

# Adel St John the Baptist Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	108041
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356294
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Christine Millett

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Allan Dawson
<b>Headteacher</b>	Mrs Janice Turner
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Long Causeway Adel, Leeds West Yorkshire LS16 8EX
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<b>Fax number</b>	0113 2301216
<b>Email address</b>	headteacher@adel-st-john.leeds.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons given by seven teachers and made other short visits to lessons, held meetings with groups of pupils, representatives of the governing body, and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 92 questionnaires completed by parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The systems in place for moderating teachers' assessments.
- The strategies the school has put in place to monitor and evaluate the quality of teaching in order to bring about improvements.
- How far the school has progressed with community cohesion on a national and international level.

## Information about the school

The school is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The large majority of pupils are of White British heritage. A small minority are from other ethnic groups. However, the proportion of pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school has achieved a number of awards, including the International Schools Award, the Activemark and Healthy School status. At the time of the previous inspection the headteacher had been in post for six weeks. Since that time there have been significant changes in staffing, including a new deputy headteacher.

A private provider offers pre-school childcare as well as before- and after-school care on the school site. This is not managed by the school's governing body and did not form part of the inspection.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Adel St John the Baptist is a good school. Strong leadership and management have resulted in significant improvements being made since the previous inspection. Many aspects of the school's work are outstanding. Care, guidance and support for pupils are of the highest quality. A good curriculum enables pupils to develop many outstanding personal qualities and grow into confident, caring young people. It is these qualities, alongside good achievement and high attendance that ensure excellent future economic well-being, despite the minor areas for improvement in writing. The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils' behaviour is exemplary and they have an excellent knowledge of how to keep safe. Pupils enjoy school, 'I like coming because it's fun,' is typical of pupils' comments. Pupils make an outstanding contribution to both the school and local community. This is a highly inclusive school with all pupils being fully included in school life. One parent described the school as one, 'where every child is treated with respect and as an individual.' Extremely strong partnerships with external agencies provide high quality support for potentially vulnerable pupils. Equally strong links with the church and local schools have supported the improvements in the curriculum and promote community cohesion well. Links with a school in India, charity work and events, such as International Week, provide pupils with a deeper understanding of the wide range of beliefs and cultures found beyond Great Britain.

Children get off to a good start in Reception and achieve well as they move through the school. Attainment at the end of Year 6 is above average and improving strongly. All pupils, irrespective of their starting points or abilities, make good progress. Regular assessments are carefully moderated to ensure their reliability. These inform the tracking system so progress is closely monitored. Whilst attainment in writing is above national averages, progress in this area is not as rapid as that in reading or mathematics. In a small number of classes writing tasks lack challenge, particularly for the more-able pupils and there are missed opportunities for writing in other subjects. Teaching overall is good with some outstanding practice seen. Work is marked regularly and provides pupils with useful feedback. Occasionally, pupils are not given sufficiently detailed guidance as how to make even greater improvements in their writing.

The school has a very accurate view of its strengths and weaknesses and is very effective at securing improvement. The driving force behind the school's success is the highly motivated senior leadership team that has inspired all members of staff to strive to improve provision. The governing body is equally committed and oversees safeguarding procedures well. All share a strong sense of purpose and work together very effectively. This pursuit of excellence accounts for the improvements since the last inspection and why the school has a good capacity to sustain improvement.

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

- Accelerate progress and raise attainment in writing by:
  - ensuring writing tasks challenge all pupils, particularly the more-able
  - increasing opportunities for developing writing skills in other areas of the curriculum
  - making sure pupils fully understand what they need to do to improve their writing.

## Outcomes for individuals and groups of pupils

**1**

Pupils develop good attitudes towards learning. They achieve well, enjoy lessons and collaborate harmoniously when working in groups or pairs. Many express their views clearly and are able to give good explanations, providing relevant answers. This was seen in a mathematics lesson where pupils used mathematical language confidently to explain repeated addition.

Attainment upon entry to the Early Years Foundation Stage is slightly above that expected. The school's detailed tracking data show pupils are making good progress throughout the school. Attainment is consistently above average by the end of Year 6 and in 2010 it was high, indicating an ever-improving picture. An increasing numbers of pupils are reaching the higher levels at the end of both key stages. Evidence from the school's thorough and accurate assessments, as well as the work seen in pupils' books, shows that these improvements are consistent. Progress in writing is not yet as rapid as that in reading and mathematics. Pupils with special educational needs and/or disabilities and other identified groups make the same levels of progress as their peers.

Pupils of all ages have a clear understanding of the importance of eating healthily and regular exercise. They are very keen to take on responsibilities and make extremely meaningful contributions to school life, for example, as anti-bullying ambassadors or representatives on the racial harmony committee. Pupils have a very highly developed spiritual, moral, social and cultural awareness, which reflects the strong Christian ethos of the school. They have an excellent understanding of right and wrong, feel valued and show respect for themselves and others. They are open to new ideas and appreciate cultural diversity.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching, overall, is consistently good throughout the school and lessons offer a range of carefully chosen activities that engage pupils. As a result, pupils enjoy learning and make good progress. Teachers' subject knowledge is good and learning objectives are shared with pupils at the beginning of lessons. The improved use of assessment and tracking is helping to focus closely on individual pupils' needs. Pupils make best progress when teachers plan challenging lessons with high expectations. Monitoring is used well to improve the quality of teaching and best practice is shared.

