

Kader Primary School

Inspection report

Unique Reference Number	111574
Local Authority	Middlesbrough
Inspection number	301759
Inspection date	19 November 2007
Reporting inspector	Lynne Read

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 on roll	
School	385
Appropriate authority	The governing body
Chair	Cllr Hazel Pearson OBE
Headteacher	Mrs Lynne Chalk
Date of previous school inspection	1 October 2003
School address	Staindrop Drive Acklam Middlesbrough TS5 8NU
Telephone number	01642 286599
Fax number	01642 286599

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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards in the Foundation Stage and both key stages; teaching and learning; personal development and well-being; the quality of the curriculum in meeting all needs; health and safety; care and support for pupils, and the quality and impact of leadership and management.

Evidence was gathered from: the school's self-evaluation document; observations; assessment data; records and documents, with particular attention given to the usual provision for the Foundation Stage; parents' replies to the questionnaires, and discussions with staff and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This larger than average sized primary school serves a very wide area to the south of Middlesbrough. The school population is ethnically diverse; over half of the pupils are of White British heritage with approximately 30% having Asian backgrounds. Around 10% of pupils are in the early stages of learning English as an additional language with a further 20% being bilingual or multilingual. Pupils come from mixed socio-economic backgrounds; the proportion of pupils claiming free school meals is below average. When they enter the Nursery, children's development is generally below that typical for the age group. The proportion of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Kader Primary is an outstanding school that provides excellent value for money. It has a deservedly high reputation. Parents have exceptionally positive views of the school. Their returned questionnaires praise the quality of care, the information they receive and the 'very pleasing, all round progress' children make. They commend the teachers and the curriculum. One parent wrote about 'the brisk pace of work', and another commented, 'the school nurtures the pupils and guides them to their full academic potential'. Very good links with other schools and agencies bring many benefits to pupils' learning and personal development. For example, specialist secondary school teachers enhance learning in French, information and communication technology (ICT), mathematics and physical education (PE). They also provide additional challenge for gifted and talented pupils. Business links provide sponsorship for several projects, such as backing for the school's highly acclaimed performances.

Standards have been significantly above average for the last four years and are still rising. Achievement is outstanding for all groups of pupils and the school exceeds its very challenging targets. On entry to Year 1, the majority of pupils meet the expected learning goals with some exceeding them. They make excellent progress through Key Stages 1 and 2. The Year 2 national assessments are continually above average. During Key Stage 2, progress accelerates further and a significantly high proportion of pupils exceed the standards expected by the end of Year 6 in all subjects. Pupils who have additional needs make excellent progress from their starting points and the majority attain the expected standard by Year 6. Support for pupils who are learning English as an additional language is outstanding and leads to rapid progress. Excellent help and advice for their families ensures pupils have effective support at home.

Teaching and pupils' learning are outstanding. A significant proportion of teaching is excellent, especially for the older pupils. Progress is carefully assessed each term. The information is exceptionally well used to ensure lessons provide support for pupils needing extra help and exacting challenges for the more able. Where pupils' progress is not meeting teachers' very high expectations they introduce special programmes of learning. This important factor underpins the school's excellent achievement and keeps the numbers of pupils identified as having learning difficulties low. Pupils like and trust their teachers. They strive hard, even when learning is difficult because 'teachers don't give us anything that we can't do'. This helps create confident learners. Well trained teaching assistants make a significant contribution to learning.

Pupils' helpful learning goals are shared with parents so all have a clear idea of what is expected. The quality of marking is exceptional and provides additional, specific guidance for individuals; this helps boost progress. For example, the older pupils' books show how they act on the advice given and improve their work, week on week. From an early stage, pupils are encouraged to evaluate their own progress. By Year 6 they critically appraise their work, for example using their 'marking ladders', or against the success criteria given at the start of lessons. As a result, they are developing excellent skills of independent learning.

