

Streetsbrook Infant and Nursery School

Inspection report

Unique Reference Number	104051
Local Authority	Solihull
Inspection number	323949
Inspection date	17 March 2009
Reporting inspector	Joyce Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	227
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ian Watts
Headteacher	Louise Greenall
Date of previous school inspection	8 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ralph Road Shirley Solihull B90 3LB

Age group	3–7
Inspection date	17 March 2009
Inspection number	323949

Telephone number
Fax number

01217 445245
01217 333926

Age group	3-7
Inspection date	17 March 2009
Inspection number	323949

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the school's strategies to raise girls' achievement at L3 in mathematics
- what is being done to improve the Nursery provision still further
- the success of the school's strategies to develop tracking and target setting and pupils' self-assessment.

Evidence was gathered from the school's self-evaluation; the school's assessment records; observation of the school at work; discussions with staff, parents and governors; and an analysis of parental questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, are not justified. These have been included where appropriate in this report.

Description of the school

This is an average-sized infant school. The large majority of the pupils are from White British backgrounds. Just over a quarter of the pupils come from minority ethnic backgrounds and a very small number of pupils come from families where English is not their first language. A below average proportion of pupils are identified as having learning difficulties and/or disabilities.

In the Early Years Foundation Stage, the school provides part-time education for three-year-olds in its Nursery. Most of these children transfer into the two Reception classes.

The school has achieved the following awards: National Healthy Schools Status, Artsmark Silver, Investors in People and an Active Sports Award.

A before- and after-school and holiday club called 'Swallows' uses the school premises. It is not managed by the governing body and is inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils make excellent progress in both their academic and personal development. Senior leaders and staff have an excellent partnership with parents, who are extremely appreciative of all aspects of the school's work. Many parents wrote highly supportive comments about the school, which are best summarised by one parent who wrote, 'This school has a reputation second to none; we relocated to secure a place for our child. The headteacher runs a tight ship with the children's education and welfare at the heart of everything she does. This is emulated through the staff and the school is a very friendly, happy, successful and safe environment.'

Outstanding and ambitious leadership and management by the headteacher inspire the whole school community to aim for excellence in all that they do. The highly innovative senior leadership team leads the school with vision and energy. They are ably supported by a talented and committed staff. Morale is very high, and belief in the school's success is evident amongst all staff, pupils, governors and parents. Self-evaluation is exceptionally accurate and reflects the rigorous monitoring, searching analysis and self-challenge. Consequently, planning for whole-school improvement is very thorough. There is no complacency and everyone is always striving to improve. The governing body provides excellent support and challenge, and very effective partnerships with outside agencies and other schools are very well established.

This is a school where every pupil is valued, totally included in all activities and helped to reach their potential. Children are given a good start in the Early Years Foundation Stage. From an above average entry point, especially in terms of their personal, social and emotional development, children achieve well. They attain above average standards in all the areas of learning on entry to Year 1 and more able children attain exceptionally high standards. Pupils make excellent progress in Year 1 and Year 2 and attain exceptionally high standards in literacy and numeracy at the end of Key Stage 1. Expectations by all staff are very high and any slight dip in standards is immediately noted and acted upon. For instance, senior leaders observed that Year 2 girls were not attaining quite so well as boys at Level 3 in mathematics. Interesting strategies were immediately implemented such as girls-only mathematics lessons, which have resulted in a considerable rise in girls' achievement.

There is little doubt that the school's considerable strengths contribute significantly to pupils' excellent achievement but the pupils themselves play a full part in making the school what it is. Their personal development and behaviour are outstanding and they love every minute of their time at school, which is reflected in their excellent attendance. All pupils work extremely hard in lessons and display very mature attitudes when working together. Their knowledge of what is needed to keep fit, healthy and safe is outstanding. They make an excellent contribution to school life by being councillors or eco committee members and feel they have a real say in decision-making. For example, the council identified concerns about the quality of the playground environment at lunchtimes. An adult play leader was appointed and half of the Year 2 pupils have had play leader training so they can support others at lunchtime. Consequently, lunchtimes are happy social occasions. Pupils thrive both academically and socially and leave the school with skills and qualities that equip them extremely well for their future lives.

The school's impressive assessment and tracking data shows that boys and girls of all abilities and ethnicities never make less than good progress in all classes and for many pupils, their

progress and achievement are exceptional. At the heart of this lies outstanding teaching. This is because teachers ensure that learning experiences are exciting and relevant to pupils' individual needs and capabilities. Teachers demonstrate excellent use of questions, information and communication technology and resources to illustrate teaching points and stimulate pupils' imagination. Pupils are managed very well and lessons move along at a brisk pace. Learning intentions are made clear to pupils at the start of lessons to provide a highly effective structure for the assessment of their individual progress. Staff use this information very effectively to set challenging individual targets. Pupils themselves know how they can make their work even better. Pupils say they love their lessons and Year 2 pupils confidently explain how much they have learnt about the Second World War during a recent history topic.

