

Streatham House School

Independent School

Inspection Report

DCSF Registration Number	343/6001
Unique Reference Number	104966
URN for registered childcare	EY308003
Inspection number	342462
Inspection dates	25 June 2009
Reporting inspector	Christine Inkster HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Streatham House School is a co-educational school for pupils aged from two to 11 years and also provides for girls from 11 to 16 years. There are 133 pupils on roll in total, of whom 64 are senior girls. There are approximately 22% of pupils with learning difficulties and/or disabilities, including a small proportion with a statement of special educational need. The school has an Early Years Foundation Stage and 34 children are funded through the government scheme for nursery education. There is currently a Nursery for 15 children aged two to three years and two small Kindergarten classes catering for 25 children aged three to four years. The school was established in 1925 and is situated in a residential area close to Liverpool.

The school aims to 'help each child fulfil his or her potential and achieve the best results possible for that child, at the same time as giving an all round education which will enable the child to take his or her place in society as a good citizen of the future. To this end the school strives towards high standards of work and behaviour, which are firmly rooted in a morally sound and caring environment, where all children are encouraged to do their best, on an equal basis, regardless of race, ability or gender'.

The school was last inspected in March 2007 and the most recent inspection of the Early Years Foundation Stage and registered childcare provision was in April 2006. The school operates a holiday club which did not form part of this inspection.

¹ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

Evaluation of the school

Streatham House provides a good quality of education with some areas that are outstanding; the quality of teaching, assessment and the curriculum are good and as a result, pupils make good progress. Pupils' personal development and behaviour are outstanding in both the Early Years Foundation Stage and throughout the school. Provision in the Early Years Foundation Stage is good enabling children to achieve well. Arrangements for safeguarding pupils' welfare, health and safety are good in school and outstanding in the Early Years Foundation Stage. The school has improved the range of vocational courses available for pupils since the last inspection and although the use of targets has improved, this is not yet consistent across the school. The school meets all the regulations for independent schools.

Quality of education

The overall quality of education is good. The quality of the curriculum is good in the Early Years Foundation Stage and throughout the school. The curriculum is broad and balanced and is well planned to meet the needs of all pupils, enabling them to make good progress. There are effective links between subjects: for example, literacy and numeracy skills are used well in history and geography. A good example of this is when pupils in Years 5 and 6 completed bar charts showing temperatures in London linked to their forthcoming visit and also their history topic on the Great Fire of London. In a geography lesson in Year 7, elements of English and history were included as pupils developed their understanding of their local community. Pupils enjoy a wide range of extra-curricular activities, including French, Spanish, ballet, art, football and judo. The highly effective provision for personal, social, health and citizenship education (PSHCE) does much to promote pupils' outstanding personal development and well-being.

The primary curriculum is strongly focused on developing basic skills in literacy, numeracy and information and communication technology (ICT). There is specialist teaching for physical education (PE), Drama, French, music, science and history. Children learn French from the age of three upwards. Pupils thoroughly enjoy opportunities to participate in music, dance and drama. The curriculum is enhanced through visits, for example, to an outdoor education centre and visitors, such as 'Lucy the Tudor'. In the secondary section of the school there are now a number of vocational courses provided for pupils, including those in ICT, health and safety, and speech and drama. Links have been developed with a local college enabling pupils to access a hair and beauty course. The school provides effective careers guidance including the opportunity to develop pupils' interview skills through an English Speaking Board qualification. Art is a strength of the school and during the inspection an Art Exhibition took place showing the high quality of work produced by pupils for their GCSE and AS level examinations.

Teaching and assessment are good throughout the school, including in the Early Years Foundation Stage. In the best lessons work is matched closely to the needs of individual pupils as teachers have a good understanding of their aptitudes, needs and prior attainment. There are excellent relationships between staff and pupils and

pupils say learning is fun. Pupils are extremely well behaved and are motivated and keen to learn. They concentrate well and work effectively in pairs and groups. Pupils are often so interested in topics that they carry out research independently at home. However, in some lessons there are not enough opportunities for pupils to engage in self-initiated and independent learning. The majority of pupils' work is neat and well presented. Marking generally identifies what pupils have done well and what they need to do to improve. There are appropriate opportunities for pupils to correct their work. Some pupils have individual learning targets and know what they have to do to improve, but this is not yet consistent across the school. Pupils occasionally have opportunities to assess their own and other pupils' work. There are systems in place to track the progress of pupils. However, there is not yet a consistent system throughout the school although plans are in place to develop this in the next academic year. Nevertheless, teachers know pupils very well and are aware of those who need additional help and support. They take appropriate action to address any areas of underachievement and pupils confirm that they feel they are making good progress.

