

Bader Primary School

Address: Kintyre Drive, TS17 0BY

Unique reference number (URN): 143623

Inspection report: 6 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school's personal development programme is of a high quality and tailored precisely to the school's context. In early years, the school prioritises children's personal, social and emotional development. In key stages 1 and 2, the programme includes an age-appropriate and well-considered personal, social, health and economic (PSHE) curriculum. It also includes a wide range of enrichment opportunities. Pupils build a depth of knowledge and understanding about relationships and the wider world. They know how to promote their own physical and mental health. Moreover, they learn how to keep themselves safe, both online and in the local community. The school teaches these aspects of PSHE with rigour and sensitivity.

Pupils learn about the importance of respecting all people. They gain a deep understanding of equality and diversity and fundamental British values. Pupils learn about different faiths and cultures in ways that support them to embrace diversity. The school ensures that pupils understand why discrimination is wrong. Pupils know about the different characteristics that people have, including disability, race and religion. They develop a clear understanding of why Britain does not tolerate discrimination. Skilful teaching of these aspects of the personal development programme has a positive impact on pupils. It enables them to know how to behave with integrity.

Pupils, including those who are disadvantaged, participate fully in the school's enrichment offer. They benefit from visits to places of historical and cultural interest. Pupils also take part in plentiful extra-curricular activities in the arts, music and sports. Participation in these activities motivates pupils to succeed.

The school's work in developing pupils' character is purposeful and of considerable note. The school grounds this work in the school's values and high-quality pastoral support. Leaders have embedded the school's values in all aspects of school life. Pupils, including those who are disadvantaged, grow in confidence and develop resilience. This enables them to manage setbacks and achieve well.

Expected standard ●

Achievement

Expected standard ●

Pupils make appropriate progress from their starting points in learning the content of the curriculum. In early years and key stage 1, there is a central focus on the essential knowledge and skills that pupils need in preparation for key stage 2. Moreover, the school ensures that pupils revisit essential knowledge in all key stages. This helps pupils to secure and apply the knowledge that they need. Pupils build a coherent body of knowledge in all subjects as they move through the school.

Over time, pupils' attainment in reading, writing and mathematics has been close to national levels at the end of key stage 2. Pupils with special educational needs and/or disabilities

achieve well from their individual starting points. Disadvantaged pupils achieve at a similar level to disadvantaged pupils nationally. Most recently, pupils' achievement in mathematics in the Year 4 multiplication tables check has been above the national average. Pupils are generally well prepared for their secondary education.

Attendance and behaviour

Expected standard 

Leaders' relentless focus on improving attendance has resulted in improvement over time. Many pupils face significant barriers to high attendance. Leaders' well-focused actions have ensured that school attendance is in line with national averages. Disadvantaged pupils' attendance is similar to that of disadvantaged pupils nationally. Leaders understand the barriers to pupils attending well. They use their understanding of each pupil's context to remove barriers to good attendance. Leaders are rigorous in their analysis of trends and patterns of attendance and use this to inform the school's attendance strategy.

Pupils behave well and take responsibility for their own actions. They benefit from a well-embedded set of routines and high expectations. Staff implement these routines with consistency and model high expectations for pupils. The school has a set of values that pupils know and understand. They take pride in demonstrating these values in their actions and in their attitudes to others. They show kindness and consideration to each other and show positive attitudes to their learning. The school has established a calm, orderly and respectful environment. It does not tolerate any forms of discrimination or bullying. Pupils are clear about this. Such incidents are rare. When they do occur, the school deals with them effectively so that they do not persist.

Curriculum and teaching

Expected standard 

Leaders have an astute knowledge and understanding of the quality of the school's curriculum and teaching. They have established a broad and balanced curriculum that is ambitious for all pupils. Leaders have identified appropriate priorities to strengthen the curriculum and teaching further. These priorities include, for example, phonics, oracy and aspects of writing and mathematics. The impact of leaders' work in these areas is evident, both in the quality of teaching and in pupils' work.

