

Streatham House School

Victoria Road West, Blundellsands, Crosby, Liverpool, L23 8UQ

Inspection dates	1–3 October 2013	
Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- The headteacher has effectively managed the change of ownership so that the quality of teaching and pupils' education has continued to be good overall.
- Good teaching ensures that pupils make good progress overtime. Consequently, by the time they leave at the end of Year 11, they have good academic skills and reach above average standards.
- The good curriculum is wide and varied, and engages all learners, particularly in art, dance, drama and music. This provides pupils with a good all-round education and contributes to pupils' outstanding personal development.
- There are good arrangements to safeguard pupils' welfare, health and safety and they confirm that they feel safe. Staff take good care of pupils and pupils' behaviour is outstanding.

It is not yet outstanding because

- The quality of teaching varies from outstanding to adequate. It does not always challenge all pupils, particularly the most able, and teachers' marking does not always indicate how future work should be improved.
- The leadership of teaching includes the observation of teaching but written feedback does not always identify precisely how the performance of teachers should be improved.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with half a day's notice.
- The inspectors observed 25 lessons, looked at pupils' work, and held meetings with the headteacher, deputy headteacher and groups of pupils.
- Documentation was examined, including schemes of work, teachers' planning, records of pupils' progress and staff training records.
- Inspectors scrutinised 77 questionnaires from pupils and 16 from staff. There were not enough responses recorded on Parent View, an online questionnaire, to provide a summary of parents' views. Inspectors spoke to parents and carers as they brought their children to school and as they collected them at the end of the day.

Inspection team

Amraz Ali, Lead inspector

Her Majesty's Inspector

Chanan Tomlin

Additional Inspector

Full report

Information about this school

- Streatham Schools is an independent non-selective day school for pupils between the ages of four and 16 years of age. It comprises Streatham Preparatory School for pupils aged four to 11, and Streatham Arts School for senior pupils aged 11 to 16.
- Previously only the preparatory school was co-educational but in September 2013 this extended to the senior school. Although mainly girls there is now one boy in the senior school.
- The school is registered for 200 pupils and there are currently 90 pupils on roll, including three pupils with statements of special educational needs. Additionally, three pupils attend on a part-time basis.
- The school opened in September 1925 and is housed in a residential area in Crosby.
- The school was last inspected by Ofsted in June 2009. Since then, there have been a large number of changes. The ownership of the school has changed twice and, in September 2013 the headteacher and staff established a not-for-profit company which now owns the school. The Kindergarten, which was previously part of the school, is now separately registered and owned.
- The school shares the building, grounds, offices and kitchen with the Kindergarten.
- Until July 2013 the number on roll at the school was declining. In September 2013, 46 of the 90 pupils joined the school.
- Eight of the 19 teachers joined the school since it was last inspected, including the headteacher.
- An application has been made to the Department for Education for this to become a free school.

What does the school need to do to improve further?

- Ensure that all teaching is at least good or better by making sure that:
 - lessons have clear learning intentions
 - all planned lessons challenge and extend the most-able pupils
 - more opportunities are planned for pupils to work and discuss in pairs and groups
 - marking and feedback to pupils more consistently identifies how future work can be improved
 - targets are used more consistently.
- Improve the leadership of teaching so that there are greater expectations of all staff by:
 - providing greater detail in the written evaluation of lessons to explicitly indicate how teaching can be improved
 - using the outcome of lesson observations, work scrutiny and pupils' progress to evaluate the quality of teaching over time
 - provide more opportunities for teachers to learn from the most effective practitioners within the school.

Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good. This is as a result of the good teaching during the time that the pupils are at the school. From varied but broadly typical levels when they join the school in the Reception Year, pupils make generally good progress over time. In the preparatory school, pupils make particularly good progress in reading. By the time they get to the end of Year 6, their attainment is typically above what is expected for their age. Within school tests at the end of Years 2 and 6 generally indicate standards that are above average in reading, writing and mathematics. Progress through the senior school is good overall and in the full range of subjects. However, there is some variability, with the strongest performance in art and design and graphics. Progress in the final two years of their time at the school is particularly strong and has been a factor in ensuring that a high proportion of students gain five good GCSE qualifications, including English and mathematics. Pupils are also able to take English Speaking Board Examinations and typically more than half gain distinctions. The progress made by pupils joining the school at other times is equally good, and many pupils and their parents and carers comment that their progress has been accelerated, particularly in English and mathematics. Those who have special educational needs make good progress in a broad range of subjects because of the inclusive nature of the school and the individual attention that they receive.