Pupils make good progress from their starting points in the Early Years Foundation Stage and throughout the school. Cohorts of pupils are very small and therefore the rate of progress varies according to individual pupils. There are a high proportion of pupils with learning difficulties and/or disabilities, particularly dyslexia, in some year groups. These pupils make good progress as a result of the good support they receive. Many pupils enter the school from the beginning of their secondary education. By the end of Key Stage 4, GCSE results are above and often well above average and this represents good progress from their starting points.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding in the Early Years Foundation Stage and throughout the school. Behaviour is outstanding and pupils have very positive attitudes to learning. Pupils have an excellent understanding of right and wrong and regularly discuss moral issues, for example in literacy and history lessons, enabling them to become independent thinkers. For example, pupils develop their understanding through topics learning about slavery, the Holocaust and studying the *Diary of Anne Frank*. They relish opportunities to develop their social skills through links with pupils from other schools and members of the community. Pupils' spiritual development is greatly enhanced through learning about other faiths in religious education (RE) lessons and through prayer and reflection in assembly. Pupils celebrate other cultures in 'European Weeks' and have very good opportunities to develop national and global links through visits to London and abroad. Pupils are very well prepared for the next steps in their education and their working lives. They develop good basic skills in literacy, numeracy and ICT. In addition, they develop their confidence and self-esteem through participating in dance, drama and music and teamwork skills through residential visits and group activities in school. They develop their enterprise skills through fundraising, for example, for people in Africa through Action Aid. Pupils make a very positive contribution to the community, for example, by participating in a sponsored swim to raise money for people with back injuries or serve teas for a local charity. Older

pupils participate in voluntary work within the community on 'Making a Difference Day'. Pupils learn about public services and institutions in England through visits to London, including to the Houses of Parliament. Pupils welcome opportunities to contribute their ideas through the school council and feel they can approach staff at any time and they will be listened to.

Safeguarding pupils' welfare, health and safety

The provision for pupils' welfare, health and safety is outstanding in the Early Years Foundation Stage and good throughout the school.

Fire risk assessment and fire protection procedures are in place and the vast majority of staff have received Fire Safety Awareness training. A high proportion of staff have attended First Aid training and very effective procedures are in place to deal with accidents and incidents. The school has appropriate procedures in place to ensure that recruitment checks are made on staff prior to appointment. The school maintains a single central register as required by regulations. However, although booked on a course in two weeks time, the headteacher has not yet attended a full course on safer recruitment training, although this was partially covered on a child protection training course. Nevertheless, policies and procedures meet current government requirements. Child protection policies and procedures are also in place. The school meets the requirements of the Disability Discrimination Act 2002.

Pupils are encouraged to develop healthy lifestyles through participating in a wide variety of sporting activities, including ice-skating, football, dancing, swimming and judo. They recently took part in a 'Heart Day' enabling them to become aware of how to maintain a healthy heart. They are very aware of healthy eating and most make good choices at mealtimes. Pupils say they feel safe in school and know there is always someone they can turn to if they have a worry or concern. They say bullying is rare and the vast majority are confident that it will be promptly dealt with should any incidents occur. There is limited space for outdoor activities, but the school makes good use of local facilities to enhance opportunities for pupils.

Early Years Foundation Stage

The provision for pupils in the Early Years Foundation Stage is good overall with some elements that are outstanding. On entry to the Nursery, children quickly settle because of the very warm welcome they receive. Excellent attention is given to the promotion of children's welfare and there are good procedures in place to address issues of health, safety and hygiene. Staff know children very well and excellent relationships are established, enabling children to feel safe and secure in the learning environment. They are confident and are able to work independently from a very early age. As a result, their personal development and well-being are outstanding. Children greatly enjoy their learning, cooperate extremely well with one another and their behaviour is exemplary.

Leadership and management are good. Staff are well trained and are willing to take on new ideas and seek advice. Teamwork is strong. There is a good balance of adult-led and child-initiated learning, often following the interests of individual children. Although there are good opportunities to learn outdoors, there is not yet continuous provision as space is limited. Strengths include the very good intervention by adults to move children on in their learning and the good opportunities to promote speaking and listening skills through drama and role play. Staff make very detailed observations and use these well to identify the next steps in learning. Children are able to explore and learn at different rates according to their different abilities. As a result, all children, including those with learning difficulties and/or disabilities make good progress. By the time they leave the Early Years Foundation Stage, they meet and some exceed the national expectations for their age. This demonstrates good progress from their starting points which vary but are broadly typical and sometimes slightly above those expected of children of their age.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- To develop the use of targets more consistently throughout the school so that pupils have a good understanding of what they need to do to improve further.
- To implement a consistent system of tracking pupils' progress throughout the school.
- Ensure there are more opportunities for self-initiated and independent learning.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		√		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		√		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	√			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?	√			
How effectively is the provision in the Early Years Foundation Stage led and managed?		√		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		√		

School details

Name of school	Streatham House School		
DCSF number	343/6001		
Unique reference number	104966		
EY URN (for registered childcare only)	EY308003		
Type of school	Co-educational Day School		
Status	Independent		
Date school opened	1925		
Age range of pupils	2-16		
Gender of pupils	Mixed EYFS and Primary, Girls secondary		
Number on roll (full-time pupils)	Boys: 10	Girls: 96	Total: 106
Number on roll (part-time pupils)	Boys: 12	Girls: 15	Total: 27
Number of pupils aged 0-3 in registered childcare provision	Boys: 8	Girls: 7	Total: 15
Number of pupils with a statement of special educational need	Boys: 0	Girls: 2	Total: 2
Number of pupils who are looked after	Boys: 0	Girls: 1	Total: 1
Annual fees (day pupils)	£6,030		
Annual fees (childcare)	£3,600		
Address of school	Victoria Road West Blundellsands Liverpool Merseyside L23 8UQ		
Telephone number	0151 924 1514		
Fax number	0151 931 2780		
Email address	enquiries@streathamhouse.co.uk		
Headteacher	Mrs Clare Baxter		
Proprietor	Mrs Clare Baxter		
Reporting inspector	Christine Inkster HMI		
Dates of inspection	25 June 2009		