Leaders have recently developed the curriculum in some of the wider curriculum subjects, including science and history. This work has ensured that all subject curriculums are coherent and well sequenced. Leaders show a commitment to providing pupils with high-quality learning. The school's curriculum prioritises the essential knowledge that pupils need in reading, writing and mathematics. From Reception, children learn to read, using phonics with accuracy and confidence. Those pupils who need extra help with their reading get it quickly. This helps them to keep up with their peers.

Teachers have secure subject knowledge. They present new information well. The school provides teachers with appropriate training to develop their teaching practice, including their expertise in different subjects. However, sometimes teachers make adaptations to teaching that are not as effective as they could be in promoting pupils' learning and meeting their

needs. This includes for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Early years

Expected standard 

The school has established suitable early years provision, including for 2- and 3-year olds. Its provision caters well for both the education and care of children. The school works in partnership with parents and carers to ensure that children's development needs are fully understood. This helps the school to determine children's starting points quickly as well as promote the development of each child.

The early years curriculum is coherent and well ordered. It has been designed to ensure a central focus on the most important aspects of a child's development. Through this, children receive the support that they need with their language and communication skills. They are also well supported to make progress with their physical development and personal, social and emotional development. Overall, leaders ensure that the curriculum and how it is taught promote children's achievement well. Nevertheless, there are occasions when the provision is not as purposeful as it could be in developing children's number skills or engaging children in high-quality talk.

The school prioritises reading. It promotes an early love for reading through reading stories to children regularly. In Reception, children learn to read using phonics. Children at the earliest stages of reading get the individual help that they need to be successful. They develop their knowledge and skills well across the 7 areas of learning. Most children are well prepared for the move to key stage 1.

Inclusion

Expected standard 

The school identifies and meets pupils' individual needs well, overall. It uses timely and appropriate assessments to inform additional support for pupils with special educational needs and/or disabilities. Leaders also use pupil premium funding to ensure that, on the whole, disadvantaged pupils get the academic and pastoral support that they need. They provide staff with the training they need to meet pupils' diverse needs.

Leaders collaborate with parents and carers and external agencies to remove barriers to pupils' success. Their work to remove these barriers is informed by a deep understanding of pupils' individual needs. This enables those pupils with additional needs to learn well and to take an active part in the life of the school.

Pupils benefit from the school's holistic approach to inclusion. Leaders have developed well-considered inclusive practices across the school's provision. For example, the school offers breakfast for all pupils in the morning and makes sure that uniform expectations are sensitive to parents' and carers' circumstances. Every pupil takes part in a diverse range of enrichment activities, including educational visits. These practices enable all pupils to feel valued.

Leaders work effectively with the virtual school to support and meet pupils' needs. This includes ensuring that personal education plans inform tailored provision for these pupils.

Leadership and governance

Expected standard 

Leaders make decisions in the best interests of pupils, informed by the school's context. They know the school's strengths, such as its work on values, pastoral support and the personal development programme. Leaders understand the significant contribution these aspects of provision have on pupils' all-round achievement. They continue to develop them further so this positive impact is maintained.

Leaders also identify pertinent school improvement priorities, such as phonics and writing. They plan and put in place appropriate actions to address these improvement priorities. In a few instances, leaders' monitoring and evaluation of these actions are not as rigorous as they could be. This reduces how timely leaders are in adjusting and refining strategies to maximise impact for pupils.

Trustees perform their statutory duties well. They provide strategic direction and ensure appropriate accountability through systematic quality assurance processes. Local governors work closely with school leaders. They are developing the knowledge and expertise they need to provide ongoing support and challenge.

The school promotes staff's professional learning. It provides staff with the training that they need to implement a high-quality education. Some school leaders and aspiring leaders benefit from taking part in trust leadership development programmes. Staff work with colleagues from other schools in the trust via subject networks. This enables them to engage with effective practice and learn from others. Leaders ensure that professional learning makes a positive contribution to the school's development.

