



# Bader Primary School

## Inspection report

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Unique Reference Number 111560  
LEA Stockton-on-Tees

Inspection number 274810  
Inspection dates 7 - 8 June 2005  
Reporting inspector George Derby

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

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Type of School	Primary	School address	Kintyre Drive
School category	Community		Thornaby
Age range of pupils	3 - 11		Stockton-on-Tees
			TS17 0BY
Gender of pupils	Mixed	Telephone number	01642 762856
Number on roll	422	Fax number	01642 751794
Appropriate authority	The governing body	Chair of governors	John Copping
Date of previous inspection	September 2003	Headteacher	Deborah Wray

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Age group	Published	Reference no.
3 - 11	July 2005	274810

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## Introduction

This inspection was a pilot of the new arrangements for inspection. It was undertaken with the support and co-operation of all staff and governors of Bader Primary School.

The inspection was carried out by three additional inspectors.

## Description of the school

Bader is a large primary school with pupils from areas in Thornaby with a lot of deprivation. In 2002 it amalgamated and is now on two sites. At the time of the last inspection in September 2003 it was judged to have serious weaknesses. There are now 422 pupils on roll and 35 per cent, an above average percentage, are entitled to free school meals. The number of pupils with learning difficulties or disabilities is average. Very few pupils are from minority ethnic groups, or are learning English as an additional language. Children enter the nursery with standards well below those which are typical for their age. The headteacher has been in post for a year. The school is a member of the local education action zone and Sure Start group.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Bader provides a sound education for its pupils and no longer has serious weaknesses. Its improvement since the last inspection has been good, mainly because of the tenacity of the headteacher, who, together with the deputy headteacher, has striven for excellence. The school knows itself well and acknowledges that it is only just turning the corner. Value for money is satisfactory and the school has good capacity for further improvement.

Leadership in English, mathematics and science is good, but leaders of other subjects do not have a critical eye on all aspects of standards. Governors support the school's day-to-day work and the chair's assistance has been outstanding. However, governors, overall, are not sufficiently involved in planning.

Teaching is satisfactory; work is interesting and enjoyed by pupils. They make satisfactory progress overall and, in the last year, standards have started to rise although they remain below average. Children make a particularly good start in the nursery and reception classes and good progress in several other year groups. The pupils do not have enough opportunities to use computers to support their learning.

The pupils are happy in school and make friends readily. The school cares for them well and deals effectively with misbehaviour. Exclusions have dropped significantly but remain higher than average.

**Grade: 3**

### What the school should do to improve further

- continue to raise standards in English, mathematics, science and Information and Communication Technology (ICT);
- continue to improve teaching;
- give leaders of non-core subjects stronger roles in raising standards;
- continue to improve attendance and reduce exclusion;
- improve governors' and senior leaders' support for school development.

## Achievement and standards

The team agrees with the school on the picture here. Standards have been low in past years but are now improving. They are best in English, mathematics and science in Year 6 where pupils' work is near the level expected for their age. Challenging targets and work have helped this improvement. Year 2 pupils still have some way to go and their standards are below average. Pupils do not reach the standards expected in ICT.

From children's low starting points, progress is satisfactory although there is some variation between classes. Children make good progress in the Foundation Stage, especially in communication and personal development, and many reach the targets expected for their age by the beginning of Year 1. Progress is best in Years 2, 5, and 6 where good teaching and challenging work help the pupils to achieve well. In Years 1, 3 and 4, teaching is satisfactory and progress slows in these years. Pupils with learning difficulties are supported well and they make progress similar to the rest of the pupils. Boys and girls generally do as well as each other. More able pupils are beginning to reach standards near those achieved in similar schools.

**Grade: 3**

## Personal development and well-being

Behaviour is satisfactory overall and many pupils behave well. They know right from wrong and respect school rules. Pupils enjoy school and the responsibilities they are given, such as preparing the hall for assemblies. They take a strong interest in healthy eating and consider the rewards they are given for hard work and good behaviour worthwhile. Pupils feel safe and most work constructively with one another.

The school is right to recognise that it has made significant progress in improving the pupils' personal development and well-being but for several reasons the inspection team judges this area to be satisfactory rather than good. Attendance has risen strongly, but it is still slightly lower than average and needs to improve further. The pupils' social and moral understanding is good but their spiritual and cultural development is not as well developed. The school now excludes a much smaller number of pupils than previously, but poor behaviour from a small minority results in a level of exclusion which is still too high. Teachers also acknowledge that pupils need to develop a greater sense

of self-worth and take more responsibility for what they do and the effects it has on others.

**Grade: 3**

## Quality of provision

### Teaching and learning

The judgements that the school makes about teaching matched those of the inspection team. Lessons are generally interesting and pupils are keen and work hard as a result. Teachers make good use of resources and some are thinking about how they can change their approach so that the activities match the best ways children learn. However, ICT is not used enough to support teaching and learning.

Planning is satisfactory; it is often detailed and well thought out. In most lessons there is a reasonable match of work to pupils' needs. However, plans do not show what the different groups in the class will learn. Marking gives pupils clear guidance on how to improve.

