

Adel Primary School

Inspection report

Unique Reference Number	107892
Local Authority	Leeds
Inspection number	287944
Inspection date	17 July 2007
Reporting inspector	Joe Peacock

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 on roll	
School	264
Appropriate authority	The governing body
Chair	Gail Dyson
Headteacher	Mr Stephen Boothroyd
Date of previous school inspection	22 May 2002
School address	Tile Lane Adel Leeds West Yorkshire LS16 8DY
Telephone number	0113 2301116
Fax number	0113 2301117

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a popular school which is significantly over-subscribed each year. It is located on the north-western outskirts of Leeds and is average in size. There has been an increase in the proportion of pupils from minority-ethnic families and they now account for just over a quarter of all pupils. The proportion entitled to free school meals and those who have learning difficulties and/or disabilities are both well below average. A new headteacher and deputy headteacher have recently been appointed and three quarters of the governors have been replaced since 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features and this judgement matches the school's own evaluation of its effectiveness. It is giving good value for money. Parents are very appreciative of all the school is doing and are justifiably proud of the school's excellent reputation. Pupils love coming to school as shown by their attendance, which is consistently well above average.

Standards on entry to the Nursery are generally above those typical for this age group. Children make good progress from the moment they start in the Nursery because of the good range of challenging learning experiences that are provided for them both indoors and in the spacious outdoor area. Reception pupils are more limited in what they can do outdoors because of the inadequate outdoor learning area for them. The teacher compensates well and most pupils exceed the standards expected of them well before the end of their Reception year.

Pupils' good progress continues with standards in Year 2 being consistently above and sometimes well above average. By Year 6, a good curriculum and good quality of teaching and learning successfully engage pupils. As a result, standards are well above average. The school consistently achieves or exceeds all its challenging targets in English, mathematics and science.

The quality of teaching and learning is good throughout the school. Excellent relationships exist between pupils and their teachers, and pupils are highly motivated to learn. All behave exceptionally well in lessons and around the school. The curriculum is good with strengths in the provision of music, art and design and science. Staff take care to plan the best possible learning opportunities for pupils of all abilities. Their efforts for pupils with learning difficulties and/or disabilities result in these pupils often achieving as well as others. The quality of the curriculum with its good range of after-school clubs makes a significant contribution to pupils' personal development and their enjoyment of school. Pupils enjoy learning to speak French and Spanish and have the opportunity to visit Spain in Year 6. Parents appreciate the high level of care, support and guidance for their children and the close partnership that they have with staff. 'Nothing but praise for the staff' and 'couldn't have wished for better' are typical comments.

Leadership and management are good. The very experienced headteacher is busy developing a collaborative and inclusive style of management, ably supported by the new deputy headteacher. Key post holders for English and mathematics have recently been appointed to implement the revised literacy and numeracy strategies which were not previously used in school. All staff share responsibility for managing the different subject areas. They carefully monitor pupils' progress and use the information well to set new challenging targets for literacy, numeracy and on occasions, personal and social skills. However, staff are not sufficiently involved in monitoring the quality and effectiveness of teaching and learning at present and this limits their ability to share good practice or spot areas for improvement in their subjects. The chair of governors visits often and has a very good knowledge of the school. However, most governors are not yet sufficiently involved in monitoring the effectiveness of all aspects of the school with a view to bringing about further improvement.

What the school should do to improve further

- Improve the outdoor learning opportunities for pupils in the Reception class.

- Develop rigorous procedures to monitor and evaluate school effectiveness and ensure that subject leaders and governors are more involved.

Achievement and standards

Grade: 2

Children progress well in the Foundation Stage, but achievement in their personal, social and emotional development is not quite as good compared to other areas of learning. This is because younger boys often take longer to settle into school life.

Pupils continue to make good progress as they move through the school. There is no significant difference in the performance of boys and girls in Years 1 to 6. By Year 6, standards in English, mathematics and science are well above average. These high standards have been successfully maintained since the previous inspection. Current standards follow the pattern with the majority of pupils reaching higher levels in all three subjects. Pupils from minority ethnic families, mainly Indian, and the few pupils with learning difficulties and/or disabilities also make good progress. Most reach the standards expected of them with many exceeding them. Pupils do particularly well in art and design, music, sport and the performing arts because of teachers' interest and expertise in these subjects.

Personal development and well-being

Grade: 2

Pupils' behaviour is outstanding and results in a safe, happy school, free from bullying. In the Foundation Stage, pupils make satisfactory progress in their personal, social and emotional development. Most work happily on the challenging activities they are given to do and benefit from the close support of staff, when they need it. The very small outdoor space for Reception pupils severely limits their opportunities to play, share equipment and to take turns with toys. It accounts in part for the lower standards in this area of their learning. Parents are highly positive about how their children develop in what is typically described as an 'inspiring and caring environment'.

Pupils' spiritual, moral, social and cultural development is good. The new headteacher is keen to further develop pupils' sense of responsibility and a pupil council is to be introduced shortly, designed to provide pupils with a good opportunity to express their views. Cultural development has a higher profile in some classes than others, but pupils generally have a good knowledge of the different world religions.

