



# The Streetly School

Inspection Report - Amended

**Unique Reference Number** 104258  
**Local Authority** Walsall  
**Inspection number** 286892  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Michael Smith HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Queslett Road East
<b>School category</b>	Foundation		Sutton Coldfield
<b>Age range of pupils</b>	11–19		B74 2EX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 3532709
<b>Number on roll (school)</b>	1196	<b>Fax number</b>	0121 3530212
<b>Number on roll (6th form)</b>	171		
<b>Appropriate authority</b>	Interim executive board	<b>Chair</b>	John O'Hare
<b>Date of previous school inspection</b>	17 January 2005	<b>Headteacher</b>	Deborah Hunton

<b>Age group</b> 11–19	<b>Inspection dates</b> 31 January –1 February 2007	<b>Inspection number</b> 286892
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## **Amended Report Addendum**

Report amended due to Ofsted notification

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## **Description of the school**

Streetly is a larger than average school and specialist sports college with an average sized sixth form. Attainment on entry to the school is above average. Students come from a wide range of social and economic backgrounds which are generally more favourable than average. The proportions of students eligible for free school meals, from minority ethnic groups or who are learning English as an additional language, are below average. The school is a resource base and designated school for students with physical disabilities. When the school was last inspected in January 2005 it had significant weaknesses in achievement in GCSE examinations, and in the teaching and achievement in Years 10 and 11 in English and science. An interim headteacher was appointed for the summer term 2006 before the present headteacher took up her post in September.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

At the time of the previous inspection the school was judged to have serious weaknesses. Initially, the school failed to respond well enough to ensure students made satisfactory progress and achieved well enough in GCSE examinations. Since Easter, the very strong leadership of the interim and new headteachers has made sure that students make better progress. Subject and pastoral leaders are effectively focused on improving the quality of the provision and support for students and held to account for the standards in their areas. Accurate assessment records show that many more students are achieving in line with expectations. Inspectors agree with the school's self-evaluation that it now provides a satisfactory standard of education; therefore the school's previous designation as having serious weaknesses no longer applies.

Students generally feel safe in school. The good care and guidance ensure students know how to improve. The well focused additional support available has been instrumental in accelerating the progress students make and raising standards. They now generally achieve satisfactorily but standards could be higher. Healthy living is understood by students who respond accordingly. They really enjoy participating in the large range of sporting opportunities available and they are proud of the sports status of their school. Many commented that they felt their school had improved significantly recently. One boy said, 'It doesn't matter what you write in your report we know the school has got a lot better.'

Teaching has improved and is satisfactory with some very good examples. Teaching is better when subject leaders have closely monitored the work of the department and identified and improved areas. However, it is not yet consistently good across all areas. The curriculum has been improved since the previous inspection and is now satisfactory. It includes more appropriate courses to enthuse and better prepare students for life beyond school. Because the school has rightly been pre-occupied on improving the quality of teaching and learning, some whole school procedures are not always followed consistently by staff.

The school makes very effective use of its specialist subject area to enhance the curriculum by working with other departments within the school and with local primary schools. Expertise in teaching is shared with teachers of other subjects and is effective in highlighting and extending good practice. The very strong emphasis on team working and leadership skills during physical education lessons and the improved standards in the key skills help prepare students well for their next phase of education and the world of work.

The headteacher gives very strong leadership and has quickly identified the key areas for improvement. However, support from the senior team is inconsistent and does not always effectively identify and focus on the correct issues to drive forward the improvements needed. Strong subject leadership ensures departments are well organised and are improving. The school's accurate self-evaluation includes inputs from departments, students and governors. It correctly identifies the key strengths and weaknesses which are used to formulate an appropriate improvement plan. The

school has made good progress in improving the quality of teaching and learning and improving behaviour. Standards are improving and are broadly average but are still weak at Key Stage 4.

Although the school's overall effectiveness is satisfactory, its performance in one respect is inadequate. The overall quality of leadership and management at all levels is weak because of inconsistencies in senior leadership. Before its next inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

Students make satisfactory progress to achieve satisfactory standards. Results are particularly good in health and social care. The personal development of sixth form students is good. They make a significant contribution to the work of the school, especially through supporting younger students.

Teaching is good and the satisfactory curriculum meets the local needs well through a good range of A level courses. Students feel that they are well advised and mentored about future pathways. Staff monitor students' academic progress carefully, acting swiftly on evidence of underachievement. The leadership and management of the sixth form are satisfactory, with recent improvements in the monitoring of teaching. However, the school is not yet analysing fully the data from public examinations to identify groups of students and subjects where further action is required.