Visitors to the school are instantly struck by the exciting, stimulating and vibrant learning environment. Bright classrooms and corridors filled with excellent displays convey the outstanding achievements of the pupils and the high expectations of staff. The excellent curriculum provides endless opportunities for pupils to learn a great deal and have fun. During the inspection, staff and pupils had a brilliant time celebrating St Patrick's Day. Lively Irish music and dancing, colourful hats and faces adorned with green shamrocks brought pupils' learning to life and gave them an excellent understanding of a different culture. Curriculum planning is very comprehensive and exciting enrichment activities excite and motivate pupils. Parents and pupils appreciate and enjoy the wide range of enticing extra-curricular opportunities. The school's excellent website clearly demonstrates how successfully the school participates in fun activities such as a recent European Day of Languages where pupils experienced a range of Spanish-themed activities while dressed in the colours of the Spanish flag. They learnt to dance the salsa and enjoyed Spanish speciality food at lunchtime. The curriculum is skilfully planned to be responsive to the needs of all pupils and includes many opportunities to celebrate and understand cultural differences. The school also has well-established links with schools in Ghana, Zimbabwe and Beijing.

The quality of care, guidance and support offered to pupils is yet another outstanding feature. Child protection, equalities legislation and safeguarding procedures are very robust and applied rigorously. A very effective team of support staff ensure that provision for those pupils needing additional support is excellent. Pupils are kept very safe and parents speak very highly about the quality of this provision. The school's commitment to achieving community cohesion is excellent. The school is highly respected in the local area because staff actively support and are involved in the community they serve. Pupils and staff recently took part in Solihull's Chinese New Year celebrations. They are becoming increasingly aware of the global community through e-mail links with pupils in Ghana and Zimbabwe. Everyone is treated with unconditional respect, and resources are carefully selected to reflect different cultures. Consequently, pupils have an increased understanding and tolerance of others' beliefs and values. The school has maintained and built upon the significant strengths of its last inspection. The pursuit of excellence in all of the school's activities has ensured consistently high achievement and standards for all groups of pupils. Consequently, the school shows an outstanding capacity for even further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Over the last year, the headteacher, the Local Authority Early Years Advisor and the Early Years Foundation Stage team have worked tirelessly to improve the facilities for the youngest children. Planning, assessment and the indoor and outdoor learning areas have been considerably improved. Inspectors agree with senior leaders that further improvement is required to ensure

children have equal access to all the six areas of learning, both indoors and outdoors. There is a very strong team spirit amongst the Nursery and Reception staff, who are all totally committed to providing high quality early years education. Interesting role-play areas and enthusiastic adults acting as play partners enhance children's language skills effectively. Teaching is good and improving rapidly as staff become increasingly confident with the new organisation. The curriculum addresses all the areas of learning and there is a much improved balance between those activities led by the staff and those that children choose for themselves.

From attainment on entry to the Nursery, which is generally above that expected of children of this age, children make good progress and all attain above average standards in all the areas of learning at the start of Year 1. Children achieve exceptionally well in their personal, emotional and social development. They quickly learn to become independent and confident learners. A strong emphasis on the development of basic skills, such as phonics, helps children's early reading and writing skills develop well. An excellent partnership is quickly established with parents. This is because the care and attention given to children's welfare are outstanding. Good leadership and management are characterised by a shared sense of purpose, highly effective teamwork, good quality policies and a constant drive to improve all aspects of the provision.

What the school should do to improve further

- Further improve the Early Years Foundation Stage provision to ensure that learning across the six areas is cohesive and meaningful to the children.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Streetsbrook Infant and Nursery School, Shirley B90 3LB.

- Thank you very much for helping us with the inspection of your school. We really enjoyed our visit because you made us feel so welcome. A particular highlight for us was seeing how much you and the staff enjoyed celebrating St Patrick's Day. Your Riverdance performance at lunchtime was brilliant! Many of your parents wrote to us saying that they think Streetsbrook is an excellent school and we agree with them. These are the things we liked best:
- You learn extremely well and the standards you reach are well above those found in many other infant schools.
- Your behaviour is excellent and you are keen and eager to learn new things.
- You enjoy the delicious school meals and eating healthily.
- Teachers and teaching assistants make learning exceptionally interesting and fun for you.
- You have an excellent curriculum and enjoy lots of exciting activities and visits.
- You are really good at helping the headteacher to run the school and enjoy being councillors and attending headteacher meetings.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher is helped by all the other staff and governors to lead and manage your school really well. The headteacher, staff and governors have lots of good ideas to make the school even better. We agree with their ideas. So that your school can be even better, we have asked the headteacher and governors to make sure the Nursery and Reception children can enjoy all the different areas of their learning both indoors and outdoors. We are really glad you enjoy your school. We hope you will keep working hard and being good. We wish you all the very best for the future.

Joyce Cox

Lead inspector