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Ms Lynne Chalk  
Principal  
Kader Academy  
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Dear Ms Chalk

### **Short inspection of Kader Academy**

Following my visit to the school on 25 April 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in May 2013.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You lead the school with drive and vision and are well-supported by a team of leaders and governors who are committed to achieving the best possible outcomes for pupils. You and your senior leaders have a secure understanding of the school's strengths, weaknesses and next steps for development. This, coupled with the considerable strides leaders are making in driving school improvement, is an indicator of the school's capacity for continued improvement.

Since the previous inspection, there have been considerable changes to your leadership team. You and the governors have been successful in establishing a wider team of leaders who are very knowledgeable in their areas of responsibility. The impact of their leadership is evident in the progress that pupils are making in their work books.

You have embedded a culture where pupils have access to high-quality learning experiences, flourish as individuals, and are consequently very well-prepared for the next stage of their education. Leaders have developed the quality of teaching, learning and assessment in the early years. This is now resulting in an increasing proportion of children achieving a good level of development by the end of Reception each year. Over time, outcomes have remained consistently strong at the end of key stages 1 and 2. You acknowledge that there are still some areas to develop even further. However, your realistic self-evaluation means there is a

relentless drive for improvement and a continued determination to succeed.

You have been keen to develop a school assessment system through working with other schools and in conjunction with a teaching alliance. It has also been beneficial that you have accessed the expertise of staff in school who moderate the standard of pupils' work across the local authority. This has resulted in an assessment system that has become increasingly accurate and reliable and is therefore successfully supporting teachers in identifying pupils' next learning steps.

You and the governors have prioritised training and ongoing development opportunities for staff and this has resulted in a very collaborative approach to improving the quality of teaching and learning. The impact of this training and accountability from leaders in terms of appraisal, lesson observations and checking pupils' books can be seen in the progress that pupils are making. Where any weaknesses in teaching are identified, you and your leadership team are quick to provide the necessary support and development.

At the previous inspection of the predecessor school, a key area for development was to provide sufficient challenge for pupils, particularly the most able. Outcomes over that time have generally been in line with or above expectations at key stage 1 and 2 in reading, writing and mathematics. A much greater proportion of pupils reached the expected standard in writing and mathematics in key stage 1 than seen nationally in 2016. However, you were rightly disappointed that the proportion of key stage 1 pupils exceeding the standard in writing and mathematics was below the national average. You have responded swiftly and ensured that teachers have received training and development to give them a much better understanding of the expectations for pupils. As a result, the school's assessment information shows that an increasing number of Year 2 pupils are currently exceeding the standards in reading, writing and mathematics.

### **Safeguarding is effective.**

You and all of the staff take safety very seriously and have created a strong culture of safeguarding. Governors rightly feel that safeguarding is a golden thread running through all aspects of the school. Leaders and governors ensure that robust systems are in place for recruitment and induction of new staff. All files and records relating to safeguarding are stored securely and are well-organised and thorough. You make sure that staff receive regular training updates so that they are effective in recognising and responding to signs of concern.

Pupils behave exceptionally well in lessons and around school. They demonstrate and talk about their understanding of fundamental British values such as tolerance and respect. This helps them to work harmoniously together. They welcome the range of cultures, races and religions represented within the school and value this as an opportunity to learn from each other in order to form a greater understanding about the beliefs of others.

Parents feel that their children are safe at school and no concerns were raised about

safety or bullying. In fact, pupils say that bullying does not happen at Kader Academy. However, they do understand what bullying is and know a range of ways to deal with it, should it ever occur. The curriculum is successful in offering numerous opportunities for pupils to learn about how to be safe. Pupils can consequently talk with confidence about staying safe, for example, when they are online, near water or if there was a fire.

