

# Inspection of Streethay Primary School

Yoxall Way, Lichfield WS13 8FT

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Inspection dates: 5 and 6 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of the school is Stuart Taylor. This school is part of The Shaw Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jo Morgan, and overseen by a board of trustees, chaired by Andrew Meehan.

## **What is it like to attend this school?**

Pupils are given the best possible start to their education at Streethay. Pupils take pride in their learning. The school has created a strong climate that enables all pupils, including those with special educational needs and/or disabilities (SEND), to excel.

Pupils behave impeccably. They treat each other with unwavering kindness and respect. They learn how to understand and control their emotions. They then use this understanding to support other pupils when they find things difficult or need help. Consequently, there is a highly harmonious environment.

The school's values and character traits underpin all its work. For example, pupils learn how to be resilient, curious and empathetic. These traits are celebrated, and pupils are awarded with lanyards to indicate that they have demonstrated them. Values and traits are also reinforced at home and at the before- and after-school club. This leads to pupils having a deep understanding of their importance.

Pupils' talents and interests are supported well. They are well trained to lead in many aspects of school life. There are a range of clubs on offer. They know they only have to ask, and the school will do all it can to provide a club for them.

## **What does the school do well and what does it need to do better?**

The school has designed a highly ambitious curriculum that supports pupils, including those with SEND, to learn exceptionally well. The school has clearly identified the key knowledge and vocabulary that pupils should learn and the order in which it should be delivered. Links across the curriculum allow pupils to apply their learning in other subjects successfully. Teachers take every opportunity to develop pupils' understanding further through the school's 'seeds of learning' approach. As a result, pupils' attainment across the curriculum is high. Parents agree that pupils do well. One comment was typical of many when a parent stated, 'My children, supported by the school, have a thirst for learning.'

The school and the trust prioritise staff development. This has ensured consistency in the delivery of the curriculum even as the school grows in pupil numbers. Appropriate training helps to build staff's confidence in checking carefully on how well pupils understand and remember what they have learned. Teachers skilfully adapt how they deliver the curriculum to address pupils' misconceptions as they arise.

Children in the early years make a fantastic start to school life. Adults model effective use of ambitious language. Therefore, children in the early years use subject-specific vocabulary routinely and confidently. Pupils are highly articulate and can explain their understanding with clarity.

A love of reading permeates the school. Leaders have identified a range of texts which pupils encounter across the curriculum. As a result, pupils develop a thirst for reading. They have many favourite books and authors. Pupils read avidly inside and in the playground. They love to have their name placed on the school's 'reading trees' to celebrate their success in reading.

Staff have a strong understanding of the early reading curriculum. They deliver the phonics programme with considerable expertise. Pupils regularly practise their reading using suitable texts that match their phonics knowledge. Staff quickly identify any pupils who find it more difficult to remember the sounds that they have been taught. These pupils receive the extra help needed to keep up with their peers. This enables pupils to develop into confident and enthusiastic readers rapidly.

Staff are vigilant to the signs that may indicate that pupils require additional help, including those pupils with SEND. The school swiftly identifies the most suitable support so that these pupils can learn the curriculum successfully. Staff remove any barriers to learning that pupils with SEND may have. For example, some pupils use voice notes on a tablet to record their ideas before writing. Consequently, pupils with SEND love learning and achieve very well.

Pupils recognise and celebrate our diverse society. The school supports this well. For example, pupils go on a 'faith trail' in order to understand different religious beliefs. As a result, they have a deep appreciation of, and respect for, the differences between people.

The academy council is passionate about the school. It is determined that it continues to succeed as it grows in pupil numbers. Academy councillors have a very accurate overview of the school and the 'tweaks' it needs to make to improve.

The trust has supported the school well since it opened, enabling it to thrive.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147085
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10294652
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Meehan
<b>Headteacher</b>	Stuart Taylor
<b>Website</b>	<a href="http://www.streethayprimary.org.uk/">http://www.streethayprimary.org.uk/</a>
<b>Date of previous inspection</b>	19 June 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.
- The school operates a before- and after-school provision.
- The school is part of The Shaw Education Trust, which consists of 30 schools.
- The school opened in 2019 with early years and Year 1 pupils. It has expanded as it has grown. The oldest pupils are now in Year 5.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school..

- During the inspection, the lead inspector held meetings with the headteacher and director of primary education of the trust. He met three members of the academy council and the vice chair of the trust. He also met the CEO of the trust.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, art and design and geography. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. An inspector also spoke to pupils about science, design and technology, and languages.
- An inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- The inspectors spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. They also considered the responses to the staff and pupil surveys. An inspector spoke to parents at the end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included the school's improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the trust board.

### **Inspection team**

Barry Yardsley, lead inspector

His Majesty's Inspector

Mark Bailie

Ofsted Inspector

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