

# The Streetly Academy

Queslett Road East, Streetly, Sutton Coldfield, West Midlands B74 2EX

## Inspection dates

12–13 February 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- In the past, leaders have not acted quickly enough to address the decline in standards at the school. Consequently, pupils, especially the disadvantaged, pupils with special educational needs and/or disabilities and most-able pupils, have made weak progress.
- Some teaching does not take full account of pupils' abilities and needs. Consequently, disadvantaged pupils' progress, although improving, is still low. Similarly, some most-able pupils are not making the progress they should because some teachers' planning lacks sufficient stretch and challenge for them.
- The headteacher and governors have recently strengthened the leadership team and introduced a range of improvement initiatives. While some initial success is evident, it is too soon to see the full impact of these strategies on pupils' outcomes.
- Leaders' analysis of the quality of teaching in the past has been over-generous. As a result, they were not able to stem quickly the decline in the quality of teaching. Processes in place to monitor teaching are robust and now allow leaders to put support in place when any underperformance is identified.
- Although improving, outcomes in the sixth form are not yet sufficiently strong. Students have not routinely benefited from work-related learning. The new leader in charge of careers advice has, in a short time, introduced effective systems to ensure that students now receive appropriate careers information.
- The school's work to promote pupils' literacy skills is not consistently applied by all teachers. As a result, pupils' work shows examples of spelling and/or grammatical mistakes that are not addressed and become errors over time.

### The school has the following strengths

- Pupils' behaviour is good. They are friendly, polite and courteous. Pupils speak with pride about their school and say, 'All of our teachers care about us.' Leaders have created a truly inclusive school with a strong moral focus.
- The pastoral care pupils receive is a strength. Pupils benefit from high-quality support and are very complimentary about it.
- The curriculum has recently been redesigned and now offers a range of appropriate courses that ensure pupils are well equipped for their next steps.
- The relatively new assessment systems ensure that leaders are able to gather accurate information about pupils' progress and to intervene when pupils need to catch up.

## Full report

### What does the school need to do to improve further?

- Strengthen leadership, by ensuring that:
  - the rate of improvement is quickened across the school and strategies lead to better achievements for all pupils
  - leaders routinely plan for and evaluate the impact of the pupil premium funding on disadvantaged pupils' progress.
- Improve teaching, so that pupils, especially the most able, pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, make consistently good or better progress, by ensuring that teachers:
  - have high expectations of all pupils and what they can achieve
  - take full account of pupils' needs and abilities, so that learning is neither too easy nor too difficult
  - consistently apply the school's policies, for example, the literacy policy, so that spelling and grammatical mistakes do not manifest and become errors over time
  - provide tasks that stretch and challenge pupils, so that they make the progress of which they are capable
  - routinely ask questions that allow pupils to deepen their thinking.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- In the past, senior leaders and governors have acted too slowly to stem the decline in standards at the school. Pupils made poor progress due to variable teaching that was not identified or acted upon quickly enough. The headteacher has recognised this and relatively recently introduced several initiatives to bring about improvements. For example, he appointed senior and middle leaders and re-structured systems and processes around the school. As a result, the quality of teaching and the achievements of current pupils are improving. The headteacher and his senior leaders are determined and driven to improve the school.
- Leaders were not consistently able to accurately assess the quality of teaching. As a result, they held an over-generous view and did not address effectively any weaknesses. Consequently, the quality of teaching remains mixed, especially in science and languages. The new leadership of teaching is now strong. The introduced processes of monitoring teaching and learning are beginning to have a positive impact on the quality of teaching, which is now improving. Leaders are providing targeted training and support for teachers because they know where it needs improvement.
- Recent appointments at middle leadership level have been effective. Middle leaders form a hardworking and committed group of professionals. They now play a pivotal role in the school's improvement drive. They routinely monitor the quality of teaching and pupils' progress. Middle leaders moderate pupils' work to ensure that everyone has a common understanding of the required standard of work. They hold regular meetings with senior leaders in which pupils' progress is discussed. As a result, leaders now have a more accurate view of how well current pupils are achieving.
- Leaders' use of additional funding is mixed. The Year 7 catch-up funding is used effectively to ensure that pupils catch up on their reading ages, for example. However, the pupil premium funding is not yet planned and analysed as effectively. Leaders have implemented a range of intervention strategies and targeted support for disadvantaged pupils. However, the spending plan and the analysis of the effectiveness of the spending lack precision and detail. As a result, leaders are not routinely able to say which strategy is successful and which is not.
- The school's historic curriculum did not enable pupils to make rapid progress and reach the standards of which they were capable. Leaders have re-designed and implemented a new, more effective curriculum. Pupils now complete courses that are matched to their abilities, needs and career aspirations. Pupils' progress and attainment are closely monitored to ensure that any underachievement is addressed. As a result, current pupils are making better progress than those in previous years.
- While the number of pupils taking the English Baccalaureate suite of qualifications has declined and is now low, leaders are committed to improving uptake. Leaders are continuing to remodel the school's curriculum to ensure this happens.
- The curriculum is effectively underpinned by a varied and rich offer of extra-curricular activities, including various sports and performing arts clubs. Leaders keep accurate records of pupils who attend these events.

