

Lidget Green Primary School And Children's Centre

Lidget Green Primary School, Birks Fold, Bradford, West Yorkshire, BD7 2QN

Inspection date 26–27 November 2013

Overall effectiveness	This inspection:	Good	2
	Previous inspection:		
Access to services by young children and families		Good	2
The quality of practice and services		Good	2
The effectiveness of leadership, governance and management		Good	2

Summary of key findings for children and families

This is a good centre.

- A very large majority of families from the area are registered with the centre. They have good access to high-quality services and to the good quality information and guidance provided, in some cases designed and produced by the centre. Display areas are used well to signpost parents to key sources of advice and guidance about topics relevant to local needs.
- Centre staff use a range of methods such as observations, links with partners and discussions with families to ensure the needs of families are thoroughly assessed and matched to services.
- Through the high-quality parenting courses and support offered by the centre, parents improve their parenting skills and learn how best they can support the learning and development of their children.
- A good and diverse range of adult learning opportunities helps many parents develop knowledge and skills to improve their employability and their chances of progressing to further education.
- Through successful outreach work, the centre is increasing the participation of its key target groups such as families from Eastern Europe and families whose lives have been affected by domestic abuse.
- Leadership, governance and management of the centre are effective. As a result, the centre knows its strengths and weaknesses and is continually improving. Staff know their community well and use data and local information to keep abreast of local priorities and needs.

It is not outstanding because:

- Tracking and monitoring of outcomes and progression of adults who complete courses at the centre are in their early stages of development and not enough is done to track the long-term impact of the centre's adult learning provision.
- The data provided by the local authority are not always helpful in enabling the centre to easily monitor its performance and fully reflect the impact of all aspects of its work with families.

Information about this inspection

The inspection of this children’s centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by three additional inspectors.

The inspectors held meetings with centre staff, school governors, members of the partnership board and representatives from partner organisations such as health, education, schools, early years providers and voluntary organisations.

They observed the centre’s work including safeguarding arrangements, and looked at a range of relevant documentation and spoke to parents including some from the parent forum and the partnership board.

Inspection team

Priscilla McGuire, Lead inspector	Additional inspector
Sarah Drake	Additional inspector
Sheila Iwaskow	Additional inspector

Full report

Information about the centre

Lidget Green Children's Centre is a phase two centre in Bradford that shares its site with Lidget Green Primary School. The governing body of the school manages the centre on behalf of the local authority. The school is subject to a separate inspection. A report for this is available at www.ofsted.gov.uk. Governance of the centre is through the partnership board which acts as an advisory board. Lidget Green Children's Centre meets its core purpose and offers a range of services which include health services, a crèche, early years education, adult learning, family support and employment guidance.

There are 1105 children under five years living in the reach area. The majority of families are of Pakistan origin but an increasing number of families are Eastern European migrants. The centre's key target groups include White British families, families whose lives are affected by domestic abuse and families from Eastern Europe. The majority of families live in parts of the reach area identified as being in the top 30% of the most deprived in the country. Unemployment rates are relatively high and a large percentage of adults do not have formal qualifications. Around 23% of children live in households dependent on workless benefits. Take-up of free school meals in the area is 27% compared to 23% for Bradford. Children generally enter early years provision with skills and knowledge below those expected for their age.

What does the centre need to do to improve further?

- Implement systems to ensure accurate monitoring of the success and progress made by adults who complete adult learning courses.
- The local authority should provide the centre with data that are easily accessible and which enable the centre to more accurately measure its performance and fully monitor the impact of all aspects of its work.

Inspection judgements

Access to services by young children and families

Good

- A very large majority of families are registered with the centre and have access to good quality services, information and guidance. Centre staff make good use of display areas around the centre to provide posters, leaflets and information packs about health, safety and other issues which reflect local priorities. Staff have also designed and produced their own high-quality leaflets which provide guidance and advice that is very specific to the needs of the families in the area.
- Through careful discussions with partners and collection of local information, centre staff monitor which families frequently participate in centre activities and which need more encouragement to participate. Centre staff maintain regular communication with local organisations and effectively share information to identify potential barriers that may prevent some families from accessing services at the centre.
- Centre staff systematically and thoroughly assess the needs of families. They use methods such as direct observations, discussions with families and effective links with partners from different organisations, to match families to the services that are most appropriate for their needs.
- Outreach work such as home visits and successful partnership work, for example, with schools, charities and health professionals are effective in helping the centre to ensure families from key target groups access services. The centre has established good links with a local faith school to increase engagement with families of a White British background.
- A large majority of children from families with the most needs access free early years education. The centre maintains good links with the early years settings that provide places for these children. The centre works well with the settings to monitor the progress of children and to ensure any needs

for support are well met.

