

Bader Primary School

Inspection report

Unique Reference Number	111560
Local Authority	Stockton-on-Tees
Inspection number	310628
Inspection dates	2–3 April 2008
Reporting inspector	Moira Fitzpatrick

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	317
Appropriate authority	The governing body
Chair	Mr John Copping
Headteacher	Mrs D Wray
Date of previous school inspection	1 June 2005
School address	Kintyre Drive Thornaby Stockton-on-Tees TS17 0BY
Telephone number	01642 762856
Fax number	01642 751794

Age group	3–11
Inspection dates	2–3 April 2008
Inspection number	310628

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average and nearly all pupils are from White British heritage. The percentage of pupils who are eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is below average, including those pupils with a statement of special educational need. The school has fewer pupils on roll than it had at the time of the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory. Standards by Year 6 are average and pupils' achievement is satisfactory. Standards at Year 6 have risen well since the last inspection. At the end of Year 2, current standards are well below average in reading, writing and mathematics and have declined since the last inspection. This is partly owing to lower attainment when children start in Nursery and partly because assessment is not rigorous or accurate enough in Reception and Key Stage 1.

Pupils develop satisfactory personal qualities during their time in school and are keen to take on responsibility and care for others. They understand the importance of their own and others' well-being. Behaviour in lessons is satisfactory and in some classes it is good. The school takes satisfactory care of pupils and ensures that they feel safe and secure. Guidance for learning is good in Key Stage 2 where teachers make accurate assessments and give pupils advice on how to improve. In Key Stage 1, it is satisfactory because pupils do not always have their needs accurately assessed. Teaching is satisfactory. It ensures that pupils make adequate progress over time. In lessons where teaching is good or outstanding, pupils are enthusiastic and learn at a brisk rate. Currently there is too little teaching of this quality. The curriculum is satisfactory and improving as teachers develop more creative approaches to linking topics and make greater use of information and communication technology (ICT).

Leadership and management are satisfactory. The headteacher, well supported by the governors, has successfully steered the school through a number of challenges since the last inspection. Despite falling rolls and a consequent loss of staff she has given a strong and determined lead to raise standards. The allocation of roles in the senior leadership team is not sufficiently well balanced to allow all roles to be discharged effectively, which has caused a difference in the performance of different parts of the school. The school is aware of this and of the need to review roles and responsibilities as the situation stabilises. Subject leaders have developed their role and all make a contribution to identifying where improvements are needed. Governance is satisfactory, though governors are aware that more detailed knowledge of the school is needed by all to support the school's long term development. The school has made satisfactory progress since the last inspection and has the capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children start in the Nursery with skills that are very low compared to those typical for their age. They make good progress in the Nursery, but by the end of Reception the majority have not yet reached the goals set for their learning and they begin Year 1 with low attainment. Provision and teaching in the Foundation Stage are satisfactory overall. They are good in the Nursery, where accurate assessment and careful planning ensure children have a good start to their learning. Well established routines and clear expectations of behaviour create a calm and secure learning environment for children in the Nursery. Expectations and routines are not so pronounced in the Reception classes where children's behaviour is sometimes noisy and inconsiderate. The provision for outdoor learning is another area where differences are marked, with too few opportunities for Reception children to learn outdoors. Currently the links between Nursery and Reception are not strong enough to enable good practice to be shared and to develop the strengths of the Foundation unit for the benefit of all children. Leadership and management are satisfactory.

What the school should do to improve further

- Raise standards at the end of the Foundation Stage and Key Stage 1.
- Improve the accuracy and use of assessment at the end of the Foundation Stage and in Key Stage 1.
- Improve the quality of teaching and learning.
- Allocate responsibilities within the senior leadership team so that all roles are discharged effectively.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but have areas of under performance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are average by Year 6 and pupils' achievement is satisfactory. Pupils' progress is stronger in Key Stage 2 than in Key Stage 1. This is because teaching is stronger and learning is more rapid. By the end of Year 2, pupils' standards currently are well below average in reading, writing and mathematics. Pupils make satisfactory progress overall from their very low starting points in Nursery. Results in the 2007 national assessments at the end of Year 2 were significantly below average, especially in reading. Effective support for these pupils when they joined Year 3 has seen their standards rise well this year.

