

The Streetly School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 104258 |
| Local Authority | Walsall |
| Inspection number | 336271 |
| Inspection dates | 12–13 November 2009 |
| Reporting inspector | Michele Parker HMI |

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

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|--|---|
| Type of school | Comprehensive |
| School category | Foundation |
| Age range of pupils | 11–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 1353 |
| Of which, number on roll in the sixth form | 189 |
| Appropriate authority | The governing body |
| Chair | Jacqueline Jones |
| Headteacher | Julia Hill |
| Date of previous school inspection | 1 January 2007 |
| School address | Queslett Road East Sutton Coldfield B74 2EX |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 29 lessons, and held meetings with governors, staff, groups of students and parents. They observed the school's work, and the school's improvement plan, safeguarding policies and documentation, tracking of students' progress, individual action plans (IEPs) of a number of students with learning difficulties and/or disabilities, minutes of governors' meetings, 383 parental questionnaires, 130 student questionnaires and 41 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of higher and middle ability girls at both key stages to determine whether teaching is sufficiently challenging
- the achievement of students receiving free school meals throughout the school to ensure they achieve in line with those who do not have free school meals
- the achievement of those students who have special educational needs to ensure that they are given the support they need to make at least satisfactory progress
- the care, support and challenge provided for looked after students to ensure they prosper while at school and post-16
- the quality of leadership and management at all levels to ensure that the school can sustain improvements.

Information about the school

This is a larger-than-average school and specialist sports college with an average sized sixth form. Students' attainment on entry to the school is above the national 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 and from minority ethnic groups, who are mostly Indian, are below average. The proportion of students with special educational needs and/or disabilities, and who have a statement of special educational needs, is in line with the national average. The school is a resource base and designated school for students with physical disabilities. An interim headteacher was appointed in the summer term of 2006. There have been two headteachers since the previous inspection. A new headteacher has been appointed to take up post from January 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is an improving school. The acting headteacher has made additions to the senior leadership team and led improvements to teaching and learning. As a result, all groups of students now make at least satisfactory progress and attainment has risen. The school's self-evaluation is now based on a wide range of robust data. This is being analysed well and gives the school an accurate picture of its strengths and areas for development. Recruitment to the school has improved so that all departments are now fully staffed with specialist teachers. Weaknesses in the teaching and management of English have been addressed. These factors all contribute to the school's increased capacity for improvement. The school's physical education specialism is used very effectively to raise the self confidence of students and has increased their participation levels in physical activity. It is an area of good practice which positions and supports the school well for its planned developments.

Teaching and learning have improved and students commented on how much they enjoy learning. Careful monitoring by the senior team and middle leaders has improved teaching but needs to focus more on individual groups of students to ensure they make good progress. Also, lesson planning needs to be refined further to ensure that teaching meets individual students' needs. Students know their targets in lessons but are not always clear what they need to do to achieve them. The school has a system to quickly address any incidents of poor behaviour in lessons. Nevertheless, behaviour remains a concern of parents. During the inspection, behaviour in lessons and around the school was good. Staff use firm actions and careful behaviour management strategies. As a result, exclusions have been greatly reduced and students who are reintegrated into school are supported effectively back into lessons.

Students' skills in English, mathematics, science and information and communication technology are developed effectively and the curriculum overall is now better matched to individual students' needs. Thus students are prepared well for life beyond school.

What does the school need to do to improve further?

- Improve the progress of all groups of students so that it is at least good by the summer 2010 by ensuring:
 - teachers' use data more effectively in planning their lessons to ensure that teaching better meets the needs of all groups of learners
 - feedback to students makes clear what the next steps in their learning are and how they need to improve their work

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- monitoring of teaching and learning focuses on the progress of all groups of students.

Outcomes for individuals and groups of pupils**3**

In 2009 attainment at the end of Key Stage 4 improved and the school exceeded its challenging targets. This was partly because of the significant improvement in English results. The overall improvements in results are part of a three-year upward trend. The school works effectively to ensure that all groups of students make at least satisfactory progress. Setting in English, mathematics, science, modern foreign languages and physical education ensures that lessons are appropriately demanding for higher and middle ability students. Those with special educational needs are appropriately taught in smaller groups and receive carefully targeted support from teaching assistants who know their students very well. Assistants make well thought out interventions and encourage students to be independent. The school has a special transition group for those in Year 7 who are at risk of underachieving. Good use is made of information from systems established with primary schools which ensures that these students settle quickly and benefit from their carefully structured support. Potential underachievement in all year groups is identified quickly and appropriate interventions put in place. Students who are looked after are supported well and make at least satisfactory progress.