## **Inspection findings**

- There were many strengths in the reading outcomes in 2016, for example in phonics and reading at key stage 1. However, in key stage 2 pupils' attainment was not as strong in reading as it was in writing and mathematics, especially for the most able pupils. While these outcomes can be explained in part due to the complex needs of some of the pupils involved, you had already identified reading as a priority on your school development plan. Since September you have dramatically raised the profile of reading throughout school. Pupils were incredibly enthusiastic about the changes made to reading; for example, the better range of books available, whole-class reading at the end of each day and a computer program which helps them to improve their reading comprehension. As one pupil eagerly expressed, 'Reading is our life.' As a result of improved assessment information, teachers now have a greater awareness of the specific gaps in pupils' learning and are able to target individual support where necessary. School assessment information shows that these strategies are successful in improving reading attainment, including for the most able pupils. While attainment still lags slightly behind other subjects in some year groups, pupils have developed a love of reading and leaders' actions are effectively targeting any individuals who need additional support.
- You have been successful in establishing an ethos where pupils take great responsibility for their learning and relish the opportunity to tackle challenging tasks. Teachers make clear to pupils the standards they are expected to achieve and pupils take pride in aiming to reach these standards. Pupils take ownership for checking their work and are keen to revise and improve it so that it is as good as possible. Pupils say they enjoy being challenged and are not afraid to make mistakes as they know that this is the best way to learn. You have also introduced a new approach to the curriculum which is bringing to life pupils' learning in subjects across the wider curriculum with strong links to learning in mathematics and English. Consequently, as a result of leaders' actions, work in books shows that teaching is challenging pupils effectively, work is well-presented to a high standard and pupils, including the most able, are making good gains in their learning. You are aware that continuing to increase the proportion of pupils who exceed the expectations at the end of each key stage is a key priority for the school's further improvement.
- You appointed a new leader for vulnerable pupils in spring 2016 to take responsibility for the provision for pupils who have special educational needs and/or disabilities and those who are eligible for the pupil premium funding. She has been ably supported and developed in her new role by the deputy headteacher and through her study for the national special educational needs coordinator award. She has quickly established a clear vision for supporting

vulnerable pupils throughout school. There are very secure systems in place for identifying pupils who need additional support and the impact of this is checked carefully at the regular pupil progress meetings which you hold with teachers and leaders. You make sure that the support pupils receive is specifically tailored to meet their individual needs. The vulnerable needs leader was able to evidence the impact of actions taken by the progress pupils are making in their books. This was also evident when I heard some pupils read. The impact of additional teachers to support the attainment and progress of pupils who are eligible for pupil premium is positive. The progress made by disadvantaged pupils and pupils who have special educational needs and/or disabilities in reading at key stage 2 in 2016 was significantly above the national average. Disadvantaged pupils also achieved above the expected standard in reading due to the strong progress they made. You are now rightly focused on diminishing the difference between the attainment of disadvantaged pupils and that of other pupils nationally in writing and mathematics.

- Governors have thought carefully about leadership succession planning to enable continual school development. They are committed to high-quality staffing as their first priority and place a focus on training and accountability to ensure that staff are able to continually develop in their roles. Governors are well-informed about leaders' actions and this gives them the knowledge from which to offer effective challenge and support. They have a strong vision for the school and are keen to retain the school's focus on pupils as individuals, believing that every pupil deserves the very best education.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- leaders' actions continue to increase the proportion of pupils who exceed the expectations at the end of each key stage in reading, writing and mathematics
- leaders' actions diminish the difference between the attainment of disadvantaged pupils and that of other pupils nationally.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Middlesbrough. This letter will be published on the Ofsted website.

Yours sincerely

Kirsty Godfrey  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I held meetings with you, the deputy headteacher, subject leaders, the vulnerable groups leader, teaching staff and members of the governing body. I evaluated documentation including: the school's self-evaluation; the school

development plan; information about pupils' progress; governing body minutes; attendance records; and information about safeguarding. I spoke with several parents and carers and considered responses from Ofsted's online questionnaire, Parent View. I heard seven children read and spoke to a group of pupils from a range of year groups. We visited classrooms together to observe teaching and learning and scrutinised pupils' work in books.