Pupils understand the importance of healthy eating and exercise. Community links are good and pupils are often involved in sporting activities and raising money for charity. The high standards in literacy and numeracy and good use of computers equip pupils with valuable skills for their future.

Quality of provision

Teaching and learning

Grade: 2

Pupils' good achievement stems from the good quality of teaching and learning. A rapid pace and challenging tasks that are closely matched to the different ability levels of pupils are the main characteristics of lessons which ensure pupils enjoy their learning and make good progress. Displays which celebrate pupils' work and motivate pupils to add to their achievements were

much better in some classes than others. The Aboriginal display in Year 4 and geographical topic on St Lucia in Year 5 were particularly striking.

Science is an exceptionally well taught subject and results in pupils achieving high standards. Pupils enjoy practical investigations such as finding the best habitat for woodlice and conducting experiments on how much water plants need. Music and art and design also have a high profile because of teachers' expertise. The school has, for example, four competent piano players. In information and communication technology, some teachers use their classroom computer more effectively than others to support class-based learning in the different subjects. Parents appreciate the quality of school productions and are eagerly anticipating the end of term concert 'Fiends Reunited'.

The quality of teachers' marking is good and it gives pupils clear instructions on how to improve their work. In Year 4 it is exemplary. Information from assessments is used well by staff to set individual targets in English and mathematics and identify any pupils who may need additional help or support.

Curriculum and other activities

Grade: 2

The curriculum meets the needs and interests of all pupils well and as a result, pupils thoroughly enjoy coming to school. Topic planning successfully draws on pupils' skills from different subjects. The geography topic 'Fair Trade' in Year 6, for example, utilised pupils' literacy and art and design skills. Good use is made of computers to enhance pupils' learning in all subjects. Teachers' competent use of the interactive whiteboards helps to make lessons more interesting. Pupils from Reception to Year 5 learn French, and Spanish is introduced in Year 6. The trip to Malaga in Spain is a highlight for Year 6 pupils. The school has just submitted an entry for the International School Award and await the result. Drama productions and a good range of after-school activities add further breadth to pupils' learning experiences. The Reception teacher compensates well for the tiny outdoor learning area by planning a limited number of exciting activities such as bubbles or painting dry cement flags with water. Nevertheless, it is this relative weakness in provision that prevents the school's curriculum from being outstanding.

Care, guidance and support

Grade: 2

The school provides a good level of care, advice and support for pupils. Throughout the school, the effective use of praise and rewards leads to positive attitudes and exceptionally good behaviour. Academic support and guidance is a strength. Teachers' marking clearly shows pupils how to further improve their work. Pupils know their individual learning targets and these are regularly reviewed. Those with learning difficulties are given good support by teachers, aided well by support staff, when they are available. A school priority is to increase the number of support staff to ease teachers' workload and ensure that pupils who need extra attention for whatever reason have it. Until this happens, some pupils lack support in their learning on occasions. Procedures to ensure health and safety including child protection are in place and reviewed regularly. Strategies to maintain good attendance and punctuality are effective.

Leadership and management

Grade: 2

The fresh, new wave of energy that the recently appointed, but experienced headteacher has brought to the school is causing a surge of enthusiasm for change. He is ably supported by the new deputy headteacher. They share the same vision and commitment to create an outstanding school in every respect.

All staff are contributing well to school improvement planning, although currently there are too many priorities and the criteria to judge how effectively each one is addressed are not specific enough. This is symptomatic of the new senior management team's strong determination to bring about improvement. Resources, including the accommodation are generally good. There are effective procedures for evaluating standards and to identify any underachievement but only the headteacher is monitoring the quality of teaching and learning. Subject leaders are not involved in the process at present and this limits their ability to disseminate good practice and further raise standards and quality in their subject.

The governing body has a good spread of useful expertise and is deeply committed to the school. Governors' role in monitoring the school's effectiveness, however, is under-developed. Despite this, the capacity of the school to improve is good.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Adel Primary School, Leeds, LS16 8DY

I really enjoyed my visit to your school. Thank you for the warm welcome! It was good to talk to some of you and to see the displays of your work around school. 'Big Betty' the wheeled vehicle in Year 1 was my favourite. I also liked the decorated buns and colourful bunting for the garden party in the nursery. These are the other good things about your school:

- the way you so obviously love being at school and behave brilliantly in class and around school
- how hard your headteacher works to make sure you have the best of everything. It is not surprising so many want to try and get into your school
- the high standards you reach in English, mathematics and science by Year 6
- all the wonderful learning opportunities you have in lessons and in after-school activities. It was good to see you doing so well in art and design and how much you enjoy the theatrical productions for your parents. I wish that I could have stayed to see 'Fiends Reunited'. I hope your parents liked it
- the very good care the school takes of you all and how quick it is to support those of you who need help.

I have asked your governors and staff to concentrate on the following to try and improve your school even more:

- creating a bigger, more exciting outdoor area for those of you in the Reception class
- giving all staff and your governors a bigger part to play in checking how well the school is doing.

Thank you again, for helping me with this inspection. I hope that you will carry on enjoying everything that school offers and try your best to make it even better.