The quality of practice and services

Good

- The centre provides a good range of high-quality adult learning activities such as classes in childcare, English for Speakers of Other Language (ESOL) and garment making. As a result, many parents develop knowledge and skills that increase their chances of employment and of progressing to further education. However, not enough information is collected about the achievements of adults or about their progression once they have finished their courses.
- The centre's systems for tracking the progress and development of children in the crèche at the centre and also of children who attend 'stay and play' sessions are good. Tracking along with data demonstrate that children who attend the centre are well prepared for school and develop good social and other skills. The Early Years Foundation Stage profile results for the reach area also show that children are making good and continually improving progress.
- Many parents benefit from the high-quality parenting skills training offered at the centre. As a result, they become more confident and skilled in parenting and their ability to communicate with their children improves. Families with significant needs also benefit from the centre's productive partnership work with a local charity that offers intensive one-to-one parenting training.
- The centre has established good links with organisations such as the local fire service and charities that specialise in supporting families affected by domestic abuse, one of the centre's key target groups. As a result, parents develop a good understanding of what actions they can take to make their homes physically and emotionally safer for their children.
- The centre offers a good balance of universal and targeted services which reflect local priorities. Activities such as 'Zumba' classes promote health but also reflect the expressed interests of parents. The effective planning of services and activities enables the centre to continually increase the proportion of families who access services.

The effectiveness of leadership, governance and management

Good

- Governance, leadership and management arrangements are clear, well understood and effective. At all levels, leaders and managers have an accurate understanding of the centre's strengths and key areas for development. Performance management arrangements are well established and key objectives which are set both for the centre and for individual staff are used to drive improvement.
- Governance through the school governing body structure and through the partnership board, which acts as an advisory board, provides both support and challenge to the centre.
- The centre is efficiently managed by a confident manager who leads a productive staff team. Staff are highly motivated, well qualified for their roles and work well together. Partner organisations and parents talk very highly about the commitment of centre staff and also about their determined efforts to improve the lives of families.
- Monitoring arrangements through processes such as the local authority's annual review of the centre's performance, quarterly reporting and the centre's self-evaluation process are effective. These enable managers to identify changing priorities and to monitor the centre's progress against targets set by the local authority.
- Through an appropriate range of policies, procedures and also through relevant training of staff, the centre actively promotes safeguarding. Centre staff work effectively with a local family centre to minimise the risk of harm to children. The families of children who are looked after and of those who are subject to child protection plans receive good support from the centre. Tools such as the Common Assessment Framework process are used well to ensure families with the most urgent needs receive early help from a range of appropriate agencies.
- Parents are well represented on the partnership board and play an active role in decision making. They are also consulted through the parents' forum and through an annual consultation event.
- Centre staff effectively use data and local information to identify priorities and to measure the

impact of their work. However, data provided by the local authority are sometimes complex and not always helpful in enabling the centre to accurately and easily measure its performance or fully reflect the impact of all aspects of its work with families.

- Resources are of a high quality and used well to meet the needs of families. The centre's strong partnership links enables it to provide a wide range of services that are very relevant to families' needs and local priorities. Through good use of resources, the centre is able to respond to the changing profile of the community. For example, by commissioning the services of an interpreter, the centre has been able to increase its engagement with families from Eastern Europe and is therefore reducing inequalities caused by language and cultural barriers.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and as a result inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Children's Centre

Unique reference number	21779
Local authority	Bradford
Inspection number	427466
Managed by	The governing body of Lidget Green Primary School on behalf of the local authority

Approximate number of children under five in the reach area	1105
Centre leader	Kulbir Bura
Date of previous inspection	Not previously inspected
Telephone number	01274 579646
Email address	kulbir.bura@lidgetgreen.com

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