The school has established a highly positive staff culture. It prioritises staff wellbeing and ensures that staff workload is manageable. Staff enjoy working at the school. They value the empathetic and professional approach leaders take towards them.

What it's like to be a pupil at this school

Pupils are enthusiastic about their learning. They show a commitment to their work and a desire to achieve. For example, at the start of the day, pupils keenly complete activities that consolidate their knowledge of spelling, grammar and number. In early years, children enjoy story time and learning through the different activities on offer.

Staff know pupils as distinct individuals. They know about pupils' interests and understand pupils' individual needs. Typically, this helps staff to provide appropriate support for pupils. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, benefit from the school's approach. Overall, they achieve well in their learning.

Pupils belong to a friendly and welcoming school. Staff create an environment in which pupils feel valued. Pupils develop positive and trusting relationships with staff. They know that staff do everything they can to help them. Pupils develop firm friendships and support each other's wellbeing.

The school provides a wealth of opportunities for pupils to gain new experiences and enhance their learning. Pupils enjoy residential trips, arts activities and outdoor learning. They develop knowledge about their own region and its history. For example, key stage 2 pupils complete a research project on the Stockton and Darlington railway.

Pupils behave well and feel safe at school. They attend school regularly. The school's values make a significant contribution to a culture which encourages pupils to succeed. Bullying is rare. When it does happen, the school deals with it effectively.

The school prepares pupils for life in modern Britain in a considered way. From key stage 1, pupils develop an understanding of democracy through the election and work of the school's parliament, for example. Furthermore, many pupils take on leadership roles. They make a positive difference to school life in roles such as librarians and sports leaders.

Next steps

- Leaders should strengthen how well teachers and other staff make adaptations to teaching in order to promote and deepen pupils' learning of the curriculum, including for pupils with special educational needs and/or disabilities and those who are disadvantaged.
-

About this inspection

This school is part of Spark Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Louise Spellman, and overseen by a board of trustees, chaired by Charlotte Irving.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, assistant headteachers, the CEO, the chair and vice-chair of the board of trustees and the chair of the local governance committee during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

At the time of the last inspection, in September 2021, the school was part of the 1590 Trust. This trust merged with the Vision Academy Trust in October 2024 to form the Spark Education Trust.

Headteacher: David Hodgson

Lead inspector:

Ian Rawstorne, His Majesty's Inspector

Team inspectors:

Lynn Chambers, Ofsted Inspector

Jessica McKay, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

280

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

350

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

49.02%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.79%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.71%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25	62%	62%	Close to average
2023/24	61%	61%	Close to average
2022/23	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25	69%	75%	Close to average
2023/24	73%	74%	Close to average
2022/23	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25	69%	72%	Close to average
2023/24	73%	72%	Close to average
2022/23	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25	69%	74%	Close to average
2023/24	76%	73%	Close to average
2022/23	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25	47%	47%	Close to average
2023/24	54%	46%	Close to average
2022/23	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25	53%	63%	Close to average
2023/24	68%	62%	Close to average
2022/23	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25	53%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	60%	Above
2024/25	58%	61%	Close to average
2023/24	71%	59%	Above
2022/23	74%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-20 pp
2024/25	47%	69%	-22 pp
2023/24	54%	67%	-14 pp
2022/23	41%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-17 pp
2024/25	53%	81%	-28 pp
2023/24	68%	80%	-12 pp
2022/23	63%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25	53%	78%	-26 pp
2023/24	64%	78%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25	58%	81%	-23 pp
2023/24	71%	79%	-8 pp
2022/23	74%	79%	-5 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.0%	5.2%	Close to average
2023/24	6.8%	5.5%	Above
2022/23	6.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	11.2%	13.3%	Close to average
2023/24	22.1%	14.6%	Above
2022/23	20.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright