

# Adderley Childrens Centre

## Inspection report

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<b>Unique Reference Number</b>	103140
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	286572
<b>Inspection date</b>	11 July 2007
<b>Reporting inspector</b>	Joyce Cox

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Children's centre
<b>School category</b>	Community
<b>Age range of pupils</b>	0-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yasmin Akhtar
<b>Headteacher</b>	Kay Gould
<b>Date of previous school inspection</b>	1 May 2001
<b>School address</b>	1, St Saviour Road Saltley Birmingham B8 1HN
<b>Telephone number</b>	0121 4644183
<b>Fax number</b>	0121 3279367

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Adderley was designated a children's centre in 2005 having been an early excellence centre from 2002. It provides an extensive range of integrated services and day care facilities for families and children as well as full and part-time Nursery provision for children aged three and four. Many of the children who attend the centre come from families that face considerably challenging social and economic circumstances. Children's attainment when they start in the Nursery is well below the expected levels and particularly low in their communication, personal and social skills. An above average number of children have learning difficulties and/or disabilities. The majority of the children are from minority ethnic backgrounds and a large number of children are at an early stage of learning English and are supported in their preferred languages, which include Urdu, Punjabi/Mirpuri, Bengali, Pushto and Gujarati.

The centre has secured many awards for its work, including an Achievement Award, a Partnership Award and the Birmingham Quality Framework Gold Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good centre with outstanding features. One parent, summing up the views of many, wrote, 'There is a very good calibre of staff, a positive environment and excellent management.' Staff are skilled in providing care, support and encouragement. This ensures that children's achievement is good in all areas of learning and that they are well equipped for their future education. Children love coming to the centre because the experienced and well-established staff sensitively encourage them to become confident and happy learners, prepared to try out new experiences and activities. By the time they leave, many children are working at the levels which are set for their age, particularly in their creative, physical, personal and social skills. An interesting indoor curriculum and an excellent outdoor environment, combined with good teaching, provide constant enjoyment, excitement and adventure. Children's individual learning needs are identified and met because assessment is good. However, it is not yet possible to track children's progress easily from birth to age four.

Children with learning difficulties and/or disabilities flourish, and their achievement is excellent because they are given a curriculum that matches their needs exceptionally well. Good provision for children with English as an additional language, coupled with talented bilingual staff, enables children to make good progress in learning English and to achieve well. More able children are identified but are not always provided with sufficient chances to improve their early writing skills. Adults have good relationships with each other and with the children and inspire confidence and success. The children's behaviour and attitudes are good and contribute much to their good achievement. The headteacher and the senior leadership team provide good leadership and management. This is reflected in the skilful ways in which the centre has successfully evaluated and refined its work over many years. Good improvement has been made since the last inspection and there is a good capacity to build on the centre's many strengths. Governors provide a good level of support to the school and a satisfactory level of challenge. The centre works exceptionally well with other agencies. It has also established excellent relationships with parents, who express complete confidence in the staff and in the services they provide.

### What the school should do to improve further

- Make sure more able children have sufficient opportunities to practise their early writing skills.
- Devise a way to track children's progress easily from birth to age four.

## Achievement and standards

### Grade: 2

Children's achievement is good. Children make good progress across all areas of learning and exceptionally good progress in their creative, physical, personal and social development. Many children reach the expected levels by the time they leave. However, more able children are not encouraged as much as they might be to practise their early writing skills. Children with learning difficulties and/or disabilities progress through their targets at a very good rate and achieve exceptionally well. Children with English as an additional language are encouraged to use their home languages and this helps them to build English language skills as well as extending their mother tongue. As a result, they achieve well and make rapid progress in speaking English. One

parent writes, 'English is my child's second language and she can speak English fluently and has learned her numbers and enjoys having a good time.'

## **Personal development and well-being**

### **Grade: 2**

Children's personal development and well-being, including their spiritual, moral, social and cultural development, are good. They love coming to the centre and quickly grow in confidence and self-esteem so that they are able to make their own decisions and select their own activities. Attendance is satisfactory but sometimes affected by families taking extended holidays and children developing early childhood illnesses. Children's social skills develop exceptionally well so that they work effectively with others and cooperate well with adults. They know the difference between right and wrong and do their best to behave well and to be kind to each other. They learn to appreciate different cultures, faiths and languages. Children derive enormous enjoyment through participating in the wide range of interesting activities available for them and are very willing to try new things. They know which foods are good for them because they proudly grow a large selection of fruit and vegetables in the centre's garden, which are cooked in the kitchen and enjoyed at lunchtimes. Children also love helping to use their fruit and vegetables to cook soups and curries in the centre's learning kitchen. The excellent outdoor facilities enable children to learn the importance of exercise because they enjoy daily physical activities such as climbing and balancing and running in the forest area. The centre works very closely with family groups to reinforce the importance of healthy eating and exercise so parents can support their children's well-being at home. The skills children learn and the independence they develop prepare them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Staff work hard as a well organised and effective team to plan carefully for children's different needs and interests. Activities are stimulating and exciting and enable children to be actively engaged. Most importantly, children's learning is made fun so that they want to join in. More able children are not always encouraged to develop their mark making skills. For instance, staff write children's names on their work when clearly some children can do this for themselves. Adults use language carefully, often slipping between English and children's home languages to ensure children understand their learning. Children are encouraged to make choices and work together which effectively supports their personal development. There is a good balance of adult-directed and child-selected activities. Small group teaching is particularly effective. However, some staff are more successful than others at intervening when children are engaged in their chosen activities to extend children's learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets children's needs well. Staff undertake detailed analysis of each child's needs and interests and increasingly are considering the best ways in which individual children learn. Rich learning opportunities, such as hatching ducklings and taking care of the pet rabbits, provide unforgettable experiences for children. The outdoor area is unique and exceptionally well used to provide a stimulating resource through which all aspects of the curriculum are

taught. For example, the garden is used to teach children about growth and living things, the forest area provides a great stimulus for climbing and imaginary games, and the home area enables children to engage in domestic chores such as hanging out the washing. Staff and children make good use of the information and communication technology (ICT) resources that are available, but children's access and use are hampered to some extent by limitations in ICT equipment. Visits and visitors such as artists in residence enhance the curriculum exceptionally well. Provision for personal and social development is particularly strong and permeates every activity.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is outstanding. The headteacher and her staff are passionate about ensuring the welfare and care of their children and families. Hence, they have established highly successful connections with a vast range of agencies and services, some of whom are actually based at the centre. As a result, children are happy and secure, and this is a key contributory factor to their good progress. The quantity and quality of the advice and guidance available from staff and specialists make a significant difference to the learning and the lives of the children and their families. One parent comments, 'I feel the standard of care is outstanding. I could not ask for better provision.' Children learn to talk through tasks and problems either in the preferred languages or in English. There is a good system for assessing and recording Nursery children's progress. However, it is not currently possible to track children's progress from birth to age four in the centre.

## **Leadership and management**

### **Grade: 2**

The good leadership and management is a key factor in the centre's success. The headteacher has provided highly effective guidance and vision for some time. She is ably supported by an efficient leadership team, which has also played a pivotal role in maintaining and improving upon the centre's provision since the last inspection. The headteacher knows the centre very well and this is reflected in the school's accurate self-evaluation and clear improvement plan. The governing body is a strong supporter of the centre and is gaining in confidence and knowledge to question and challenge the leadership about the strengths and weaknesses of the provision. Parents are extremely happy with the leadership and all that the centre provides. One writes, 'An excellently run establishment. All staff are friendly, very welcoming and understanding.'

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

12 July 2007

Dear Children

Inspection of Adderley Children's Centre, Saltley, Birmingham B8 1HN

We enjoyed our day at your centre and, like you, particularly liked the outside area and the ducks and the rabbits. We think you go to a good centre and have great fun.

There are lots of great things about your centre:

- You are good at working hard, helping each other and listening to your teachers, and do well in all your activities.
- The staff care about you very much, they are good teachers and make learning interesting and fun.
- The staff leaders are very clever at running the centre and make sure you all have a good time and do well.
- Anybody who needs extra help with learning English, or with work, is always given it.
- You love learning new things and are good at sharing, taking turns, talking and being kind to each other.

Kay and all the other staff have lots of good ideas to make the centre even better. We agree with their ideas and think that it would be good if teachers could make sure you get more chances to practise your writing. It would also be good if staff leaders could find a good way to write down all the great things you learn from when you start to when you finish at the centre.

You can help the staff by always being good, working hard and taking good care of each other.

We wish you all the very best for the future.

Joyce Cox (Lead inspector)