Teachers generally insist on high standards of work and presentation. In Years 5 and 6, the pupils' work is particularly well presented. Pupils with special educational needs have good personal support in lessons. Staff help them just enough and pupils do not become too reliant on them.

In the best teaching, in the Foundation Stage and in Years 2, 5, and 6, teachers ask probing questions which make the pupils think hard. The teachers know and assess their pupils well. Introductions grab pupils' attention. The pace of teaching is brisk and challenging.

In other years the pace of lessons varies and pupils become distracted when there is a change of activity. Teachers do not always make clear the quality of work expected. The good work of teaching assistants boosts the teaching in these years because of the personal attention they give. However, too much emphasis is sometimes put on copying from the board and not enough time is left for pupils to complete work. The time left at the end of the lessons is often rushed and not used well for assessing what pupils have learned.

**Grade: 3**

## **Curriculum and other activities**

The inspection team confirms the school's judgement that the curriculum is satisfactory and meets the range of learners' needs. It meets statutory requirements and teachers make increasingly effective use of national guidance to help them to plan lessons. All learners, including those with special educational needs, make sound progress. Learning builds appropriately on what pupils already know. The school puts a good emphasis on pupils' safety and health. There is a good range of clubs for pupils to join. This helps them to get on better with one another. Provision for literacy and numeracy is good in Years 2, 5 and 6, but the school does not plan effectively for the use of ICT throughout the school.

**Grade: 3**

## **Care, guidance and support**

The school cares well for its pupils who are well supported in important areas. Behaviour is monitored and managed in a way that has resulted in many pupils now behaving well. Pupils work hard to receive rewards such as 'Golden Child'. They are beginning to be more involved in making decisions, for example, through the newly introduced school council. Pupils often reach, and sometimes exceed, the targets they have in English and mathematics; they know what to improve. Procedures are in place to safeguard children.

**Grade: 2**

## **Leadership and management**

The headteacher and deputy headteacher have done well over the past year to improve this school. Leadership by both is good. The school is a happier place for staff and children. Morale is high and teamwork strong. The headteacher sets very high standards, values staff's work and has supported their personal achievement. Staff say she has made a big difference in a school that was sorely troubled by past events. Everyone is valued and treated fairly and equally.

The headteacher has driven through change swiftly and in ways that have benefited the pupils. The school is calm and pupils enjoy learning. The way the school works with outside agencies to help and support its development is strong. A very small group of parents is critical of the school but inspectors found no evidence to support the concerns they raised.

The senior leadership team has supported the headteacher well; they carry out their management tasks effectively. However, like the governors, they have not had the opportunity to be involved in the strategic work of the school and in planning for development. The chair of governors has provided outstanding and loyal support in times of great trouble and leads effectively the small team of active governors, but not all governors are sufficiently involved.

The headteacher knows the school well. She is tenacious yet caring. Data is used to good effect. The school can forge ahead with improvements knowing that the right things are being done.

The co-ordinators for English, mathematics and science know their subjects' strengths and weaknesses well and have had played a big part in aiding improvement. The headteacher has rightly focused on strengthening these subjects to raise standards. The work of other subject leaders is underdeveloped.

**Grade: 3**



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## INSPECTION JUDGEMENTS

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16-19</b>
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**OVERALL EFFECTIVENESS**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	
The quality and standards in the Foundation Stage	<b>3</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>3</b>	
The <i>standards</i> reached by learners	<b>4</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>	
How well learners with learning difficulties and disabilities make progress	<b>3</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>3</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>	
The behaviour of learners	<b>3</b>	
How well learners enjoy their education	<b>3</b>	
The extent to which learners adopt safe practices	<b>3</b>	
The extent to which learners adopt healthy lifestyles	<b>3</b>	
The extent to which learners make a positive contribution to the community.	<b>3</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>	

**THE QUALITY OF PROVISION**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>	

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>3</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>No</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>NA</b>

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Bader Primary School  
Kintyre Road  
Stockton-on-Tees  
TS17 0BY

9 June 2005

Dear Pupils

The inspection team enjoyed their visit to your school. We were made very welcome. Thank you for all your hard work. A special thanks to those who talked with us. We had a wonderful time and think you have a happy school.

We liked the following:

- Things are getting better in the school – you are all working hard, behaving better and learning more.
- Most pupils get on well with one another
- All the staff are now working as a team and think the school is a good place to be – they care for you well and want you to do as well as you can.
- Your headteacher, Mrs Wray, has done well in helping everyone work together and to sort out all the problems she faced when she started at the school.
- The work your chair of governors, Mr Copping, has done to make the school a better place is excellent.

There are still things the school needs to do but we think that the headteacher and all the staff will work hard to do these:

- You can do even better in English, mathematics and science.
- You need to have more time to use computers in all subjects and do as well as other schools.
- Your teachers are ready to make lessons even more interesting and to use all sort of ways to help you learn, including using computers and the interactive whiteboards.
- The staff in charge of subjects such as information and communication technology (ICT), geography and physical education need more time to make sure everyone does as well as they can.
- All pupils need to come to school everyday and behave well; this is so they can learn.
- Governors and senior staff need to do more to help the headteacher plan the school's work.

Thank you  
The inspection team