- Newly qualified teachers regard highly the support that they receive. They feel fully supported as they develop their skills in teaching and managing pupils' behaviour. They value the quality of the training and the way in which leaders encourage them to be reflective practitioners. Through this support, newly qualified teachers are already able to speak with passion and knowledge about a range of educational topics. They understand their role, for example, in keeping pupils safe.
- Leaders have created an inclusive school where pupils feel well cared for. Safeguarding arrangements are robust and pupils feel safe. Parental support of the school is high. Leaders place a high value on the personal development of their pupils. As a result, pupils are courteous and friendly, and respectful of each other and adults.

### **Governance of the school**

- Members of the governing body know the school well and have a clear view of the strengths and those areas the school needs to improve further. In the past, although providing a sharp and robust level of challenge to senior leaders, the impact of that challenge has been mixed. The chair of governors is clear about his expectations of school leaders. He now holds weekly meetings with the headteacher to ensure that the recently introduced improvement strategies have a positive impact on raising standards at the school. Governors are dedicated to the school and possess many strengths. They bring a range of relevant experiences and expertise to their roles.
- Members of the governing body have high expectations of the school's performance and strive for a school where pupils are happy, receive an excellent education and grow as human beings.
- Governors use information gathered through visits to school, as well as from reports provided by leaders, to ask challenging questions in order to bring about further improvements. They assure themselves of the accuracy of information shared because they have the expertise and have received the training to do so.
- Governors monitor the school's budget carefully. They check that safeguarding arrangements are robust and ensure that systems to manage teachers' performance focus on improving the quality of teaching and pupils' outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- All statutory safeguarding requirements are in place, including policies and staff training underpinned by regular updates and safeguarding newsletters. Leaders keep accurate records and liaise well with other agencies as and when required.
- Leaders have successfully created a culture throughout the school of keeping pupils safe. Staff understand their responsibility to keep pupils safe from harm. Members of staff receive regular child protection and 'Prevent' duty training and updates about safeguarding. As a result, they are confident to make referrals if they have any concerns. Leaders deal with such referrals speedily and appropriately.
- All pupils who spoke with inspectors confirmed that they feel safe and secure in school. The vast majority of parents and carers who completed Parent View, Ofsted's online questionnaire, also confirmed that their child is safe in school. Pupils have a secure

understanding of how to keep themselves and others safe. They have a clear understanding of issues surrounding e-safety and the dangers surrounding social media, for example.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is too mixed across the school to be good. Over time, leaders' view of the quality of teaching was too positive. As a result, they were not able to quickly make the link between the variable quality of teaching and pupils' declining outcomes. Leaders focused too heavily on teaching practices, rather than on what impact the teaching was having on pupils' learning.
- The new leadership of teaching is effective. Processes and systems to monitor teaching are more robust and now allow leaders to identify where teaching does not meet their high standards. Consequently, they are able to put support in place when it is needed.
- While strengths in teaching exist, especially in drama for example, inconsistencies remain between subjects and between teachers in some departments, for instance, in science and languages. This was evidenced by observations of the quality of teaching and scrutiny of pupils' work in books, and confirmed by senior leaders who undertook these activities jointly with inspectors.
- The relatively new assessment system is effective. Pupils sit a baseline test at the start of the academic year. Their progress is then checked at appropriate times throughout the year. Leaders monitor and assess pupils' progress regularly. Middle leaders and teachers moderate pupils' work to ensure that they have a common understanding of the standard of work required. Because of this, they are able to identify when pupils fall behind and then close the gaps through timely interventions.
- Some teachers do not have high enough expectations of their pupils. They plan lessons, use resources or ask questions that do not routinely match pupils' needs, abilities or interests. When this happens, pupils, especially some most-able pupils, do not get tasks that stretch them or challenge their thinking. Consequently, they find work too easy and their progress slows. Conversely, pupils who need extra support with their learning are sometimes not given it to help them access their learning. In those instances, pupils' work is of poor quality or left unfinished, or pupils do not attempt it at all.
- Where teachers have a secure understanding of pupils' abilities, they develop their knowledge through targeted questioning. They give pupils time to think and deepen their understanding. For example, in drama and art, teachers' good subject knowledge and probing questioning enable pupils to analyse and process information accurately. As a result, pupils are engaged, motivated in their learning and make strong progress.
- Not all teachers apply school policies consistently well, such as the school's literacy policy. Pupils' written work, in some lessons, is showing many examples of spelling and grammatical mistakes that, left unchecked, have become errors over time.
- Relationships between teachers and pupils are strong in the vast majority of classes. Where they are evident, they contribute to effective learning and strong progress. In these lessons, pupils display very positive attitudes towards their studies.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff communicate sensitively and effectively with each other about their pupils to ensure that information is shared. All work hard to make pupils' well-being a priority.
- Pupils and parents are overwhelmingly positive about the pastoral care the school provides. Pupils state that teachers and support staff care about them, and this has a positive impact on their well-being and mental health. The pastoral care pupils receive is highly effective and a clear strength.
- Pupils understand different types of bullying and they know what to do if they experience any. They say that bullying is extremely rare at the school and they expressed confidence in adults to deal with any that may occur. Several pupils told inspectors how much they appreciated the support from members of staff when they had experienced difficulties.
- The school's work to promote pupils' personal development is a strength at key stage 3. Pupils benefit from a programme to raise awareness of issues such as sex and relationships, mental health and well-being, e-safety, social media dangers and how to keep themselves safe in a range of different situations inside and outside school. The school's work to promote pupils' personal development at key stages 4 and 5 is delivered through a number of 'drop-down' days when the normal timetable is suspended. Older pupils expressed a keenness to have more input in that particular aspect of their school life.
- Pupils at the school benefit from a wide range of leadership opportunities, for example, by working in the student council and as sports leaders. Sixth-form students run lunchtime activities for younger peers, support them with their homework and help in the school's library. Pupils are highly complimentary about the many opportunities afforded to them.
- A small number of pupils attend appropriate alternative provision, which meets their needs and interests. There are regular checks to ensure that pupils are engaged in their learning programmes and that they make the progress they should.

