

Inspection of a good school: Adderley Primary School

Arden Road, Saltley, Birmingham, West Midlands B8 1DZ

Inspection dates: 17 and 18 January 2023

Outcome

Adderley Primary School continues to be a good school.

What is it like to attend this school?

Pupils talk about Adderley Primary School with pride. It is a vibrant and welcoming school. Pupils say that 'we have a voice here'. They know that staff listen to their opinions and value their ideas.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils meet these expectations by working hard and behaving well. Pupils are happy. They have warm, respectful relationships with staff and are caring towards each other. Adults deal with bullying effectively and pupils feel safe.

Pupils understand about their rights and their responsibilities to each other. They are clear that everyone is equal. Pupils have many meaningful opportunities to become good citizens. They become ambassadors, help to run the enterprise hub or become junior community support officers. In the wider community, pupils helped to redesign the local park and contribute to local food banks.

Pupils attend a wide range of clubs, including sign language, basketball, computing and reading. These provide them with experiences that broaden their interests. However, despite the work done by leaders to improve attendance, some pupils do not attend school regularly enough.

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

Leaders have designed an ambitious and well-sequenced curriculum that enables pupils to achieve well. The curriculum includes thoughtfully planned 'wow' days and memorable experiences. These enable pupils to apply their learning and remember more. Most subjects identify the precise knowledge and skills that pupils should learn and in what order they should learn them. For example, in mathematics older pupils convert miles into kilometres because they have a secure knowledge of decimals and have learned about metric measures previously. They know that this learning will help them to convert speeds when driving a car. However, in design technology pupils are sometimes

confused about exactly what they are learning from an activity. This is because leaders have not clearly identified what specific knowledge pupils need to know.

Classrooms are calm and orderly places to learn. Pupils' learning is rarely disrupted by the behaviour of other pupils. Teachers present subject matter clearly and check what pupils remember. Leaders use this information to understand how well pupils are learning. In the Reception classes, activities are purposeful and teachers are clear about what they want the children to learn. The early years is a hive of activity. The children are well behaved and engaged in learning either independently or with adults.

Leaders prioritise reading. The award-winning library contains a wide range of books. Pupils talk enthusiastically about their frequent library visits. Leaders have successfully trained staff to teach phonics and reading well. There is a comprehensive catch-up programme for pupils at risk of falling behind. As a result, pupils develop the knowledge of sounds they need to read confidently and accurately.

Pupils with SEND enjoy school. Leaders ensure that they learn the same curriculum alongside their peers. Leaders provide teachers with strategies and resources to support pupils with SEND. However, a few staff have not yet fully developed their skills in assessing the needs of these pupils. This means that a small number of pupils are not supported as well as they could be.

The curriculum for pupils' personal development is exceptional. Pupils have many opportunities to develop leadership qualities and take on responsibility. Through various ambassador roles, they know that they can make meaningful and positive contributions to the life of the school. Pupils benefit from a wide range of educational visits to places such as universities, places of worship and the seaside. The radio ambassadors regularly report on these events on Radio Adderley. Staff encourage pupils to keep healthy through the curriculum and the work of the school nurse, who teaches all pupils first aid. Fundamental British values are woven into the curriculum. For example, the class charters teach pupils about the rule of law. Pupils regularly debate a moral or social issue and vote on it. Pupils understand their place in society and are very well prepared for the next stage of their education.

Governors are well informed about the work of the school. They support and challenge staff. Governors monitor the impact of leaders work to ensure that the many awards that the school has received are 'not just wallpaper but are meaningful'.

Leaders ensure that there is high-quality pastoral support to help support staff and pupils' mental health. Leaders are considerate of teachers' workload and promote staff well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors take their safeguarding responsibilities seriously. Effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. This helps

to ensure that staff are alert to any problems that pupils may face. Leaders take prompt action in response to any concerns. Leaders make timely referrals to outside agencies to secure the help that vulnerable pupils need.

Pupils are taught about how to keep themselves safe in a range of settings. Parents are also provided with information about how they can support their child to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The specific subject knowledge and vocabulary that leaders expect pupils to learn in design technology is not yet defined clearly. This means that pupils do not build on their knowledge and skills as well as they might. Leaders should ensure that the curriculum is well planned in all subjects so teachers are able to know how to support pupils to build their knowledge systematically.
- Leaders have not ensured that all staff have the skills they need to assess the additional needs of pupils with SEND effectively. As a result, some of these pupils' needs are not fully met. Leaders should ensure that all staff are well trained to assess, plan for and address the needs of all pupils with SEND.
- Too many pupils are regularly absent for school. This means that they are not able to learn as well as they could or benefit from the wider opportunities provided by the school. Leaders should continue to work with families to ensure that these pupils attend school more regularly.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2016.

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.

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	103159
Local authority	Birmingham
Inspection number	10205181
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	Rahila Waqass
Headteacher	Rizvana Darr
Website	www.adderleyprimary.co.uk
Dates of previous inspection	13 and 14 December 2016, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics and design technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors held meetings with senior leaders, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.

- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. Inspectors reviewed a range of documents, including the school's single central record.
- Inspectors spoke with groups of staff and took account of views shared through the staff survey.
- Inspectors took account of responses to Ofsted's online survey for parents, Ofsted Parent View. The inspector spoke informally with parents on arrival at school.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors also met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Anna Vrahimi

His Majesty's Inspector

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