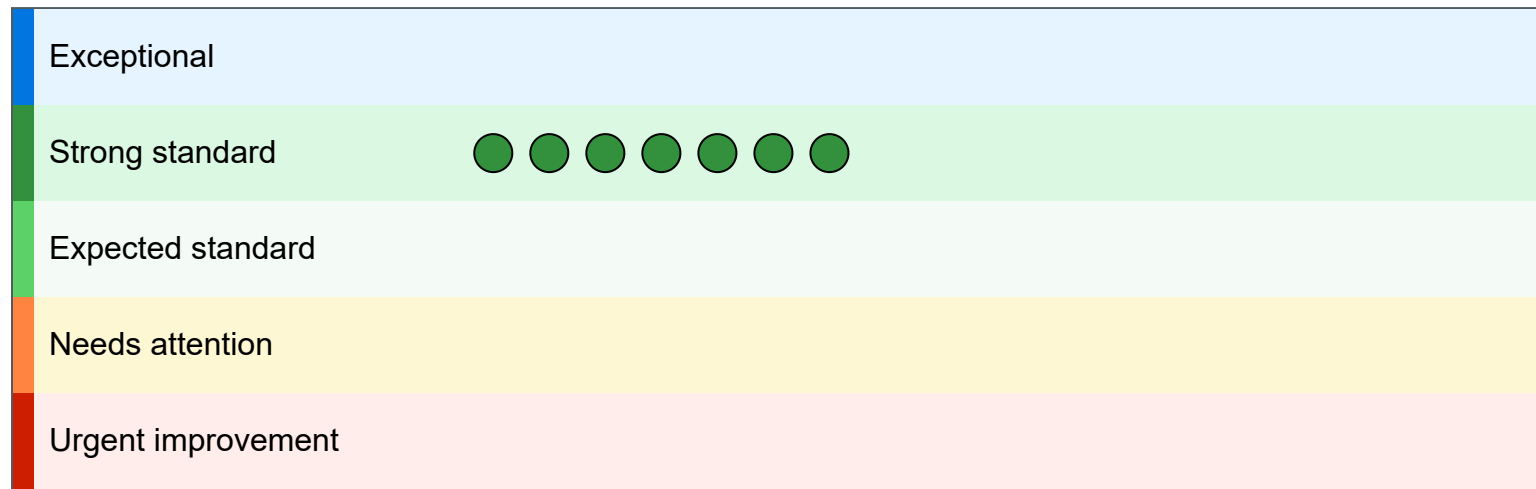


Adel Primary School

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

Unique reference number (URN): 107892

Inspection report: 3 February 2026



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

The school has high ambitions for all pupils' achievement, particularly for those who face barriers to learning. These ambitions are rewarded. Pupils' achievement across all areas of the curriculum is high. The school ensures that pupils quickly secure the foundations they need in reading, writing and mathematics. This contributes to pupils acquiring a depth of knowledge across the wider curriculum. The work they produce is of a consistently high quality. Published outcomes reflect the school's consistently high performance in statutory assessments. Pupils are very well prepared for their next stage of education. Disadvantaged pupils, including those with special educational needs and/or disabilities, make consistent progress from their starting points. They also achieve well.

Attendance and behaviour

Strong standard ●

Pupils arriving in the morning are cheerful, upbeat and ready to learn. They follow well-established routines, moving sensibly into classrooms and settling quickly into well-planned tasks. Staff have consistently high expectations of pupils' behaviour. They consistently apply the behaviour policy. Positive relationships and an embedded culture of respect support a calm and orderly environment. In classrooms, pupils are engaged and attentive. They follow 'listening rules', showing respect and attentiveness to speakers. Pupils are impressively keen to include everyone. They know to challenge or report any instance of discriminatory behaviour. Pupils insist that bullying does not happen and that supportive adults are always there for them.

The school is relentless in ensuring that attendance is high. The school records and monitors patterns of attendance with precision. Where there are dips in attendance, the school works with families to make improvements and build positive attendance habits. The school's strategies have led to high attendance over time and continued improvements for all pupils. Where persistent absence occurs, the school adopts a bespoke, targeted approach, leading to demonstrable improvements.