Learning in all lessons is at least satisfactory, and for many students it is good or better. Teachers are improving the pace and variety of activities in lessons to effectively meet groups of students' needs. This has increased students' enjoyment and engagement. The focus on improving behaviour has ensured that students are responding well to the school's appropriately high expectations. Effective systems ensure that prompt action supports staff to minimise any disruption to learning.

Through the school's specialism, students take on leadership roles in the community, such as sports leaders in primary schools. These opportunities promote good leadership and team work and help underpin the school's ethos. They also contribute greatly to students' positive attitudes to being healthy. Take up of sporting opportunities by all students, including those who have a physical disability, is high. Many students represent the school in both local and national sporting events. Students are encouraged to make healthy choices.

The school has worked effectively to drive up attendance which is now satisfactory and has a wide range of strategies and determination to improve it further.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Relationships between staff and students are good. Students feel listened to. The school has introduced 'stretch and challenge' in lessons to ensure that higher and middle ability students are engaged well in their learning and strive to attain ambitious but realistic targets; this has helped to raise attainment. Some teachers use questioning well to determine students' understanding of topics and adapt the lesson to build on this effectively. When this occurs the pace of learning is good and teaching is tightly matched to individual students' needs. However, these aspects are not sufficiently consistent features of most lessons. Teachers have good subject knowledge and use it well to plan interesting activities. Good revision structures have been put in place to support those at risk of underachieving in Year 11.

Students with special educational needs produce good quality work in which they take pride. They are encouraged to write neatly and to take increasing responsibility for managing their work.

The curriculum has improved; it is broad and balanced. There is a strong emphasis on personalising it to meet all students' needs. Students are encouraged to be creative and adaptable. Personal, social and health education and citizenship are highly valued by students and timetabled weekly. There are good opportunities for students to study vocational education courses including applied GCSEs. Students at all levels are well supported by a wide range of additional provision, including drop in sessions, further support in 'reading recovery' or withdrawal from some lessons to consolidate key skills. Gifted and talented students have a range of enrichment opportunities such as extension work in lessons, mentoring and workshops. Strong partnerships with external

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training providers also promote learning and raise standards for students following alternative provision programmes. The school is working at a strategic level to develop sporting opportunities in the borough and so contributes appropriately to community cohesion.

Care, guidance and support are outstanding. The school has put in place a wide range of strategies to effectively guide and support students. The school has greatly reduced exclusions through the use of its inclusion support unit and alternative education for students at risk of being disaffected. Vulnerable students have a key person, who they can talk to, to ensure they make at least satisfactory progress. Half-termly reviews of progress in all subjects are carried out for every student and reported to parents and carers. Settling-in meetings effectively inform the parents of students in Years 7, 10 and 12, of their child's progress and concerns are quickly addressed. Communication with parents, through email and telephone is effective, but parents said they would appreciate mobile phone text messages too.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The acting headteacher is highly effective. She has taken every opportunity to develop teaching and learning and so raise standards and improve progress for all. Her vision is shared effectively with her senior team who ably support her. Support for middle managers has strengthened leadership at all levels. The school has developed a range of strategies to support and challenge teachers in all departments including providing clearly measurable targets to ensure improvements are maintained. The school's data are being used with increasing confidence and sophistication by all subject leaders. They confidently monitor teaching and learning overall but have not focused sufficiently on the progress of groups of students.

The school's commitment to promoting equalities and tackling discrimination is reflected in the effective steps taken to reduce exclusions, improve staff management of challenging behaviour, support for students experiencing difficulties, and the effective work across local authorities to ensure looked after students are appropriately supported.

Safeguarding procedures are robust, clearly understood and followed by all staff. Training is regularly updated and is an appropriate part of the induction process for all staff.

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Governors monitor the progress of students well. They confidently challenge the school and use their professional knowledge highly effectively to hold the school to account. Link governors report first hand evidence of the work of departments and this ensures they have an accurate and current view.

