secure knowledge of the school. Actions are productively focused on improving the quality of teaching and increasing the rate at which pupils make progress.
- The governing body plays an important and successful role in supporting and challenging the school, which is helping to drive up improvements.

It is not yet an outstanding school because

- Teaching is not yet of a consistently high standard to promote outstanding progress.
- Pupils are not given enough opportunities to engage in extended pieces of writing across a wide range of subjects and thereby develop the skills they learn in English lessons.
- Teachers do not always ensure that pupils of different abilities, especially the more able, have sufficiently demanding work. Consequently, some pupils do not make the progress they are capable of.

Information about this inspection

- Inspectors observed 29 lessons of which three were joint observations carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- The inspectors took account of 41 responses to the online questionnaire (Parent View) in planning the inspection and had discussions with parents at the start of the school day to ascertain their views of the school.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector	Additional Inspector
Lesley Richardson	Additional Inspector
Deborah Wylie	Additional Inspector

Full report

Information about this school

- Kader is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who join or leave the school other than at the usual time is above average.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Further raise attainment through increasing the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons, especially for the more-able pupils
 - providing pupils with more well-planned opportunities to write at length in subjects other than English.

Inspection judgements

The achievement of pupils

is good

- Children joining the school in the Nursery class have skills which are below those typically expected for their age. Children make good progress through the Early Years Foundation Stage and by the time they enter Year 1 attainment is slightly above average. This is because of the vibrant learning environment and the wide range of well-planned, adult-led and independent activities that support their learning effectively.
- This good progress continues throughout Key Stage 1. This is reflected in pupils' attainment in reading, writing and mathematics which has been well above average for four of the past five years.
- Over many years attainment at Key Stage 2 has been well above average in English and mathematics, with a higher proportion of pupils making better than expected progress than that found nationally, especially in reading and mathematics. In 2012 attainment fell to average. However, this was due to a high proportion of pupils who joined the school very late in their school careers. Inspection evidence shows that progress is continuing to accelerate at a faster rate than that found nationally and that the attainment of the current Year 6 is above average. This is reflected in the high proportion of pupils who are sitting the higher-level tests.
- Reading is a priority throughout the school. Teachers have undertaken training to teach reading and, as a result, younger pupils apply their skills of linking letters to sounds in order to tackle new and unfamiliar words with greater confidence. Pupils quickly move on to gain personal enjoyment from reading books independently and show a keen and mature ability to discuss the moral and ethical issues within them.
- The school promotes and checks that all pupils have equal opportunities. Different groups, including those who are disabled or who have special educational needs, those from different ethnic backgrounds and those who speak English as an additional language, make similarly good progress. This is because of the good-quality support programmes and the structured guidance they receive.
- The income received by the school to support pupils eligible for the pupil premium, including those known to be eligible for free school meals, is spent judiciously on a range of well-considered interventions including one-to-one tuition, additional teaching assistants and the support of a Parent Support Adviser. As a result, these pupils make the same progress as, and attain standards similar to, those of their classmates.

The quality of teaching

is good

- As a result of a well-thought-out programme of training, coaching and mentoring, teaching is consistently good and an increasing proportion is now outstanding.
- Teachers use assessment information well to take into account what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils. However, at times, some pupils, especially the more able, are not always offered hard enough work and this limits the rate at which they make progress.
- In lessons where teaching is outstanding, teachers use questioning skills effectively to extend pupils' thinking, are very effective in creating opportunities for pupils to find things out for themselves and provide many opportunities for them to apply their skills to a range of problem-solving and purposeful activities.
- Throughout the school pupils are given interesting and imaginative opportunities to apply and develop their mathematical skills in real-life, problem-solving activities. However, they are not provided with enough opportunities to apply, and thereby develop, the skills they learn in English lessons to extended pieces of writing across subjects other than English. This restricts the progress pupils make in their writing.
- Much of the marking and feedback in mathematics, and particularly English, is of high quality.