Pupils learn well in this school because of the consistently good teaching and the stimulating curriculum that makes learning interesting. The curriculum is enriched with a wide range of additional activities which pupils thoroughly enjoy. For example, day visits, visitors and residential visits add to the excitement of learning. Meaningful links across different subjects are in place through the use of themes. These give pupils increased opportunities to make purposeful use of their basic skills. However, opportunities for developing writing are sometimes overlooked. Information and communication technology is used well to support learning. The school provides a range of after-school clubs, which further enhance pupils' knowledge and skills. Extended learning at home, for example, through the 'Learning Logs' also contributes well to pupils' good achievement.

Care, guidance and support are exemplary. Very great care is taken to ensure that pupils are given high-quality guidance on how to stay safe. Adults know pupils well and respond

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positively to their needs. Pupils are confident that if they have a problem there is always someone there to help them. Pupils are also given the skills necessary for resolving problems for themselves. The individual needs of pupils whose circumstances may make them vulnerable and those with medical needs are extremely well met through close liaison between teachers, support staff and outside agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The clear focus of the headteacher is at the heart of the school's success. Supportive and enthusiastic staff and the governing body share the same drive and ambition for the school and are committed to providing the best education possible for all pupils. Their vision has equality of opportunity at its heart and the school takes great care to monitor the progress of all and respond promptly. A key reason for the school's progress is the strenuous efforts that have been made to improve teaching and learning through regular monitoring activities, such as lesson observation and work scrutiny.

The school's development plan is sharply focused on raising achievement and enjoyment of learning. Good use is made of targets, which are increasingly demanding. The governing body is fully supportive of the school and play an effective role in monitoring and challenging its performance. Safeguarding requirements are met well and procedures to keep pupils safe are rigorous. The promotion of community cohesion is strong. In addition to being at the heart of the local community, the school has links elsewhere that extend pupils' knowledge of other faiths and cultures. Pupils have very positive attitudes towards ethnic diversity.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Children start in the Reception class with a range of pre-school experiences, but all settle quickly due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure excellent behaviour. Good teaching by all staff and a well-organised curriculum ensure good progress for all children.

Thorough and accurate assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded in attractive profiles that are very popular with children and parents and carers alike. The bright attractive learning environment enables children to make choices, such as painting outdoors or writing letters to friends. Learning flows well between indoors and outdoors. High quality support promotes children's welfare well.

Good leadership is focused strongly on continuous improvement. The Reception class is fully incorporated into the life of the school which ensures a smooth transition from Reception to Year 1. Good relationships exist with pre-school settings. Good links are developed with parents and carers who enjoy staying to the weekly reading and 'maths' mornings.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelmingly majority of parents and carers are happy with their child's experience at the school. Of the parents and carers who responded to the questionnaire all agreed that the school helped their child have a healthy lifestyle. An overwhelming majority said that their child enjoyed school, was kept safe and well-prepared for the future. Whilst the vast majority believed teaching to be good, a very small minority were concerned that their child was not making enough progress or particular needs were not being met and a few would like more help in supporting their child at home. An equally small minority were of the opinion that unacceptable behaviour was not dealt with effectively. The inspectors followed up the issues raised and found the school has a good relationship with parents and carers and is willing to listen to their concerns. However, the school is currently looking at ways to extend arrangements for consultation with parents and carers. Effective procedures for dealing with behavioural issues are in place. These can be articulated clearly by the pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adel St John the Baptist Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	37	40	1	1	0	0
The school keeps my child safe	57	62	33	36	1	1	0	0
My school informs me about my child's progress	24	26	59	64	8	9	1	1
My child is making enough progress at this school	30	33	55	60	6	7	1	1
The teaching is good at this school	35	38	56	61	1	1	0	0
The school helps me to support my child's learning	34	37	49	53	7	8	0	0
The school helps my child to have a healthy lifestyle	37	40	55	60	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	41	46	50	1	1	0	0
The school meets my child's particular needs	31	34	50	54	7	8	0	0
The school deals effectively with unacceptable behaviour	26	28	52	57	9	10	2	2
The school takes account of my suggestions and concerns	26	28	59	64	3	3	0	0
The school is led and managed effectively	41	45	44	48	3	3	0	0
Overall, I am happy with my child's experience at this school	51	55	39	42	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



23 June 2011

Dear Pupils

**Inspection of Adel St John the Baptist Church of England Primary School, Leeds LS16 8EX**

Thank you for all your help when we inspected your school. You were very friendly, polite and helpful. You told us that you come to a good school and we agree with you. In fact, we judged many aspects to be outstanding. We found:

- you get off to a good start in the Reception class and make good progress during your time in the school
- attainment at the end of Year 6 is above average and improving strongly
- you enjoy coming to school, are very keen to learn and attendance is high - well done
- behaviour in the playground and around school is excellent
- adults look after you very well indeed and make sure you are safe
- teaching is good and teachers have good ideas which make lessons interesting
- you show a good understanding of healthy lifestyles and are extremely knowledgeable about how to stay safe
- you take your responsibilities very seriously and contribute exceptionally well to the life of the school and the local community
- your school is doing a very good job in helping you prepare for the next stages in your education.

We noticed that you are doing very well in reading and mathematics and have asked your headteacher and your teachers to help you do just as well in writing. We would like them to:

- use information from assessments to set you all more challenging work during lessons
- increase the opportunities you have for writing in other subjects
- make sure you understand exactly what you have to do to improve your work.

We are sure you will all work hard to help make this happen.

Best wishes for the future.

Yours sincerely

Christine Millett

Lead inspector

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