

Inspection of a good school: Adel St John the Baptist Church of England Primary School

Long Causeway, Adel, Leeds, West Yorkshire LS16 8EX

Inspection dates:

29–30 January 2020

Outcome

Adel St John the Baptist Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and confident learners in this warm and welcoming school. They speak very positively about their school and are proud to be a part of it. Staff develop warm and caring relationships with pupils. These relationships are supported by the school's strong Christian ethos.

Staff set high expectations for work, behaviour and learning. They want pupils to do well. Pupils have a broad and interesting curriculum. Teachers select topics to motivate and enthuse pupils. Their experiences are enriched with trips and extra-curricular activities.

Pupils are well prepared for the future. They are encouraged to take on extra responsibilities. For example, older pupils buddy with younger pupils for reading sessions. School councillors are proud contributors to the school. They work with leaders to plan extra-curricular clubs.

Pupils say that they feel safe in school. They value the 'worry box' where they can share their concerns. Pupils are adamant that bullying doesn't happen. If fallings out occur, they say that adults deal with them quickly.

Virtually all parents who made their views known are pleased with the school. They value the nurture the school provides. One parent said, "There is a lovely feel across the school where children and staff across the school know each other – like a big family."

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

Leaders have maintained the good standard of education since the previous inspection. They want the very best for the pupils and staff. Staff feel valued and supported by leaders. They appreciate the care that the headteacher has for their workload and well-being.

The school's curriculum matches the breadth and depth of the national curriculum. In the foundation subjects, staff choose themes to engage the pupils in their learning. Teachers use these themes to develop skills from other subjects. In some subjects, learning is not as well organised as it could be. Leaders are addressing this to ensure that pupils build on knowledge and skills from year to year.

The development of reading has been a priority for the school. Pupils achieve well. Adults check the progress pupils make through the well-planned phonics programme. They ensure that teaching provides pupils with the skills they need to read fluently. The books pupils read are well matched to their reading ability. Where pupils are at risk of falling behind, support is in place to help them catch up quickly.

In key stage 2, pupils read together to develop their reading comprehension. Pupils enjoy the stories that their teachers read to them. These books are well selected and are often linked to learning in other subjects, such as history.

Writing is less well developed in key stage 2. Pupils' knowledge in spelling and grammar is not evident in their writing. They are not as well prepared as they could be for the next phase in their education.

Pupils say that they enjoy mathematics. They use previous learning to help them understand new topics. Teachers frequently check pupils' progress through the mathematics curriculum. Pupils have lots of opportunities to apply their knowledge and develop their reasoning skills. For example, in Year 6, pupils were drawing on a variety of number skills to help complete the task they were working on. They could confidently explain their methods. Most pupils achieve the expected standard by the end of key stage 2.

Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). They access the same curriculum as everyone else. Support is well planned and they progress well. Targets are reviewed regularly with parents.

When children start in Reception, they receive a high level of care. This helps them to settle quickly and feel secure and make a positive start. Children in Reception start learning their sounds straight away. Regular practice helps them to commit the sounds to memory. They practise handwriting alongside their phonics. Adults use stimulating areas to develop children's skills and knowledge. Tasks and challenges are exciting and children concentrate for sustained periods of time. Parents spend time reading with their child during weekly reading mornings. Children are well prepared for Year 1 through careful planning and assessment.

Around school and in lessons pupils behave well. They are attentive and work hard. The school's Christian values remind pupils how to treat people with respect, understanding and kindness. Pupils are considerate of each other. They aim to promote the school values and live by the school's belief, "We are all different; we are all equal".

Leaders have increased the information that parents receive about attendance. They make sure that parents know how important it is for pupils to attend school regularly and on time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is at the forefront of everyone's mind. Staff and governors receive regular training and updates. Staff understand the risks that pupils may face, and are vigilant. They know how to spot the signs of abuse and know who to tell if they have concerns. Leaders work swiftly to secure expert help from outside agencies if needed. Procedures for the safe recruitment of staff are robust.

Leaders ensure that pupils have opportunities to learn how to keep themselves safe. There is a well-planned programme of activities in place. Pupils know how to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have worked hard to improve standards in English. This has had a positive impact on pupils' attainment in reading. Pupils do not achieve as well in writing. Leaders need to ensure that there are many and varied opportunities for pupils to write at length across the curriculum. Pupils should be challenged to apply the skills they have learned in spelling, punctuation and grammar in writing activities.
- Although the planning of the curriculum is detailed across all subjects, some subjects are better organised than others when it comes to developing pupils' knowledge and skills from year to year. They are most developed in English, mathematics and science. Senior leaders should support curriculum leaders to develop the implementation of their subject effectively so that teachers build upon pupils' knowledge, skills and vocabulary as they move through school.

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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the third section 8 inspection since we judged Adel St John the Baptist Church of England Primary School to be good on 21–22 June 2011.

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 Ofsted Parent View information 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

Unique reference number	108041
Local authority	Leeds
Inspection number	10110795
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Andy Neal
Headteacher	Jane Hainsworth
Website	www.adel-st-john.leeds.sch.uk
Date of previous inspection	8 March 2016

Information about this school

- There have been no significant changes since the previous inspection.

Information about this inspection

- In order to judge whether the school continues to be good, I focused the inspection on deep dives in reading, mathematics and science. This involved meeting with senior and curriculum leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. I talked to pupils in lessons and met with them to look at their work. I met with teachers to discuss the curriculum they were delivering.
- I met with the special educational needs coordinator. We discussed a variety of school documents and discussed school policy and procedure.
- I observed pupils' behaviour in lessons and around the school, including break and lunchtimes. I met with pupils to gather their views through formal and informal discussion.
- In order to judge the effectiveness of safeguarding, I read the relevant school policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. I met with school staff to check their understanding of safeguarding and their training. I also met

with governors to check details of their safeguarding knowledge and training and their responsibility to keep pupils safe.

- I met with senior leaders and the governing body including the chair. I had telephone conversations with representatives from the Diocese of Leeds and the local authority.
- I took note of the responses to Ofsted Parent View including the 47 free-text responses. I also took account of the views of staff through discussion and via the 16 responses to the staff survey.

Inspection team

Gill Wild, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2020