Curriculum and teaching

Strong standard ●

Leaders' strong understanding of the curriculum and teaching underpins well-judged decisions that ensure ongoing improvement. The school provides an ambitious curriculum that is of a consistently high quality across subjects and phases. Teachers use their detailed subject knowledge to plan lessons that are exciting and engaging. There is an emphasis on oracy and writing. For example, pupils interact in the role of characters in the class book before then applying this to their writing. Pupils' language and vocabulary are prioritised throughout the school. This begins in the early years where adults skilfully focus on developing these skills in children. For example, at 'snack and chat' time, adults lead discussions, emphasising concepts of bigger and smaller or the names of birds they are studying as part of their topic.

Pupils quickly secure the basics of reading, writing and mathematics. This provides them with the important foundations that they need to access the school's rich curriculum.

Teachers make regular checks on pupils' understanding, identifying any gaps in knowledge. Expert support addresses these gaps. The school has recently made some additions to its systems for assessing pupils' progress. It is too soon to establish the impact of these changes.

Early years

Strong standard 

Children in the early years get off to a flying start to their education. They play and learn in a stimulating, well-considered environment. Staff expertly develop children's language, vocabulary and communication skills. Interactions between adults and children are purposeful and rich in vocabulary. Children are curious and confident. They explain their learning well, for instance when applying their knowledge of phonics to pick sounds to make a word. Reading is prioritised and books are celebrated. Expert teachers teach phonics in high-quality daily sessions. Consequently, children successfully secure knowledge of phonics and the basics of writing. Staff keep a very close eye on children's progress. They make daily checks on any gaps in knowledge that children may have. These checks lead to targeted and bespoke adaptations and support.

A well-structured, sequenced curriculum ensures that children achieve well and are prepared very well for their transition to Year 1. Carefully planned activities lead to children learning and developing with enthusiasm. For example, children in Nursery develop core strength and coordination while using sweeping brushes to brush water around the playground.

The school works in close partnership with parents and carers, regularly sharing and celebrating children's learning.

Inclusion

Strong standard 

The school quickly and expertly identifies where pupils face barriers. Rigorous systems ensure that the school monitors and assesses the progress of these pupils with rigour. Pupils, including those who have special educational needs and/or disabilities (SEND), receive targeted support or well-considered adaptations to the curriculum. For example, many pupils benefit significantly from adaptations or adjustments to furniture, such as standing desks or wobble stools. Other approaches are equally impactful, for example through the provision of a quiet space for pupils to have lunch. Any pupil can access noise-cancelling headphones should they wish at lunchtime.

Staff know the best ways to support pupils as a result of regular, high-quality training. This equips them to spot pupils' barriers early. Parents of pupils with SEND value the way the school involves them closely in plans to support their children. Where necessary, the school also works closely with external agencies when seeking expert support, advice or guidance.

Leaders and governors are meticulous in monitoring the school's pupil premium strategy, with an unswerving focus on impact. The strategy aligns closely with overarching school improvement priorities.

Leadership and governance

Strong standard 

Leaders oversee a school that benefits significantly from their vision and commitment. They have a keen insight into the school's strengths and areas for improvement. Robust systems for monitoring the impact of improvement strategies have become an embedded element of leaders' work. Pupils who face barriers to their learning, or those who need additional support, are at the heart of the school's work. Leaders' commitment and focused, strategic approach are having a positive impact on pupils' education and care.

Governors fulfil their statutory duties well. They use their broad knowledge and expertise and strike a perfect balance between support and challenge. They work closely with school leaders through regular visits. They have robust oversight of the school's plans for improvement. They are forensic in ensuring that funds are used wisely. This is particularly the case for pupil premium funding targeted at pupils who may have barriers to learning. Governors are instrumental in maintaining sustained improvement.

School leaders and governors have an unswerving commitment to ensuring that workload is manageable and that wellbeing is prioritised. A well-planned programme of ongoing training and development builds staff knowledge and expertise. Staff feel valued and supported. They appreciate leaders who set an example. Staff are proud to be part of the Adel team.