Standards in Year 6 have risen well in the last four years from well below average to average. Results in national tests in 2007 showed that all groups had made at least satisfactory progress from their starting points and that boys made significantly better progress than girls. Pupils now in Year 6 are on course to reach challenging targets in English, mathematics and science and there is no significant difference in the progress of boys and girls. Pupils with learning difficulties and/or disabilities make the same progress as other pupils in Key Stage 2; in Key Stage 1 their progress is not always as good as others in the class because their needs are not accurately identified.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral and social development, is satisfactory. Their cultural development is good because pupils respond well to the frequent opportunities they have to find out about their own and others' traditions, and to take part in music and dance. Pupils enjoy school and their attendance is broadly average. Their behaviour in class is satisfactory and in the classes of older pupils it is often good because they are interested in their learning and want to do well. Pupils know what makes a healthy lifestyle. While they do not always make the best eating choices, they do take part in plenty of exercise in and out of lessons. Pupils show sensible attitudes to safety and care for others so that the school is a calm, orderly place in which to learn and pupils say they feel safe and secure. The school council allows pupils to have a say in improving the school and recent suggestions about playground buddies for Key Stage 2 show that pupils listen to the needs of others. Pupils are adequately prepared for their future well-being, with sound personal qualities and basic skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Some good and outstanding lessons were seen during inspection. Teachers' planning is thorough and in the best examples, good use is made of assessment information to plan work that meets the needs of all pupils. Assessment is not used well enough in Key Stage 1, where too often all pupils are given the same work and teachers' expectations are not clearly explained to pupils. Some over-use of worksheets reduces opportunities for these pupils to properly consolidate their basic skills. Teachers use questions to develop pupils' learning and this is best where teachers direct questions at particular pupils to challenge their thinking, rather than ask general questions aimed at all pupils. Most teachers mark pupils' work conscientiously but only a few give clear pointers for improvement and there is too little evidence that this is followed up by pupils to make the necessary improvements. At Key Stage 1, teaching methods are sometimes not appropriate for these pupils. For example, many cannot listen for long periods before losing concentration and becoming restless. They learn best through practical activity and many still need very specific support from an adult to help them make small steps in their learning. These needs are not best served by programmes that do not closely match individual needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets requirements. It is well adapted to meet the needs and interests of different groups of pupils in Key Stage 2, but less so in Key Stage 1. Here there is not enough recognition of the low stage of development of many pupils when they join Year 1. There are some good features in recent curriculum developments to link subjects around a central theme. Themed weeks are beginning to extend pupils' learning and pupils have enjoyed science, book and mathematics 'weeks' this year which have allowed them some in-depth study of certain topics. The provision for literacy and numeracy are satisfactory and the provision for ICT is good, preparing pupils well for the future. Older pupils have the opportunity to work with representatives from industry, though they do not have the opportunity to develop enterprise skills. The provision for visits and visitors is another good feature of the curriculum which extends pupils' learning. Provision for out of school clubs is satisfactory, though mainly sports-based.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Staff have worked well to improve behaviour and reduce exclusions since the last inspection. This has made pupils feel more safe and secure in school and better able to learn. The impact of this is clear at Key Stage 2, where standards have risen well. Appropriate arrangements for child protection and safeguarding are in place.

Provision for pupils with learning difficulties and/or disabilities is variable and is most effective in Key Stage 2 where pupils' needs are accurately identified and well supported. At Key Stage 1, too few pupils have their specific needs identified because assessment of their learning here and in the Reception class is not accurate enough. This leads to support which does not tackle the specific weaknesses in their learning or help them to develop basic skills progressively.

Elsewhere in the school, teachers make good use of assessment and give feedback to pupils on how to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has provided strong and effective leadership to raise standards at Key Stage 2. Her determination to improve behaviour in order to create a safe and secure learning environment for all pupils has been well supported by staff, so that classrooms are calm and orderly and pupils have a clear understanding of acceptable behaviour. School self-evaluation gives an accurate picture of strengths and weaknesses. Staffing changes this year have meant that allocations of responsibility within the senior leadership have not been sufficiently well-balanced to allow all roles to be effectively discharged. For example, weaknesses in learning for younger pupils, especially those with learning difficulties and/or disabilities, have not been tackled effectively enough. Governors have a sound knowledge of the school and have provided good support to resolve the staffing losses and resource issues of the recent past. They know that the next step is for all governors to play a greater part in first hand monitoring and review of the school's work. Links with parents and external agencies for support are good. Parents are very supportive of the school and many appreciate the work that has gone into improving behaviour and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

4 April 2008

Dear Pupils

Inspection of Bader Primary School, Stockton-on-Tees, TS17 0BY

Thank you for the friendly welcome you gave us when we visited your school recently. We were pleased to see that older pupils are reaching better standards now and that you are doing so well with your ICT. We found that your school gives you a satisfactory education and that there are many things about it that you like.

You told us that behaviour has got better and that everyone thinks the new systems are fair. We agree with the school council that playground buddies would be helpful in Key Stage 2 so that everyone who needs support outside has somewhere to turn. We were impressed to see how much responsibility you take on to improve your school and jump at opportunities to be buddies, playground friends or in the office team. We think Year 6 pupils make a really good job of keeping the toy shed tidy and in helping the environment by collecting paper for recycling. You are really learning to be good citizens through all of this work.

It was good to hear from older pupils that you enjoy your learning and get plenty of help to improve. We can see that this is working and have suggested to your school that younger pupils need more help to do as well as the rest of you. This means teachers will be giving younger pupils work that they can do by themselves or with a little help from an adult, so they learn to become independent and confident. We have suggested that the school makes sure that all staff leaders are clear about what needs to be done to help you to do your best. We would like teachers to share some of their best ideas with each other so that you all benefit from their different ways of doing things.

You can all help your school to continue to improve by working hard, as you do now, and by continuing to look after and care for each other. We wish you all the very best for the future.

Yours sincerely

Graeme Clarke, Geoffrey Watson and Moira Fitzpatrick

Inspectors