### Behaviour

- The behaviour of pupils is good.
- The leadership of this aspect of the school's work is strong. Leaders have clear, precise and robust procedures in place to monitor, track and analyse pupils' behaviour and attendance. Teachers routinely apply the school's behaviour policy. As a result, pupils' behaviour is good and they enjoy school.
- Pupils show respect for the views and ideas of others. The school is inclusive, and observations of pupils in lessons and at break- and lunchtimes saw pupils socialising together well. Pupils are happy.
- Pupils are friendly, courteous and very polite. They are proud of their school and would

recommend it to other pupils. Pupils say that teaching time is hardly ever wasted due to poor behaviour. The school's records show that incidents in which leaders needed to intervene are very low. Pupils are rarely excluded from school.

- Attendance for all pupils, including groups of pupils, is strong. Pupils seldom miss time from school and very few are persistently absent.
- Staff are diligent in checking on pupils on alternative provision placements. They monitor and assure themselves regularly of pupils' attendance, well-being, behaviour and progress while on their placements. Leaders stay in close contact with parents, and parents attend meetings in which they are informed about how well their child is doing.

## Outcomes for pupils

## Requires improvement

- Pupils join the school with average prior attainment. Although improving, outcomes for pupils who left Year 11 in 2017 and 2018 were not good enough. Disadvantaged pupils, pupils with SEND and the most able pupils made particularly weak progress.
- Information supplied by leaders, matched with work seen in lessons and in pupils' books, shows some stronger gains in learning for current pupils. This is because of improving teaching and more robust, systematic checking of how well pupils are achieving.
- Although improving, most-able pupils do not achieve well enough. Too many do not develop the wide knowledge and deep understanding needed to attain higher standards. Some teachers' expectations of the most able pupils are still too low, and their planning lacks sufficient opportunities for pupils to challenge their thinking.
- Leaders focus rightly on the progress and achievements of disadvantaged pupils. As a result, their progress improved in 2018, but still remained well below that of other pupils. Interventions are now put in place more effectively, because leaders monitor pupils' progress more successfully. However, their analysis of which intervention is successful and which is not, is not yet as well developed as it could be. Consequently, leaders cannot always state which strategy is having a positive impact on pupils' learning and which is not.
- Pupils with SEND are beginning to make better progress than in previous years, although not yet at the standard they should. This is due to pupils now receiving effective support in and out of lessons. Adults support pupils well and ensure that they are able to complete tasks. Leaders now closely monitor pupils' progress. As a result, they know where support is best placed to have an impact on improving pupils' outcomes.
- The school's work to provide pupils with careers information, advice and guidance has been weak. The headteacher and governors have recently appointed a new leader to take ownership of this aspect of the school. Since her appointment, that leader has introduced many effective strategies to strengthen quickly pupils' experiences of having access to a wide and varied range of training providers and employers. This has had a highly positive impact on pupils' experiences and knowledge about possible future careers. Pupils and sixth-form students now have a broader range of exciting opportunities to meet with employers and universities. For example, at the time of the inspection, the school held a careers fair at which many employers and higher

education providers were present. Student uptake was very high and many spoke very positively about the event and the information they received. Although now more of the minimum requirements for effective careers advice, information and guidance are met, it is still not all of them and this aspect remains a work in progress.