The school has always taken an active role in all aspects of community life. The physical education specialism has provided plenty of opportunities to encourage the involvement of adults in the community and increase their participation in sport and fitness activities. It has made links with schools in Europe and Africa and the school is in the early stages of evaluating the impact of this work.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Sixth form

The effective leadership and management of the sixth form ensure that both provision and retention rates are improving. This is because monitoring, evaluating and planning ensure provision supports students' progress. Thus students make satisfactory progress with an improving trend. The dip in English and mathematics has been correctly identified and remedial action is appropriately planned. Good partnerships with other schools, colleges and universities have widened the range of courses offered to students. Data are used well to ensure students are provided with clear information on their performance towards personal targets. Students are involved with the wider community in a range of activities, for example selling poppies and organising the annual pensioners' Christmas meal.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 3 |
| Taking into account: | |
| Outcomes for students in the sixth form | 3 |
| The quality of provision in the sixth form | 3 |
| Leadership and management of the sixth form | 2 |

Views of parents and carers

The vast majority of parents, both those interviewed by inspectors and those who completed questionnaires, expressed satisfaction with the work of the school and were very positive about all aspects of the school. A small minority of parents was concerned that poor behaviour in lessons was not effectively managed; that their child was not making sufficient progress; that the school did not support their child's learning; that their child was not encouraged to be healthy and they were not listened to. The inspection judged that the school continually strives to improve its work and it has outstanding communication with parents. Inspectors judged that the school acts swiftly to counter any pocket of poor behaviour, seeks to provide every child with a well-matched curriculum and is increasingly successful in meeting the needs of all groups of students.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Streetly School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 383 completed questionnaires by the end of the on-site inspection. In total, there are 1353 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 101 | 26 | 264 | 69 | 15 | 4 | 1 | 0 |
| The school keeps my child safe | 88 | 23 | 276 | 72 | 14 | 4 | 0 | 0 |
| The school informs me about my child's progress | 87 | 23 | 235 | 61 | 45 | 12 | 5 | 1 |
| My child is making enough progress at this school | 82 | 21 | 254 | 66 | 29 | 8 | 2 | 1 |
| The teaching is good at this school | 60 | 16 | 277 | 72 | 26 | 7 | 2 | 1 |
| The school helps me to support my child's learning | 60 | 16 | 230 | 60 | 70 | 18 | 2 | 1 |
| The school helps my child to have a healthy lifestyle | 51 | 13 | 268 | 70 | 43 | 11 | 3 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 60 | 16 | 232 | 61 | 35 | 9 | 5 | 1 |
| The school meets my child's particular needs | 67 | 18 | 264 | 69 | 33 | 7 | 2 | 1 |
| The school deals effectively with unacceptable behaviour | 64 | 17 | 225 | 59 | 53 | 14 | 12 | 3 |
| The school takes account of my suggestions and concerns | 52 | 14 | 227 | 59 | 49 | 13 | 7 | 2 |
| The school is led and managed effectively | 66 | 17 | 251 | 66 | 31 | 8 | 3 | 1 |
| Overall, I am happy with my child's experience at this school | 110 | 29 | 237 | 62 | 24 | 6 | 1 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 November 2009

Dear Students

Inspection of The Streetly School, Sutton Coldfield B74 2EX

Thank you for the warm and friendly welcome you gave to us. We were very interested to hear your views. They have greatly helped us in our evaluation of your school.

You go to an improving school which is currently satisfactory. The staff at your school work hard on your behalf and care about you. They are ably led by the headteacher and the senior team. The headteacher is highly effective in promoting school improvement. The governors are enthusiastic and highly supportive of the school and your education. Results overall are improving and, importantly, results in English have risen. You make at least satisfactory progress in lessons. The school's information about your work is used increasingly well to help you meet your targets. It is being used to more closely match teaching activities to your learning needs. Although some of you told us that behaviour did not sometimes meet the high standards expected, it has improved greatly and staff act swiftly to minimise disruption to learning. You all need to act responsibly at all times. The curriculum offers you plenty of opportunities to follow your interests and to play to your strengths. Your attendance has improved and it is important that you make every effort to attend and take full advantage of all the school has to offer you.

To help the school to improve further we have asked the school to:

- improve how they use information to ensure activities are better matched to your needs
- make sure that teachers explain clearly what you need to do to improve your work
- make sure that subject leaders check teaching so that you make more progress in lessons.

We wish you continued success in all you do.

Yours sincerely

Michelle Parker

Her Majesty's Inspector

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