Pupils' behaviour and personal development

Outstanding

Pupils' behaviour and personal development are outstanding. Pupils' behaviour during lessons is very often exemplary and their behaviour in corridors, outdoors and in the dining room is always very good. Pupils are exceptionally friendly and courteous; they are sensitive to each others needs and considerate of each other. An example of this was the concern that pupils in Years 3 and 4 displayed for a fellow pupil who was upset. Pupils succeed in their learning because they are mature, serious and conscientious, and take learning seriously. These attitudes contribute to the very good learning environment where students are well-placed to thrive socially and academically. Pupils are enthusiastic and engage fully in lessons; they concentrate and apply themselves enthusiastically to the tasks set. Pupils work well together and volunteer ideas readily, and are keen to help if other pupils are struggling. Pupils are adamant that bullying is very rare in school and are confident that any incidents will be sorted out by staff. Many pupils have come to school because of being bullied in previous schools; these pupils all say that they are happy and no longer bullied in any way. All groups of pupils report that they feel safe at school at all times. They know how to keep themselves safe and where to turn if they need assistance. Attendance is very good; the school day and lessons start punctually.

Provision for pupils' personal development and spiritual, moral, social and cultural development is exemplary in significant elements, especially moral, social and cultural aspects. Pupils take part in prayer during assemblies and cover units on meditation and relaxation in connection with different cultures and religions, which impacts positively on their spiritual development significantly. Moral issues are discussed during assemblies, and during religious education and personal, social and health education. Consequently, pupils have a very good understanding of what is right and what is wrong. Pupils grow socially through collaborative work, such as performances, and their input into the management of the school through the school council. They have a good general knowledge of public institutions and services in England. Pupils gain an excellent understanding of a wide range of cultures through religious education lessons, visits to places of worship, dance, art and music. They are very well prepared for their future lives in modern, multi-cultural, democratic Britain and the school takes suitable steps to ensure that pupils are presented with balanced viewpoints. Pupils grow in self-esteem and confidence through performing regularly in public with plenty of praise and encouragement at every turn. Pupils develop excellent social skills through interacting with each other during lessons and break times; younger and older pupils interact well

together.

Quality of teaching

Good

The quality of teaching is good overall. Consequently, pupils make good progress over time and reach above average standards. Teachers and support staff know pupils exceptionally well, and establish good relationships and clear routines to support their learning. Teachers use their good subject knowledge and expertise to good effect to support pupils' learning. Lessons are planned appropriately but typically identify what activities pupils will do rather than what they should learn from the planned activities. Teaching builds on pupils' previous learning, and enables them to apply and extend their understanding and skills successfully. The impact of the small class sizes is such that each pupil benefits from the individual attention that is provided; pupils themselves value this and report that it helps them to make good progress with their work. Although sometimes outstanding, at other times teaching is only adequate. Teaching is generally better where pupils have the opportunity to undertake practical tasks or work in pairs and groups. In lessons where this occurs pupils excel. For example, in an outstanding drama lesson pupils discussed social status with some sensitivity and went on to work in groups to compose a very good play. However, this is not common practice and some lessons limit pupils' ability to discuss their learning with other pupils. Planned lessons typically identify work that is generally set at a level for most pupils in each class. Lessons are most successful where work is set at just the right level to challenge pupils of all abilities. However, in a few lessons tasks are not always planned so that all are challenged, particularly the most able who sometimes find that they complete tasks quickly or that tasks are undemanding.

The school assesses individual pupils' progress carefully tracks their progress. Teachers use questioning effectively to check on pupils' understanding and because they know their pupils well they are able to give timely individual support. Work is regularly marked and pupils get verbal and written feedback from their teachers. This is always encouraging but does not always identify precisely what pupils need to do to improve their work. An improvement since the last inspection is the use of targets for pupils. Although the older pupils are beginning to talk about their targets and what they need to do to achieve them, there are inconsistencies in the use of targets in the younger classes.

