

Inspection of Streetsbrook Infant and Early Years Academy

Ralph Road, Shirley, Solihull, West Midlands B90 3LB

Inspection dates: 11 and 12 January 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

Ofsted has not previously inspected Streetsbrook Infant and Early Years Academy as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Streetsbrook Infant and Early Years Academy is a school where pupils thrive. They thoroughly enjoy attending and speak proudly of their school and their work. There are high expectations for all, and pupils relish doing their very best.

Pupils feel safe. They know that adults in school care for them and that there is always a trusted member of staff to talk to. Pupils also take care of each other.

Pupils behave very well in lessons and around school. They say, 'We are always respectful.' Pupils know what bullying is. If it does happen, adults quickly sort it out. Pupils, including those with special educational needs and/or disabilities (SEND), work and play cooperatively together. They recognise and understand difference and celebrate their own and others' successes. They are taught values and reflect these in their understanding of how the world works.

Pupils enthusiastically take on responsibilities and develop independence. Pupils elect representatives to the school council and have a voice across the school. They are listened to and valued. Parents and carers are overwhelmingly supportive of the school and really appreciate all that it gives their children.

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

Leaders and staff are passionate about ensuring that every pupil leaves their school 'life ready'. There is a sharp focus on pupils' personal development. For example, children in Nursery are well prepared for swimming lessons before they start them. Pupils in Year 2 perform their Christmas nativity at a local theatre. Parents are invited in to talk about the world of work. Pupils learn about democracy and apply this to their own lives. As a result, pupils are very well prepared for life in modern Britain.

From the beginning of Nursery, children learn routines and teachers' expectations. They listen carefully, follow instructions and play collaboratively together. In Reception, children use their independence skills to photograph their own work. They upload the images to an online platform for their teachers to see. They practise their mathematics, for example by learning 'what is four and what is not four'. This learning is supported by skilful adult questioning and, where needed, adaptation.

In early years, children listen to sounds in the environment. They begin to learn that letters represent sounds. This prepares them to begin learning to read. Leaders have recently introduced a new phonics scheme. They have ensured that all staff are trained to deliver it. However, the scheme is not yet embedded. As a result, there are some inconsistencies in the way in which some pupils are being taught to read. Pupils learning to read are regularly assessed. Leaders identify those who are falling behind. However, they do not focus precisely enough on how these pupils are supported to catch up.

Across the wider curriculum, leaders have identified precisely what they want pupils to learn and when they want pupils to learn it. Teachers ensure that pupils regularly revisit important knowledge so that they can build on what they know over time. For example, in computing, pupils start every lesson with an e-safety scenario. As a result, they develop their understanding of how to keep themselves safe when online. Leaders ensure that pupils are regularly assessed so that teachers can identify their next steps of learning.

Pupils are incredibly proud of their learning. They know that what they are learning now will help them in the future. They are keen to show that they are 'persevering parrots' and 'reflective rhinos'. They know that these, and other learning characteristics, will help them to succeed in school and beyond.

Pupils with SEND are very well supported to access the same learning as their classmates. Their needs are swiftly and accurately identified, and effective additional support is put in place, where needed. For example, staff expertly use a sensory room and resources to develop pupils' mobility. Here, as across the school, pupils enthusiastically champion each other and celebrate their own and others' success.

Pupils' behaviour is exemplary. While there is a buzz of enthusiasm across school, pupils show the utmost respect for staff and each other, including when learning. Pupils are polite and helpful. They delighted in talking to inspectors and sharing their pride in their school.

Staff are proud to work at Streetsbrook. They know that leaders and governors are mindful of their well-being. There have been some unavoidable staffing changes recently. Leaders have managed these changes well in order to ensure limited impact on pupils and their families. Parents appreciate this. One parent summed up the views of many by saying that this is, 'the ultimate example of a fully inclusive environment in which all children flourish'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff put the pupils and their families at the heart of everything they do.

Staff are well trained. They keep a careful eye on pupils and families. They use agreed systems in school to report any concerns. Leaders robustly follow up these concerns. Leaders engage fully with external support, when needed, to ensure that pupils are safe and well cared for.

Pupils are taught how to keep themselves safe through the curriculum, including when online. Pupils also have a voice in safeguarding in school and take on responsibilities to ensure that they and their friends are safe from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variability in the way that phonics is delivered. This means that some pupils are not benefiting from a consistent approach to how they are taught phonics. Leaders should ensure that staff use the training they have had to deliver the phonics scheme consistently well in order to achieve the intended outcomes for pupils.
- Leaders have not ensured that some pupils who are falling behind with reading always receive the right support at the right time. As a result, some pupils who are learning to read do not consistently receive the precisely targeted teaching that they need. This slows their learning and hampers them from catching up quickly. Leaders should make sure that there is sufficient focus on ensuring that pupils who are falling behind with reading receive high-quality support and are able to catch up quickly.

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

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| Unique reference number | 142979 |
| Local authority | Solihull |
| Inspection number | 10242329 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 229 |
| Appropriate authority | Board of trustees |
| Chair of trust | Adrian Pierssene |
| Headteacher | Louise Minter |
| Website | www.streetsbrook.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school does not make use of alternative provision.
- The school offers breakfast club and after-school club on site.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors carried out deep dives in reading, mathematics, music and computing. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans where these were available, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read to a familiar adult.

- The inspectors held meetings with the headteacher, curriculum leaders, the special educational needs coordinators and pastoral leaders.
- The lead inspector held meetings with the chair and representatives of the local governing body and spoke to representatives from the trust.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text comments. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The inspectors talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

Sara Arkle

Ofsted Inspector

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