



Streetsbrook Infant and Nursery School

Inspection Report

Unique Reference Number 104051
LEA Solihull
Inspection number 277057
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector David Cox RISP

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

Type of school	Infant	School address	Ralph Road
School category	Community		Shirley
Age range of pupils	3 to 7		Solihull, West Midlands B90 3LB
Gender of pupils	Mixed	Telephone number	0121 7445245
Number on roll	239	Fax number	0121 733 3926
Appropriate authority	The governing body	Chair of governors	Mr Ian Watts
Date of previous inspection	9 May 2000	Headteacher	Mrs Kay Luther-Jones

Age group 3 to 7	Inspection dates 8 December 2005 - 9 December 2005	Inspection number 277057
----------------------------	---	------------------------------------

© Crown copyright 2006

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.

Description of the school

Streetsbrook Infant and Nursery School is an average-sized infant school situated in Solihull. Most pupils are from a White British background, although there are a small number from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils who have learning difficulties and disabilities is below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Streetsbrook Infant and Nursery School provides an outstanding education for its pupils. The school's view of its effectiveness is good. This is because the school is never satisfied with how well it is doing and it is always seeking to do better. Exemplary provision in the nursery and reception ensures children make outstanding progress, with many achieving well beyond what they are expected to reach by Year 1. Pupils make outstanding progress in Years 1 and 2 so that by the end of Year 2, standards are exceptionally high. This is because of the outstanding teaching and curriculum. The pupils are exceedingly well cared for and safe, and as a result they enjoy their time at school. Pupils develop outstanding personal skills. All these exceptional features are as a result of outstanding leadership and management. The one relative weakness in the school's provision is the pupils' achievement in information and communication technology (ICT) which, whilst being satisfactory, is not as positive as other aspects of their education. The school is already implementing effective strategies to further improve teaching and learning in ICT and is planning how best to use the new ICT facilities. The school has addressed the issues identified in the last inspection report and has an outstanding capacity to improve further. The school provides outstanding value for money.

What the school should do to improve further

- Make full use of the new ICT facilities to help develop pupils' ICT skills and ensure that teachers provide enough opportunities for the pupils to practise new skills.

Achievement and standards

Grade: 1

Achievement and standards are exceptional. When children start school in the nursery their standards are above what is typical for their age. During their time in the nursery and reception, children make outstanding progress, with many achieving well beyond what is expected by the end of reception. Pupils make outstanding progress in Years 1 and 2 so that by the end of Year 2, standards are exceptionally high compared to the national average. Standards in reading and writing are exceptionally high and standards in mathematics are typically at this high level too, although standards were at a well-above-average level in 2005. The pupils' achievement is outstanding by the time they leave school in Year 2.

Whilst there are no significant differences in the achievement of the different groups of pupils represented in the school, the school has correctly identified that the achievement of more able girls in mathematics and the writing skills of more able boys need to be improved even further. The school is taking action to make the required improvements. Pupils with learning difficulties make outstanding progress because of the excellent support they receive from teachers, support staff and outside agencies. The school sets and meets very challenging targets for improvement. The pupils' achievement in ICT, whilst being satisfactory, is not as positive as other aspects of

their education. This is because the teachers do not provide enough opportunities for the pupils to practise new skills.

Personal development and well-being

Grade: 1

The personal development of the pupils is outstanding. Extremely well-planned and innovative methods focus on developing the whole child. Pupils are helped to build skills such as perseverance, independence and listening very carefully. They develop good work habits and use a range of strategies to help them solve problems. This enables pupils to make outstanding progress in developing their personal qualities. Because teachers plan relevant activities, pupils are happy and highly motivated learners. Pupils are enabled to play a full and enjoyable role in the life of the school. The school takes seriously issues highlighted in the questionnaires pupils complete and those arising from school council meetings. Pupils play safely, befriending those sitting on the 'friendship bench'. Throughout the school, the pupils' attitudes and behaviour are outstanding, resulting in a very orderly school and high levels of politeness and respect.