### **What the school should do to improve further**

- Raise standards at Key Stage 4 by building upon the improvements at Key Stage 3 and GCSE results this summer.
- Improve the quality of teaching and learning by building upon the good practice within the school.
- Improve the leadership of the senior team to the quality of the best and ensure better use of data to monitor and evaluate.
- Update all staff on appropriate procedures to ensure a consistent approach across all areas.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Students enter the school with standards slightly above average for their age. After a number of years when standards remained low, the number of students who gained five or more higher level passes at GCSE rose significantly in 2006 and standards were broadly average. Very accurate school records show that well targeted support has enabled students to make satisfactory progress and results in recent mock examinations

show a significant rise in standards across all levels. Students now achieve satisfactorily. Students with learning difficulties or disabilities make similar progresses to their peers.

Standards at Key Stage 3 improved in English, mathematics and science in the national tests in 2006. Students make good progress in English so that standards are above average. Progress in science and mathematics are satisfactory and standards broadly average. In the sixth form, students make satisfactory progress to reach satisfactory standards.

The school met, or was close to meeting, most targets in 2006, some of which were particularly challenging. The GCSE examination results in physical education and dance were particularly good, which reflects the school's commitment to its specialist subject area.

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

### **Grade: 3**

#### **Grade for sixth form: 2**

Most students enjoy coming to school. They have a positive attitude to their studies and the many additional opportunities to participate in the extensive range of sports and clubs on offer. Behaviour in lessons and around the school has improved and is satisfactory overall, with some students behaving impeccably. A minority of students are not yet responding to the positive measures put in place to encourage good behaviour. This is mainly when teaching does not engage their interest and the pace of the lesson is slow. Some parents comment that behaviour had improved whilst others say that it remains poor. Students say that bullying is rare and when it happens it is dealt with well.

Attendance overall is average and punctuality to lessons has improved and is now satisfactory. Students of different ethnic backgrounds work and socialise harmoniously. They have a good awareness of different cultures. Contributions by students to the community are good, with many involved in initiatives to raise funds for charity and work with the local junior schools through the sports leader programme. Spiritual, moral, social and cultural development is satisfactory. Students adopt safe practices, particularly on school premises and moving between lessons. Students are encouraged to adopt healthy lifestyles, particularly through a very good programme of extra-curricular sport and more healthy eating options. However, arrangements for students to eat packed lunches are unsatisfactory, with no designated places for them to eat. Some students smoke in school which many others find very annoying and anti-social.

Students are well prepared for the future. They all do a work placement and develop appropriate key skills. Work done in physical education lessons and for those following the Duke of Edinburgh Award and Sports Leader programmes makes sure they develop good leadership and team building skills.

Sixth form students enjoy a wide range of opportunities to take responsibility and take pride in their contribution to the school community, for example through the

support that they provide to lower school students in tutor groups and subject lessons and organising house competitions. They also enjoy the experience of training local primary school children as part of their junior sports leadership course.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

Teaching and learning are satisfactory and have improved since the previous inspection. There is some very good teaching and the school is using its sports specialist status well to extend this to all curriculum areas.

Teachers know their students' starting points and the grades that students are expected to achieve. Teachers plan appropriate activities matched to students' abilities although these do not always stretch the most able. Learning outcomes are made clear at the start of lessons and sometimes returned to at the end of the lesson to consolidate learning. Questioning is used well by some teachers to develop reasoning and explaining skills, however too often questions are asked which only require simple answers.

Teachers plan their lessons to take into account different learning styles, particularly activities that involve students moving around. For example, in a Year 11 geography lesson, students acted out uninformed and informed responses to an earthquake. This helped students to 'feel of the effects' and reinforced their learning

Students comment that they enjoy lessons which involved interesting learning activities and are fast moving. Teachers encourage students to learn from each other through paired and group discussions, but this does not always include them explaining what needs to be done to improve each other's work. Work in folders and exercise books is marked up to date with many encouraging comments, but advice on how to improve is not always given.

Teaching is good in the sixth form as it is well focused on appropriate learning outcomes and gives students clear advice on how to improve.

### **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The curriculum is satisfactory in the main school and effectively meets the needs of most students. Some departments are using data appropriately to identify areas of weakness and to adapt work accordingly so that students are better prepared for examinations. However, this is not consistent across all areas and is in the early days of implementation. The range of options at Key Stage 4 offers sufficient choice and flexibility and is focusing more on individual needs and interests. However, the provision

for different pathways does not always meet the needs of all students, particularly those who are less motivated by traditional courses.

