

# Inspection of a good school: Adel Primary School

Tile Lane, Adel, Leeds, West Yorkshire LS16 8DY

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Inspection dates:

25 and 26 January 2022

## **Outcome**

Adel Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils say this is a happy school where everyone has a smile on their face. This is not at all surprising. The school ethos is reflected in the bright and welcoming environment. Pupils have high levels of respect and kindness for others. They are proud to be part of a multicultural school.

Leaders, governors and staff are ambitious for every pupil. They have high expectations of pupils' behaviour and learning. Pupils respond very well. Their general behaviour and attitudes to learning are excellent. Pupils know and follow the 'SUPER' rules. There is very little bullying or unkind name-calling. Staff in the early years promote being kind as soon as children start school – and children quickly rise to this expectation.

Pupils describe their school as friendly, interesting, creative and active. They say that teachers are enthusiastic and make learning interesting. The curriculum is designed to ensure that pupils are 'high-school ready'.

Inclusion is a high priority. Leaders want all pupils to be fully involved in everything the school has to offer. All pupils in Year 6 take on a variety of important roles as they work towards their 'Leadership Standard'. A range of sporting and creative activities are available to all pupils.

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

Leaders have ensured significant improvements have been made since the previous inspection. Subject leaders have received training that has helped them to put a coherently sequenced curriculum in place for every national curriculum subject. The curriculum starts right from the early years. Most leaders have received further training to enhance their subject knowledge. They have passed this training on to colleagues in school. This has strengthened the curriculum in most subjects. The impact is clear to see in pupils' workbooks and in what they know and remember. Leaders have plans to ensure all curriculum leaders receive this same quality of training to support the improvement of

the subjects they lead.

Enjoyment of reading has high importance. Around the school, a wealth of high-quality books entices pupils to read. There are cosy spots for pupils to snuggle down with a good book. Children get off to a good start in reading in the early years. The books they have to practise reading match the sounds they already know. This helps them to develop confidence and fluency as they move into key stage 1. Teachers quickly identify pupils who need extra help to keep up. They provide that help straight away. As a result, very few pupils fall behind.

Pupils can explain their reasoning in mathematics lessons. They are not afraid to make mistakes. Teachers use a range of resources to clearly illustrate mathematical concepts. This helps pupils to quickly grasp new learning.

The curriculum is ambitious. Leaders have identified the specific knowledge and skills that pupils will learn in subjects. Learning is organised so that pupils gradually build their knowledge through sequences of lessons and year on year. For example, pupils in Year 5 had learned about trade in their study of the stone, bronze and iron ages. This helped them to understand trade along the Silk Road. Lessons that recap prior learning in interesting ways are built into the curriculum. This helps pupils to learn and remember more.

There is a determination from staff that all pupils will succeed. Pupils with special educational needs and/or disabilities (SEND) receive the support they need to take a full part in lessons. Teachers use assessment to accurately identify gaps in learning. This means that pupils get the help they need to catch up.

Leaders work hard to provide the experiences and environments to prepare pupils for the next stage. Pupils enjoy the range of clubs on offer and say everyone has a chance to take part. They are able to do things they might not otherwise experience. Pupils were particularly impressed that they had a climbing wall in school during healthy living week. Pupils learn about 'UK values' and the rule of law. They are very well informed about current affairs and enjoy discussions with their classmates.

From the early years through to Year 6, teachers make the most of the wonderful environment that surrounds the school to support the curriculum. For example, pupils develop their scientific, geographical and historical knowledge through exploration of the school's conservation woodland and the local area.

Staff say they are proud and happy to work at Adel Primary School. They appreciate the support they receive from school leaders and governors to carry out their roles effectively and to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide frequent training to ensure that staff are fully informed of the risks to

children and what signs to look out for. The process for reporting concerns is easily accessible for all adults in school. Leaders follow up on concerns quickly and find appropriate support for vulnerable children and families.

Safeguarding is built into the curriculum to help pupils learn how to keep themselves safe. It is also the focus of many assemblies and events, such as the anti-bullying week and internet safety day. Pupils know how to stay safe online. They can explain how to spot a 'scam' by looking out for incorrect spellings and text that 'doesn't look right'. They know not to open these messages and to report them to an adult. They say, 'Never keep it to yourselves, always tell an adult.'

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

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

- Although plans to further train and develop subject leaders have been completed in most subjects, this has not yet happened in art and design and design technology. Therefore, pupils do not gain the same depth of knowledge in these subjects as they do in others. Leaders should continue to develop the knowledge and expertise of staff so that pupils gain the knowledge they need in all subjects.

## **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 school to be good in January 2017.

## **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>	107892
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10211183
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Karen Richardson
<b>Headteacher</b>	Julie Cordingley
<b>Website</b>	<a href="http://www.adelprimary.org.uk">www.adelprimary.org.uk</a>
<b>Date of previous inspection</b>	17 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is smaller than the average-sized primary school.
- The school runs a before- and after-school club.
- The proportion of disadvantaged pupils is below the national average.
- The school has 13 out of 17 possible ethnicities.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils with SEND is below average.

## 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 leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the two assistant headteachers and curriculum leaders.
- The inspector met with members of the governing body, including the chair of

governors. She also met with a representative from the local authority.

- The inspector carried out deep dives in reading, mathematics and history. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. The inspector observed adults listening to pupils read. The inspector also looked at curriculum plans and pupils' work for geography.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff's training and safeguarding records. The inspector also talked to the designated safeguarding leads.
- The inspector discussed the school's records on attendance and behaviour with the headteacher.
- The inspector observed pupils' behaviour in lessons and around the school, including at breaktimes. The inspector also met with groups of pupils.
- The inspector looked at the school's self-evaluation document and plans for improvement.
- The inspector talked informally with pupils in lessons and at breaktimes and took into account the 47 responses to Ofsted's online survey.
- The inspector took into account 46 responses to the survey, Ofsted Parent View, and met with a number of parents in the playground.
- The inspector met with a number of staff and took account of the 17 responses to Ofsted's online survey.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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