Pupils' moral, social, cultural and spiritual education is outstanding. Through enriching visits, the experiences shared by visitors and community celebrations, pupils develop a good understanding about their own and others' cultures. Relationships are excellent, promoting a harmonious working environment in which pupils feel secure and confident. Residential visits add greatly to pupils' social development. Pupils develop self-esteem because their different achievements are valued. Opportunities to develop a sense of awe and wonder are sometimes missed in assemblies. Pupils realise the importance of healthy eating because the school promotes this very well. Attendance is above average.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall. As a result, the pupils are making outstanding progress. Teachers in the nursery and reception are very knowledgeable about the curriculum for young children and, overall, provide interesting activities that meet their needs. Teaching and learning in the nursery are exemplary. In Years 1 and 2, teachers know their pupils exceedingly well and use the highly effective assessment systems to carefully match work to pupils' needs. When teaching is at its best, each lesson successfully builds on what the pupils have learnt before. Teachers' very high expectations are reflected in the challenging work set for pupils, to which they respond very positively. Teachers make very effective use of the 'Building Learning Power' (BLP) programme, which is enabling pupils to consider how they learn and not just what they learn. The pupils' behaviour is managed skilfully by staff and this ensures that they listen attentively and concentrate hard. The school has recently invested heavily in new ICT facilities. However, the school does not always plan the most

effective way of using these facilities. As a result, pupils are making only satisfactory progress with the development of their ICT skills compared to the outstanding progress they make with other aspects of their education.

Curriculum and other activities

Grade: 1

The school provides pupils with an outstanding curriculum. Pupils' work is very broad, balanced and always interesting. It often features imaginative and innovative activities involving the school gardens and play areas. The school provides a very attractive environment which enhances the curriculum. This encourages pupils to appreciate and respect the world they live in. The 'BLP' programme is helping to improve pupils' already outstanding personal development. Health education is developed well and all pupils receive the recommended two hours of physical education each week. Additionally, the programme for gifted and talented pupils includes activities such as the 'gym club', with many pupils being accomplished gymnasts. School work is very well enriched by an excellent range of activities, visits and visitors. For example, pupils visit local secondary schools to take part in a dance festival. Such activities give children a lively enthusiasm for their learning and excitement in their work.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. The school constantly monitors its provision, listening carefully to and acting on parents' and children's suggestions. For example, play times are enjoyable and run more smoothly because of newly introduced games and apparatus. Staff are vigilant in watching over, caring for and supporting children. Well-planned health and safety, including risk assessment, procedures are rigorously implemented. There is a real sense of order in all aspects of school life, creating a safe and secure environment. All staff believe that every child matters, so that all are included and valued.

Those with learning difficulties receive very good support from highly proficient staff. Effective child protection arrangements are securely in place.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The headteacher, together with the leadership team, has an excellent grasp of the strengths of the school and the areas for development. The school is not complacent. Much energy and thought has gone into raising the quality of all areas of provision. The headteacher is driving the school forward through innovation and a desire to provide the very best education for all pupils. For example, the introduction of the 'BLP' programme is bringing about further improvements in the pupils' outstanding personal development and high academic achievement. The last inspection report judged the school to be 'a high performing school'. Standards have improved even further and are now

exceptionally high. The school has demonstrated an outstanding capacity for improvement. Very rigorous monitoring systems ensure that no slippage in the quality of teaching, learning or any other aspect of the school occurs. The self- evaluation is mostly accurate, although the school undervalues itself with respect to how well pupils achieve and the quality of the curriculum. The school is very successful in ensuring that all pupils are treated equally well.

The school is very well supported by parents and many take an active role in the school. Parents are right to speak of the 'wonderful ethos' of the school and the 'superb leadership of the headteacher and senior staff'.

The governors provide outstanding support for the school. They monitor the work of the school rigorously and work closely with the senior leadership team to ensure staff and pupils make the most of the excellent resources available. Through the careful deployment of all the resources, the leaders of the school are ensuring that the school provides outstanding value for money.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Streetsbrook Infant and Nursery School Ralph Road Shirley Solihull West Midlands B90 3LB

9 December 2005

Dear Children

As you know, we visited your school recently to find out how well the school is doing. We would like to thank you for looking after us so well. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. We enjoyed your 'achievers assembly' where so many of you received special certificates for doing outstanding work. We especially enjoyed having Christmas dinner with you.

What we liked about your school

- most of you do exceptionally well at school because of the outstanding effort made by everyone
- your school is a healthy and very safe place to be and you help each other when there are problems
- your lessons are exciting and you enjoy being at school
- teachers and other staff in the school look after you very well
- the headteacher is making sure that you have lots of extra activities to do before school, at lunchtime and after school and you are encouraged to make full use of these wonderful opportunities
- the teachers who run your school know what it does well and what needs to get even better.

What we have asked your school to do now

- help you to improve your ICT skills.

Yours sincerely

David Cox and the inspection team