

Adel Primary School

Inspection report

Unique Reference Number	107892
Local authority	Leeds
Inspection number	377662
Inspection dates	6–7 March 2012
Lead inspector	Carmen Markham

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 of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Alison Sinclair
Headteacher	Stephen Boothroyd
Date of previous school inspection	17 July 2007
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Introduction

Inspection team

Carmen Markham

Kathryn Dodd

Barbara Martin

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on line questionnaire (Parent View) in planning the inspection. They observed 11 teachers teaching 13 lessons which amounted to around six hours observations in classes. One lesson was a joint observation with the headteacher. In addition, the inspection team observed one support lesson where an experienced practitioner worked with pupils requiring specialist support. Meetings were held with three groups of pupils, the Chair of the Governing Body and school staff, including senior and middle leaders. Discussions were held with a small number of parents and carers. Inspectors heard several pupils from each key stage read and talked to them about their reading. Inspectors observed the school's work and scrutinised a number of documents, including the school development plan, safeguarding and equality policies and recent minutes of the meetings of the governing body. The inspectors analysed 91 parent and carer questionnaires and others completed by pupils and staff.

Information about the school

This is an average sized primary school. There are consistently more boys than girls on roll. The proportion of pupils known to be eligible for free school meals is well below the national average. The majority of pupils are of White British heritage but the proportion of pupils from a variety of minority ethnic groups is increasing and is now above the national average. The percentage of pupils who speak English as an additional language is in line with the national average. The school meets the current floor standard. The proportion of disabled pupils and those with special educational needs is well below average. The school has gained numerous awards including Healthy School status, the Financial Management Standard in Schools, Fairtrade School, Artsmark Gold, the International School Award and the Stephen Lawrence Education Standard.

The before school and after school care provision on the school site is run by a private provider and will be subject to a separate inspection by Ofsted.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. At the end of Year 6 attainment in English and mathematics is high. The Early Years Foundation Stage, behaviour, safety and the school promotes pupils' spiritual, moral, social and cultural development outstandingly well. Attendance is high. The school is not yet outstanding overall because there are variations in the progress made by pupils. Pupils, parents and carers are overwhelmingly positive about the school's provision.
- Pupils' achievement is good with some examples of exceptional performance. Progress is most rapid in the Early Years Foundation Stage and in Years 5 and 6. In Key Stage 1 progress is satisfactory, with particular weakness in boys' reading and the number of pupils attaining the higher Level 3. Most disabled pupils and those with special educational needs make good progress but there are occasional weaknesses in record keeping and progress for this group is inconsistent.
- Teaching is good and sometimes outstanding. It is characterised by pupils being constantly challenged by well planned activities that engage them fully. Weaker aspects include inconsistency between teachers in the quality of marking and limited use of targeted questions.
- Pupils are very responsible members of the school community. They have high regard for their safety and that of others. They say bullying is rare but if it occurs they know who they should speak to and they believe that the school manages these rare instances well. Pupils feel very safe in school.
- Leadership and management are good and much progress has been made since the last inspection in many areas including the tracking of progress made by pupils, the development of monitoring, governance and the quality of the Early Years Foundation Stage. However, the data on pupils' performance is not used sufficiently rigorously to inform leaders and managers of aspects of the school that require closer monitoring and improvement.

What does the school need to do to improve further?

- Improve the quality of provision to accelerate achievement by:
 - using the school’s good performance data to better inform monitoring and improvement planning
 - developing the consistency of teaching and the marking of pupils’ work
 - ensuring that questioning in lessons is focused on a variety of learners
 - regularly monitoring individual education plans to ensure that they are up to date and effective.

- Increase the proportion of pupils who reach Level 3 at the end of Key Stage 1, particularly in reading, by:
 - developing strategies to engage boys in reading
 - ensuring more able pupils are consistently challenged
 - improving the assessment, monitoring and planning of reading across the school.

Main Report

Achievement of pupils

Pupils’ learning is good and sometimes outstanding. All groups of pupils, including those who speak English as an additional language, disabled pupils and those with special educational needs are keen to learn and they sustain their concentration on interesting tasks. Their progress is good. However, some lower and middle ability boys in Key Stage 1 struggle with reading and do not enjoy it. All pupils know how well they are doing and what they need to do to improve their work. Pupils understand that they have some responsibility for their own learning. They are also developing the skills of evaluating their own work. They work both cooperatively and independently. All parents and carers who returned the questionnaire say that their children make good progress and almost all say that their children’s needs are met. Parents and carers of disabled pupils and those with special educational needs comment on the improvements they see in their child’s progress. Inspectors concur with this view.

From starting points that are typical for their age, children’s attainment is above age related expectations in all aspects at the end of the Early Years Foundation Stage. This rapid progress is not sustained through Key Stage 1 so that at the end of Year 2 attainment has been consistently average, with too few pupils attaining the higher Level 3. There are currently indications that attainment is rising, as improved teaching is beginning to make an impact. However, although attainment in reading is average for all pupils at the end of Year 2 this hides the significant underperformance of boys at this stage. Pupils make good, and often outstanding, progress in Key Stage 2 and attainment is consistently high in English and mathematics at the end of Year 6. By the end of Year 6, attainment in reading is well above average, with boys closing the gap with girls.