- In the past, leaders made the decision to enter almost all Year 10 pupils early for their GCSE English Literature examination. Outcomes were not positive. This practice was not effective because pupils underachieved. Leaders have recognised this, and this practice has now ceased. Current Year 11 pupils are the last cohort who did complete their English Literature exam in the previous academic year.

## 16 to 19 study programmes

## Requires improvement

- Outcomes in the sixth form declined. That, paired with a large post-16 offer in the local community, resulted in unstable student numbers in the past. Leaders have put effective plans in place to bring about improvements after that period of decline and some impact is now evident.
- The quality of teaching is improving and in some subjects it is strong. Teachers have good subject knowledge and share their enthusiasm for their subjects with students who are keen learners. Teachers routinely plan lessons that engage and motivate students, and relationships are excellent.
- In the past, outcomes in the sixth form have been weak. Outcomes for current students are improving in a range of subjects. Assessment information and work in students' books and folders show that students now make better progress across a range of subjects, although not in all. There remain approximately 10 subjects in which students do not make the progress they should.
- The entry requirements for the sixth form and the curriculum have been re-structured to ensure that students access and complete courses that match closely their abilities and needs. Students are now on courses that support their future career aspirations and prepare them well for their next steps.
- Students who did not gain at least a grade 4 (formerly C) in English or mathematics in their GCSE exams re-sit these exams in the sixth form. Information shows that students do well in their re-sits, and most gain the qualifications needed to access higher and further education.
- The school's work to ensure that students have the opportunity for work-based learning is now in place but had not been in previous years. All Year 12 students will this year for the first time benefit from work experience placements. As a result, students now gain an insight into working life and their future career choices.
- Leaders now ensure that students benefit from effective careers advice and guidance. The new leader has introduced individual interviews with all sixth-form students to discuss possible career options. Consequently, students will now be better informed about their next steps, may that be universities, further education, apprenticeships or employment. Almost all students who left the sixth form last year went on to employment, higher or further education or apprenticeships.
- Students behave very well. They are courteous and complimentary about their sixth form. They feel safe and well supported, and most would recommend the sixth form to



their younger peers. Students act as role models for younger pupils.

- The school's personal development programme ensures that students have access to 'drop-down' days, in which they develop their social and cultural understanding. Furthermore, many students take on mentoring opportunities to support younger pupils with their homework or during lunchtime activities, for example. While being positive about the information they receive, students expressed a wish to learn more about student finance, interview skills and personal health education.

## School details

Unique reference number	137707
Local authority	Walsall
Inspection number	10048277

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,465
Of which, number on roll in 16 to 19 study programmes	171
Appropriate authority	The governing body
Chair	Roland Roberts
Headteacher	Billy Downie
Telephone number	0121 353 2709
Website	<a href="http://www.thestreetlyacademy.co.uk">www.thestreetlyacademy.co.uk</a>
Email address	<a href="mailto:postbox@thestreetlyacademy.co.uk">postbox@thestreetlyacademy.co.uk</a>
Date of previous inspection	12–13 December 2012

## Information about this school

- This school is a stand-alone academy. Governance to the school is provided by the school's governing body. The school is a teaching school.
- The school is larger than average. The majority of pupils are of White British origin.
- The proportion of disadvantaged pupils and pupils with support for SEND is average. The number of pupils who have an education, health and care plan is average.
- A very small number of key stage 4 pupils attend full- or part-time alternative provision at St George's Handsworth, Oscott Academy and Walsall College.

## Information about this inspection

- Inspectors reviewed a wide range of documentation. This included: the school’s self-evaluation and action plans; school policies; information about pupils’ attainment and progress, behaviour and attendance; and information on the quality of teaching, learning and assessment.
- Inspectors visited lessons in all key stages in a wide range of subjects, most jointly with senior leaders. They observed pupils’ behaviour between lessons, and at breaktime and lunchtime.
- Inspectors evaluated the work in pupils’ books and folders across a range of year groups and in the sixth form when visiting lessons.
- Inspectors held formal meetings with governors, senior and middle leaders and teachers, including those that are newly qualified.
- The views of parents were considered through 303 responses to Parent View.
- Inspectors had informal discussions with a large number of pupils in lessons, and at breaktime and lunchtime.

## Inspection team

Bianka Zemke, lead inspector	Her Majesty’s Inspector
Gwendoline Onyon	Ofsted Inspector
Tim Bassett	Ofsted Inspector
Dan Robinson	Ofsted Inspector
Rob Hackfath	Her Majesty’s Inspector
Clare Considine	Ofsted Inspector

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