The outstanding curriculum is another important factor in the school's success. Adaptations to the Key Stage 1 curriculum ensure that all pupils have a very broad and secure platform for their work in Key Stage 2. Throughout school, lessons provide a very good balance in developing pupils' creative, oral, physical, practical and emotional skills alongside their academic skills. There is excellent enhancement for learning through visits or visitors to school. Pupils take very good advantage of out-of-school clubs that cater for children from the Reception class

upwards. The governors often subsidise these activities so that pupils have the benefit of high quality, expert tuition. One parent wrote, 'the range is so varied that my child is often spoilt for choice.'

Pupils' personal development and well-being are outstanding and attendance is above average. Spiritual, moral, social and cultural development are also outstanding. The strong caring ethos and an excellent programme of personal, health, social and citizenship education supports this very well. In this ethnically diverse school, all faiths and cultures are recognised and celebrated, creating a harmonious community. Pupils thoroughly enjoy coming to school and behave extremely well. Older pupils demonstrate very good self-discipline and a strong work ethic. Very good attention is given to care, and health and safety issues. Measures for safeguarding pupils are rigorous. Pupils say they feel safe and free from bullying. They like the fact that 'teachers listen to both sides' in disputes and are 'very fair'. Pupils' understanding of healthy lifestyles, including diet and exercise, is excellent. There is a strong community spirit; pupils collect for charities, help others and accept responsibilities such as being play-leaders or members of the school council. These activities prepare pupils well for their future education and work.

The headteacher provides excellent leadership for the team of talented and hard-working staff. All are committed to providing the best for pupils. This is reflected in the bright, stimulating classrooms and good quality resources. There is no complacency in this outstanding school. Standards have risen considerably since the previous inspection and all key issues have been addressed. In the pursuit of excellence, the headteacher and senior managers have introduced added rigour into the process of checking provision and performance. There is excellent capacity for the school to maintain its strengths and improve even further because managers continually identify areas for potential improvement and act on them. The knowledgeable governors take an active and critical part in managing and leading the school. They keep a close check on pupils' academic and personal achievements. Governance is excellent and all statutory requirements are met. The school's monitoring processes have identified some minor areas for improvement and staff are currently working through the action plans to address them.

Effectiveness of the Foundation Stage

Grade: 1

Children start school with a very broad range of skills. A significant proportion is learning English as an additional language. Overall, their development on entry is below that typical for the age group. A good programme of introducing children to school ensures they settle quickly and make an excellent start to their education in the Foundation Unit. Children have the benefit of excellent teaching and an inviting and stimulating learning environment, both inside and outdoors. They learn well in the adult-directed groups, are encouraged to explore their world and become independent through an exciting range of free choice activities. By the end of the year the majority have reached the nationally agreed expectations for the age group and some have exceeded them. Children make exceedingly good progress in personal and social development, language and early mathematical skills. Those who are in the early stages of learning English make great strides in their abilities to understand and speak English.

What the school should do to improve further

- There are no major key issues for action.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 November 2007

Dear Pupils

Inspection of Kader Primary School, Middlesbrough, TS5 8NU

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day and I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I discovered.

Kader Primary is an excellent school. Some of the things that impressed me most were your excellent behaviour, your willingness to persevere and work hard, and the excellent progress you make. You get on very well together and take excellent care of each other. You are a credit to your families and your school. Well done! Your council members ensure that your views and opinions are taken into consideration. I am impressed by the way that you organise fundraising for your projects and handle the accounting. I also think it is very kind of you to donate half the proceeds to charity; this shows that you care about those who are less fortunate than yourselves.

It is good to know that you feel safe, happy and free from bullying. You enjoy school and I agree with the comments some of you made, such as 'the teachers are helpful and kind', 'this school is good for music, art, PE and computer work' and 'learning French is good'. Please thank your parents for sending lots of replies to the questionnaire. They are exceptionally pleased with the school, especially the excellent teaching and the very good amount of information they receive.

You are keen to learn and take very good notice of the advice that your teachers give you. Well done! This is helping you to learn at a fast rate. Your teachers are always looking for new ideas to stretch your abilities and talents. I hope you continue to relish the challenges that they bring to lessons and enjoy continued success at the school.

Thank you once again for the interesting conversations I had and for letting me share your day. There is a great deal about your school of which you and the staff should be extremely proud. Please accept my best wishes for the future.

Yours sincerely

Lynne Read

Lead Inspector