Quality of teaching

Pupils, parents and carers overwhelmingly say that the quality of teaching is good. Teaching in the Early Years Foundation Stage is outstanding. In the main school, almost all lessons seen were good or outstanding. Teachers use the curriculum very effectively to support

pupils' spiritual, moral, social and cultural development and to provide opportunities for their application and development of new and recently acquired basic skills. A superb example was seen in the Early Years Foundation Stage where attendance at the Fairtrade coffee morning provided an excellent opportunity to learn about sharing and division.

The best lessons are carefully planned to challenge and extend pupils' thinking and understanding. This is achieved through high quality focused questioning and activities that take full account of all pupils' learning needs. In these lessons, teachers know how each pupil is performing and work very effectively with skilled teaching assistants to support learning. Detailed marking is supportive of learning and helps pupils to meet their targets. Pupils benefit from the excellent use of resources, including new technology, to explain new ideas visually. In a lesson on area and perimeter, this was done so effectively that a pupil commented, 'the teacher explained that really well, I understand it'. In almost all lessons the pace is fast and pupils are actively engaged in their learning. In the very few instances where teaching is less effective, too many inconsistencies creep in, particularly in relation to expectations of what pupils can achieve and the quality of marking. In these lessons, all pupils undertake the same task regardless of their ability, teachers' questions are directed at only a few pupils and do not probe real understanding. Most particularly affected are the more able pupils in both key stages and quiet middle ability girls in Key Stage 2. These lessons lack challenge and pace.

Behaviour and safety of pupils

Pupils' behaviour and their attitudes and knowledge of safety are outstanding. This is recognised and regularly commented on by parents and carers. The school's very positive learning environment reinforces the value of exemplary behaviour and all pupils happily conform to this expectation in lessons, around the school and over time. Their excellent behaviour makes a very good contribution to their learning in lessons. Attendance is high and punctuality is very good. Pupils are considerate of others. Their views are sought and listened to by staff. The school council is very active as seen, for example, in the recent work it has undertaken on parking and road safety. Pupils say that they feel very safe in school and that examples of bullying are rare. They know who to go to with any concerns about bullying and can identify most of the actions that the school takes to ensure their safety. The good curriculum ensures that pupils have firsthand experience of a full range of traditions and cultures and that they are very aware of the need to respect others. Pupils make a good contribution to the school and global communities. The school promotes pupils' spiritual, moral, social and cultural development outstandingly well.

Leadership and management

The headteacher has a significant influence in the work of the school. His vision for a rich learning environment that enables pupils to become responsible, high attaining, global citizens is shared by all staff. It is reflected in the school curriculum and the many quality displays seen around the school as well as high attainment at the end of Year 6. The leadership team has a secure knowledge of the school's strengths and weaknesses. The significant improvement since the last inspection in teaching, governance and the Early Years Foundation Stage demonstrates the school's good capacity for sustained improvement. However, the school's good, new performance data is not used effectively to indicate areas that may need monitoring and, subsequently, improvement. Currently, development planning is not quite rigorous enough to transform this good school into an outstanding school.

Governance is good. It is well organised to maximise the skills of the governing body and is currently developing its monitoring role. The governing body actively supports and challenges the school and ensures that all statutory requirements are met. Safeguarding has been recently reviewed and strengthened. The school meets all statutory requirements for the safeguarding of pupils. The site is well maintained and the school makes good use of external support agencies to meet specific needs. Pupils are very safe and well looked after in school. The school engages well with parents and carers who feel well informed about their children's progress. They give their time generously to the school as they value the school in their community.

The school's curriculum is good. It makes a strong contribution to pupils' good achievement, excellent behaviour and promotes their spiritual, moral, social and cultural development exceptionally well. It is relevant to pupils as theme weeks, visits and topics motivate and interest them. Pupils particularly value the schools' numerous international links. The school provides a good range of extra-curricular activities to meet all interests. Transition arrangements are good for all pupils as they start and exit school and change classes as they move through school.

The promotion of equality is good. Most aspects of the school promote equality of opportunity and emphasise the value of all members of the community. The school has taken appropriate and successful action to close the gaps in the performance of groups of pupils, however, for some boys this is not happening fast enough.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2012

Dear Pupils,

Inspection of Adel Primary School, Leeds, LS16 8DY

I would like to thank you for making the inspectors so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their activities. Your school council assembly on safe parking posters was very well presented and we were very impressed by the high quality and original ideas that some of you presented.

You attend a good school. School leaders and governors have done a lot to improve your school and teaching is good. Almost all of you are achieving well and making good progress in English and mathematics. However, some pupils lower down the school are finding reading difficult. We are very impressed by the excellent progress of children in the Nursery and Reception classes. Your attendance is high and your behaviour is outstanding so you are able to learn well in lessons. Most of you know how to improve your work. You all feel very safe in school and you understand how to stay safe. It was good to see how considerate you all are of other people and how helpful and kind you are to each other. Your school is helping you to understand that you have a personal responsibility to the environment and the world by encouraging topics like Fairtrade and links to places like Soweto in Africa.

To help you all to make even more progress we have asked the school to use information about the progress you make to plan more carefully for school improvement. We have also asked teachers to help more pupils in Years 1 and 2 to reach the higher Level 3 and to look at ways to improve reading in those classes.

Please continue to work hard and enjoy your school.

Yours sincerely

Carmen Markham
Lead inspector

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