Personal development and wellbeing

Strong standard 

The impact of the school's personal development offer is evident in pupils, who are responsible, reflective and highly respectful. Pupils and parents are proud to be part of a multicultural environment. Pupils learn about cultural diversity through visits to different places of worship or from visitors representing a range of faith communities.

Through the curriculum for personal, social and health education, pupils learn the importance of healthy lifestyles. Children in early years enjoy healthy snacks and are reminded to finish eating before they speak. Younger pupils explore the importance of friendships while older pupils deepen their understanding of healthy relationships. They know that a healthy relationship is one where you feel comfortable and safe. Pupils learn about the changes they undergo through puberty in age-appropriate lessons. They know how to keep themselves safe online and when using technology.

Leaders and staff know all the pupils and their families very well. This provides crucial insights that allow the school to respond when pupils may need additional pastoral support for their wellbeing. For example, the school has designed spaces to support pupils who might benefit from time in smaller groups or quiet, calm environments.

A rich and varied offer of extra-curricular activities ensures that pupils have opportunities to develop their talents and interests. The school ensures that pupils who are disadvantaged are prioritised for attendance. Leadership roles, such as membership of the 'Kindness Matters' Council, provide pupils with opportunities to have a meaningful and positive impact on the school and community. Pupils are extremely well prepared to be active, positive citizens and upstanding members of wider British society.

What it's like to be a pupil at this school

Pupils live and breathe the school's core value of 'kindness matters'. They show consistently high levels of respect to each other and adults. Any instances of discriminatory behaviour or language are not tolerated. Pupils describe themselves as 'upstanders' who would challenge any such behaviour. Their attitudes demonstrate that they are very well prepared to be positive, active members of wider British society.

This school is a place where pupils are safe, cared for and supported. Pupils insist that there is no bullying and that staff are always on hand to support them with any problems that may arise.

High expectations of behaviour and conduct start with the youngest children. Children in the Nursery and Reception Years follow well-established routines and demonstrate calm and orderly behaviour, for instance, when transitioning from classroom to lunchtime, they line up and walk through school sensibly. Classrooms are calm, purposeful places to learn. The exciting curriculum, taught well by creative teachers, ensures that pupils maintain an enthusiasm for learning.

Staff place a strong emphasis on meeting the needs of disadvantaged pupils. Barriers to learning are identified swiftly and addressed through well-targeted support. This ensures that no pupil falls behind. Consequently, pupils progress well from their starting points. They are extremely well prepared for the next stage of their education.

An extensive range of extra-curricular activities affords pupils plenty of opportunities to develop their talents and interests. The school prioritises places for pupils who are disadvantaged. Older pupils benefit from undertaking leadership roles. Children in the Reception Year form positive and nurturing relationships with their Year 6 'buddies'. Members of the 'Kindness Matters' Council contribute to improvements to the school, such as the introduction of improved play equipment. Pupils learn important life skills by making formal applications for some of these roles or by giving presentations to their peers.

Next steps

- Leaders and those responsible for governance should maintain and build on the school's highly effective work to implement the recently refined assessment system, particularly to ensure pupils' standards of writing continue to match the consistently high outcomes seen in other parts of the curriculum.

About this inspection

The chair of the board of governors in this school is Diane Hallas.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and deputy headteacher, as well as several other leaders, including those responsible for the school's curriculum, early years and provision for pupils with special educational needs and/or disabilities. They also spoke with representatives of the governing body and met with a range of staff. Inspectors carried out learning walks across the school in a range of subjects and reviewed pupils' work. They met with groups of pupils and observed social times. Inspectors examined a range of school documents, including those related to the curriculum, school improvement, safeguarding, behaviour, attendance and governance.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Julie Cordingley

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Adrian Fearn, Ofsted Inspector

Karen Smith, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

232

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.13%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.86%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.52%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	98%	73%	Above
2024/25 (revised)	96%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	68%	5 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	91%	80%	11 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	78%	4 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	3.4%	5.5%	Below
2022/23 (3 term)	3.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.1%	13.3%	Below
2023/24 (3 term)	4.9%	14.6%	Below
2022/23 (3 term)	2.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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