The sixth form curriculum satisfactorily meets the needs of students and by concentrating on advanced courses, complements the work of other local education providers. Religious education is now taught to all sixth form students who also have weekly physical education classes.

A strength of the school is the wide range of extra-curricular activities available, particularly, but not only, in sport. These provide students with good opportunities to improve their skills and contribute strongly to their enjoyment and personal development. Students also have the opportunity to study additional GCSE subjects such as astronomy after school. The school's status as a sports college is having an effective impact not only on the provision in physical education but in other areas like science and English.

## **Care, guidance and support**

### **Grade: 2**

#### **Grade for sixth form: 2**

Care guidance and support are good. Support for students with physical disabilities is excellent. Relations with staff are generally good and all students have access to an adult for academic or emotional support. Form tutors are effective in supporting students' progress and development in school. The school nurse and counsellor both provide excellent emotional and social support.

Most students are aware of the levels to which they are aspiring and the level at which they are working. This is not consistent across all subject areas and feedback on students' work does not always advise them on how to improve. Students who are likely to underachieve are identified and appropriate support, including the effective use of learning mentors, is put in place. The school has a number of support strategies for Year 11 students, including an extensive revision programme which includes working in a consortium with three other schools to provide a dedicated day on study skills.

The school works hard to gain the views of students and parents but some feel that their views are not always sought or listened to. The site manager has a very good grasp of what is required and ensures the safety of all students. Child protection arrangements are satisfactory.

Sixth form students are supported and mentored well. They, along with students from other years, feel they receive good support and advice as they progress to the next phase of education or the world of work.



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## **Leadership and management**

### **Grade: 3**

#### **Grade for sixth form: 3**

Leadership and management are satisfactory overall, including in the sixth form. The highly effective headteacher gives a very clear steer and direction to the school. Subject and pastoral leadership have improved and these staff are effective in leading and developing their areas so that students' progress has accelerated and standards are rising. However, leadership within the senior team is inconsistent and is not effective enough to support fully the drive for improvement needed within the school. For example, data are not analysed and used well to identify and monitor areas for improvement.

Subject and pastoral leaders are held to account for their work well. They have undergone an effective self-evaluation, including the views of students in some areas, which feeds into the comprehensive whole school evaluation. Appropriate areas for development have been identified and used to formulate a clear improvement plan. The strong focus on improving teaching and learning and raising standards now ensures that students have equal opportunities to succeed, and many do.

Governance is good and rigorously challenges and supports the school. Many of the areas from the last inspection have improved, for example the work in Years 10 and 11 and the quality of teaching within science and English. The specialist status of the school has been used well to support these improvements and plans are in place to extend this. The school has demonstrated good capacity to improve further and gives satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</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>	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The effectiveness of the school's self-evaluation	2	3
The capacity to make any necessary improvements	2	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	1
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>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	2	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.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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**

We visited your school recently and met with some of you at lunchtime and talked to others during lessons and at break. We were very pleased with the friendliness you showed us and how helpful you were. Your school has made good progress since its last inspection and it no longer has serious weaknesses. It is now satisfactory overall.

Staff support and guide you well, which helps you to make satisfactory progress in the school and to gain generally satisfactory results in your examinations. However, we have asked your school to work with you to improve results further, particularly in GCSE examinations. Teaching is generally satisfactory with a significant number of lessons being good or better, particularly in the sixth form. Many of you told us you preferred it when lessons were lively and interesting and we have asked your school to improve the overall quality of lessons so more lessons are like this. You can help by making sure the small number of you who misbehave in lessons do not to spoil it for your friends and classmates by behaving better.

Many of you have a very good understanding of what you need to do to become healthy and you thought the school helped you. However, some of you smoke and this is having a very poor impact upon your health as well as annoying other students. Again, this is an area where you can help improve both your own health and the 'atmosphere' in school by stopping. The curriculum is now more appropriate for your needs and you also take part in a variety of extra-curricular activities. Many of you commented on how you were proud of the school being a sports college and how you thought this helped you in PE and other areas. You were proud of the work you did with other schools and, for some of you, with younger students in your own school.

Many of you commented at the impact the new headteacher has had and how you feel the school has improved recently. As well as the areas noted earlier, we have asked your school to make sure all staff are aware of the procedures they should be following and to improve the work of the senior team so that they are all equally good.

We wish you well in this improving and supportive school and thank you again for your cooperation.