

# Inspection of a good school: Kader Academy

Staindrop Drive, Acklam, Middlesbrough TS5 8NU

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Inspection dates:

27 and 28 April 2022

## Outcome

Kader Academy continues to be a good school.

## What is it like to attend this school?

Kader Academy is a happy place. Pupils' pride in their school shines through. It is unmistakable. Pupils say everyone is treated the same and that no one is more special than anyone else. A favourite display states 'everyone smiles in the same language'. Pupils appreciate the diversity of religion and ethnicity in school. They explain how much they learn from each other's faith and culture. Pupils say the school revolves around sport and music. There is a long list of clubs they can join, from learning to play the steel pans to taking part in cricket.

Behaviour around school is excellent. New wheeled tubs of playtime equipment are available for pupils to use each day. Pupils say behaviour is generally very good in lessons. Teachers expect them to try hard and they do. Pupils respect others' contributions in class. Pupils say teachers keep a 'firm grasp' and encourage pupils to talk through a problem if they fall out with each other. Pupils strive to achieve the termly award, dedicated to a former chair of governors, for good work and resilience. They know all about bullying but are not aware of any happening. Pupils say they feel safe in school. They cite CCTV, fire drills, class lockdown drills, locked gates and walkie talkies as reasons. They know which member of staff is trained in first aid if there is an accident.

## What does the school do well and what does it need to do better?

Leaders describe reading as the 'bread and butter' of school life. In Nursery, children listen to a wide range of books and start to learn the sounds letters make. In Reception, children blend sounds together well to read new words in daily phonics lessons. A systematic approach to teaching phonics is well established. Adults make daily checks on how well pupils are reading. This makes sure pupils are keeping up and can receive extra help if it is needed. Books used by younger pupils to practice their reading are usually well matched to their ability. Pupils read confidently and fluently, which means they can access the school's curriculum. Teachers consider the views of pupils when selecting class novels. Older pupils enjoy the quizzes and reviews they complete when they have read their

book. Displays around school celebrate reading. Pupils speak enthusiastically about talking with authors and illustrators online.

Leaders make effective use of formal assessment systems in reading, writing and mathematics. Leaders' careful analysis of these assessments reveal areas of strength in pupils' understanding but also gaps in learning following the pandemic. Teachers are skilled in making ongoing daily checks to see if new learning is understood. Teachers shape teaching in light of this information so pupils can catch up. Assessment systems in some other subjects in the curriculum are less useful. They do not make clear what pupils have learned at the end of a unit of work. Teachers are unsure what pupils know and remember in these subjects.

Leaders have put in place a well-designed curriculum in some subjects, such as in mathematics and history. Key ideas are woven through learning. The things pupils must know and remember are clearly identified. Pupils can make connections to what they already know. In history, pupils in Year 6 can link their knowledge about significant people from different eras. They can debate people's comparative importance because they make links in their knowledge. Children in Nursery know the number on a dice without counting the dots. This prepares them for more difficult mathematical challenges as they move through school. Leaders are in the process of applying a consistent curriculum structure into other subjects such as design technology and art and design.

Behaviour in lessons is very good. Starting in Reception, children are keen to learn, take part and try their very best. The manners, respect and concentration of older pupils is exemplary. Attitudes are positive. Pupils show encouragement for each other. This includes pupils with special educational needs and/or disabilities. Their successes are celebrated. Teachers make sure all work in every subject is accessible. Extra help is given so no one misses out. The school is truly inclusive.

Leaders have also made sure all staff are valued and appreciated. Workload is managed well. Staff achievements are recognised and celebrated. Over time, a strong and positive team spirit has developed.

Pupils have many opportunities to develop into respectful, responsible citizens. They show respect and tolerance. The school council collects ideas from classes and acts on as many as it can. Fundraising events like fun runs, discos and bake-offs raise money for charitable causes. Pupils can raise an issue or concern through posting a note into a worry box. Trips are made to places of local importance and significance. Older pupils present as mature, well-rounded young people.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff access regular and detailed safeguarding training. This enables them to spot when there could be an issue with a pupil. Meticulous record-keeping links all incidents and concerns together. This gives a broad overview of any potential risk. Staff know how to raise a concern about a colleague if this is ever necessary. Leaders use external

partners well to provide the help pupils need. The school counsellor provides support for individual pupils and families. The curriculum teaches pupils how to keep themselves safe and avoid risky situations. Pupils learn how to keep themselves safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The structure of the curriculum in some subjects is unclear. It is not yet sufficiently well planned and sequenced. As a result, pupils are unable to make connections between new learning and what they already know. The curriculum is not helping them to know and do more over time. Leaders need to make sure that in all subjects, the curriculum enables pupils' learning to build on what they know and remember. It is clear from leaders' actions that they are in the process of bringing this about. For this reason, the transitional arrangements have been applied.
- Systems to assess pupils' learning in some foundation subjects are not precise enough. Teachers are unable to shape future learning because what pupils know and remember is unclear. Leaders should ensure that assessment systems in every subject accurately identify what pupils know and can do.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Kader Primary School, to be good in May 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140869
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10227144
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	484
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Leadbitter
<b>Principal</b>	Alison Mitchinson
<b>Website</b>	<a href="http://www.kaderacademy.co.uk">www.kaderacademy.co.uk</a>
<b>Date of previous inspection</b>	25 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The academy is a temporary associate member of the Prince Regent Trust.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school leaders and has taken that into account in his evaluation of the school.
- Meetings were held with the headteacher, deputy headteacher, special educational needs coordinator, teachers, and the school business manager. The inspector also met four members of the local governing body, including the chair.
- Deep dives were carried out in reading, history and mathematics. For each deep dive, the inspector met with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to teachers and teaching assistants, spoke to some pupils and looked at samples of pupils' work.
- The inspector listened to a range of pupils read from different year groups.

- The inspector also looked at curriculum plans and spoke to leaders about other curriculum subjects.
- The inspector observed pupils' behaviour during lesson visits and at breaktime. He spoke to pupils about their views of behaviour and a group of pupils gave the inspector a tour of the school.
- The inspector looked at the single central record of recruitment and vetting checks and spoke to leaders, teachers and pupils about safeguarding.
- The views of 68 parents who responded to Ofsted's questionnaire, Parent View, were considered. This included the 65 written comments.
- The inspector met with staff to discuss their well-being and workload. He considered the 32 responses from Ofsted's survey for staff.

### **Inspection team**

Phil Scott, lead inspector

Ofsted Inspector

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