Quality of curriculum

Good

The quality of the curriculum is good. Based on the National Curriculum, it is broad and balanced and fully meets requirements. Across the school there are particular strengths in the provision for creative and expressive arts, dance, drama and art. There is an appropriate focus on the development of reading, writing and mathematics in the preparatory school. There are strengths in the arrangements for teaching reading and staff regularly hear pupils read. Parents particularly value this and believe that this helps their children to make good progress. The two Reception classes have appropriate provision within their classrooms but their location limits the extent to which they can use the outdoor learning environment. A good range of examination courses are available up to GCSE and AS level, and pupils say that they are given good guidance when selecting which courses to take. Older pupils receive careers education and during their final two years all undertake work experience. Some pupils have found this to be particularly helpful in identifying careers that they wish to pursue or not. The specialist rooms for information and communication technology (ICT), science and art make a positive contribution to the curricular experience of pupils, with many stating that they particularly enjoy practical science activities in the science room. Some pupils indicate that, although they learn much from their teachers' demonstrations, they would welcome more opportunities to plan and carry out investigations themselves. Opportunities within the curriculum for personal, social and health education provide good opportunities for pupils to learn about the importance of healthy lifestyles. For example, a Year 9 class produced a presentation about the consequences of drug and alcohol misuse. There is

a very good range of extra-curricular activities, some for an additional charge, including drama, dance and art clubs along with a range of music tuition. Provision for pupils with disabilities and those who have special educational needs is good overall. The inclusive nature of the school, along with the individual attention provided to all pupils, helps all of them to learn well and make good progress. Educational visits are a particular strength, and pupils talked with great enthusiasm about a recent visit to London where they visited art galleries and the theatre.

Pupils' welfare, health and safety

Good

The provision for pupils' welfare, health and safety is good and all of the independent school standards are met. There are good staff recruitment procedures in place and all staff have been subjected to all the required checks. All the information from these checks is held on the school's single central register. All staff are aware of procedures to follow if they have any concerns about the welfare of pupils. The designated person responsible for safeguarding has been trained to the higher level, and all other staff to the required level. The school has devised and implemented the required range of policies, all of which meet the latest guidance. These include policies for safeguarding, anti-bullying, behaviour, and health and safety. Checks are regularly made on electrical appliances and procedures to prevent fire are fully implemented. Checks on fire safety equipment and regular fire practices are carried out. A suitable policy for educational visits ensures that appropriate steps are taken to keep pupils safe when they undertake visits off the school site.

Effective policies are in place for promoting good behaviour and pupils are well supervised on and off the school site. Discussions with pupils indicated that behaviour is typically very good and that bullying is rare but if it does occur they are confident that staff deal with it well. The school's procedures for dealing with and preventing bullying are effective, and any serious incidents of misbehaviour are properly recorded. Pupils say they feel safe and parents and carers indicate strongly that their children are kept safe. The school promotes healthy lifestyles, including the need for a healthy diet, and there are good opportunities to participate in dance, sport and exercise.

Leadership and management

Good

The quality of leadership and management is good and all of the independent school standards are met. The headteacher and staff have worked well to establish the school under the new ownership of the not-for-profit company. A number of logistical obstacles have been overcome in order to ensure that all pupils continue to receive a good, well-rounded education and some outstanding features have been maintained. A clear sense of team work exists amongst staff, who indicate their overwhelming support for the school. A clear improvement from the last inspection is the introduction of effective arrangements for assessing and tracking the attainment and progress of pupils.

The headteacher and senior staff know the school well. They have used both formal and informal arrangements to identify the school's most significant strengths and areas for improvement. However, written feedback to teachers does not always identify precisely how their work can be improved. Although there are some systems in place for checking on the quality of teaching, including lesson observations, these do not always include the evaluation of work in books and the progress pupils make over time. Although the headteacher and senior staff know where teaching is most effective and where most improvement is needed, there are no clear plans for supporting the less effective teachers to improve their practice. In addition, there are few formal opportunities for staff to learn from one another across the school.

The school provides parents, carers and others with all of the required information. The recently updated safeguarding policy and complaints procedure are available online, along with a range of other documents. The school's procedures for handling complaints are clear and concise, and meet the requirements for independent schools. The accommodation and grounds are generally well

kept and provide a safe learning environment. Good use is made of local sports facilities to overcome the limitations of the site. The current arrangements for changing facilities are suitable and meet requirements but senior staff are aware that as the number of boys in the senior school increases they will need to increase the provision.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	104966
Inspection number	424498
DfE registration number	343/6001

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent
School status	Independent School
Age range of pupils	4–16
Gender of pupils	Mixed
Number of pupils on the school roll	90
Number of part time pupils	3
Proprietor	Streatham Schools Limited
Chair	Debby Rigby
Headteacher	Debby Rigby
Date of previous school inspection	25 June 2009
Annual fees (day pupils)	£3000–£3600
Telephone number	0151 924 1514
Fax number	Not applicable
Email address	enquiries@streatham-arts.co.uk

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