Pupils are given precise guidance on exactly what it is they need to do to further improve their work. They are expected to correct their work and are given frequent opportunities to respond to teachers' marking. This makes a very positive contribution to the rapid gains pupils make in their learning because the cause of their errors is quickly eradicated.

- Teachers and teaching assistants work in excellent partnership. Teaching assistants provide effective support to ensure needs are met for disabled pupils, those who have special educational needs, those who join the school part-way through their education and those who speak English as an additional language.

The behaviour and safety of pupils are outstanding

- A harmonious and inclusive atmosphere pervades the school. Pupils are exceptionally polite, are caring towards their friends and considerate of the needs of others. They treat one another with respect and have a high regard for others' cultures and beliefs.
- Pupils have excellent attitudes. Their behaviour is exemplary. In class they are attentive and work well together, relishing the opportunities to enter into meaningful discussion to clarify their ideas. Playtimes are happy occasions with many instances of boys and girls playing happily together, often with staff, in large, organised games.
- Pupils demonstrate a very secure grasp of what constitutes bullying. They have a highly developed sense of what is morally right and speak confidently about how to deal with their worries and concerns. Pupils say they feel very safe and are knowledgeable about the risks and dangers to which they may be exposed, including those relating to the internet. The very large majority of parents agree that their children are happy and kept safe at school.
- Pupils understand their rights and responsibilities and willingly take on jobs around the school. They do this because, as one pupil pointed out, 'it's a way of repaying our teachers for making learning fun and being like a friend'.
- The excellent partnership between the school and the Parent Support Adviser has been effective in improving communication between home and school. Together they have worked well to improve pupils' attendance as well as helping parents resolve any difficulties which could adversely affect their child's performance at school.
- Attendance is above average.

The leadership and management are good

- The headteacher provides the school with strong and effective leadership. She has high expectations that are shared by all staff, ensuring a strong sense of teamwork.
- Responsibilities are shared effectively among leaders and managers. They know the school well. Their sharply focused and rigorous checks on teaching and learning give staff clear guidance on how to enhance their skills, driving improvement forward by tackling weaknesses quickly and successfully. This process has been supported by effective appraisal systems to review teachers' work. This means only the most effective teachers have been promoted into positions that are enabling them to improve the quality of teaching across the school.
- The senior leaders use information about how well pupils are achieving to help teachers identify pupils who need extra help.
- The curriculum is well planned, rightly focusing on reading, writing and mathematics.
- Topic-based learning means that English and mathematics are threaded imaginatively through pupils' activities. It is enriched by many exciting and memorable activities such as visits to, for example, Eden Camp. These fire up pupils' imagination and bring learning to life. This was exemplified by one pupil who said, 'It was like being there. The submarine was claustrophobic. You could feel the fright.' However, there are not enough opportunities for pupils to apply and develop their writing skills in subjects other than English.
- Pupils are also given opportunities to play a range of musical instruments and engage in a wide

range of exciting music, dance and drama clubs. These activities provide pupils with a wealth of experiences which enrich their lives and make a significant contribution to their outstanding spiritual, moral, social and cultural development.

- The local authority provides good support to the school. This includes training to help governors carry out their responsibilities and for staff in, for example, the teaching of reading.

■ **The governance of the school:**

- Governors work in close partnership with the school. They show a clear determination to improve standards while retaining their strong commitment to support the emotional and pastoral needs of each individual pupil. Governors attend relevant training, visit the school regularly and understand data. This helps them to have an insightful working knowledge of the school's strengths and what needs to improve. Governors keep a close eye on the allocation and impact of any spending and are rightly confident that the pupil premium is accelerating the progress of those pupils eligible. Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of pupils and that the headteacher only rewards good performance. Safeguarding has a high priority and governors ensure that statutory requirements are met.

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

Unique reference number	111574
Local authority	Middlesbrough
Inspection number	412433

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	454
Appropriate authority	The governing body
Chair	Hazel Pearson, OBE
Headteacher	Lynne Chalk
Date of previous school inspection	19 November 2007
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