

Inspection of Streethouse, Junior, Infant and Nursery

Whinney Lane, Streethouse, Pontefract, West Yorkshire WF7 6DJ

Inspection dates: 3 and 4 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

The school provides a warm and supportive environment for pupils, with a wide range of educational experiences in and out of lessons. Leaders show their ambition for pupils by helping them to develop the right attitudes and right approach to learning.

The school motto is to 'be the best that you can be'. This is supported by further aims to 'be a leader' and 'be a learner'. The school teaches pupils how to be a learner and gives them meaningful opportunities to be a leader. As a result, the school motto is understood and valued by all. Children are generally kind to each other. There is little bullying. Adults address bullying incisively on the rare occasions it occurs.

Creativity is a strong feature of school life. Pupils engage in art and design with great interest and focus. During music lessons, the school is filled with enthusiastic and accomplished singing in which every pupil takes part. Participating in Young Voices at Sheffield Arena is an opportunity that pupils look forward to and prepare for seriously.

The school has been successful in developing pupils' character and in supporting them to become fluent readers. Children in the early years are given a particularly strong start. The school has correctly identified the need to improve the curriculums in mathematics and science.

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

The school has placed reading at the heart of the curriculum. Leaders have embedded a strong programme of reading that starts early. It supports pupils to read accurately and with confidence. Pupils who need more help with reading receive timely and regular extra support. Adults' strong subject knowledge allows them to pick up pupils' misconceptions and correct them straight away. Leaders review and reflect on the reading programme regularly. They follow this review up with additional staff training. Pupils of all ages show an enthusiasm for reading. Reading is promoted and celebrated throughout the school.

The overall curriculum gives pupils a broad educational experience. Subjects such as music and art and design are playing an important part in developing pupils' creativity and cultural knowledge. However, in two important core subjects, mathematics and science, leaders know that further work is needed to establish an effective curriculum. The key knowledge that pupils need in order to progress to the next stage of their learning is not defined clearly enough in these subjects. Pupils need more support to recall and remember important information. In mathematics and science, the school does not understand the gaps in pupils' knowledge well enough.

Children in the early years develop their communication and language through a range of games and activities that stimulate discussion. Children learn strong routines that help them to develop confidence, independence and a sense of enquiry. This work starts early. Two-year-old children in the Nursery access a wide range of experiences and opportunities to develop their learning. The effective curriculum in the early years prepares children well for key stage 1.

Pupils with special educational needs and/or disabilities (SEND), in particular, benefit from the strong start in the early years. Pupils needing additional help are identified early. Most pupils with SEND attend regularly. This supports their progress. External agencies are used effectively to help the school put in place the right strategies to support pupils with SEND.

Pupils behave well because there are clear expectations and routines. Relationships between pupils and adults are strong. Pupils are polite and well mannered. They are supportive of each other. In most cases, once pupils are underway with a task, they remain focused and productive, with little adult intervention required.

The school has prioritised well-being and social and emotional support for pupils. The personal development curriculum has a solid foundation. It starts with understanding emotions and teaches pupils how to be healthy and safe. Pupils know a lot about online safety and other risks, such as rivers and railways. The school provides pupils with many leadership opportunities. Pupils take pride in undertaking these leadership tasks, and they learn a lot from them.

There is a strong sense of teamwork among the adults in the school. This helps to manage workload. Staff are supportive of each other. The focus on pupils' well-being extends to the adults in school. Staff and governors have a shared sense of purpose and a commitment to the school and the community. Governors are knowledgeable and well informed. They understand and fulfil their duties and responsibilities effectively. Leaders at all levels have a very accurate understanding of the strengths and areas for development in the school. They have already implemented important changes, and they know how to bring about further improvement to the core curriculums for mathematics and science.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In two of the three core subjects, there is not enough clarity about what pupils need to learn and in what order. This means that pupils are sometimes undertaking activities for which they do not have the supporting knowledge. Leaders should ensure that the curriculum is implemented in sufficient detail to

pick out important facts, vocabulary and concepts. This will help pupils to connect their learning with what has gone before and what comes next.

- Pupils struggle to recall their learning in some core subjects. As a result, pupils are not routinely able to draw on their prior learning to make sense of the current lesson. Leaders should extend to all subjects the effective work that has already been undertaken in some subject areas to support pupils to remember and recall learning across the wider curriculum.

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

Unique reference number	108195
Local authority	Wakefield
Inspection number	10289969
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair of governing body	Gavin Howarth
Headteacher	Nikkie Wright
Website	www.streethouseprimary.co.uk
Date of previous inspection	11 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-size primary school.
- The school has provision for two-year-olds.
- The school does not use any alternative education provision.

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.
- Inspectors held meetings with the headteacher, governors and a representative from the local authority. Further meetings were held with a range of school leaders, including those responsible for early reading, the special educational

needs coordinator and the leader for early years.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work. Pupils were heard reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record and looked at how safeguarding is managed. Inspectors spoke to leaders, teachers, support staff and pupils about safeguarding in the school. Inspectors considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector studied a variety of documents. These included the school's self-evaluation, the minutes of governing body meetings, attendance information and safeguarding records.
- The views of parents and carers, staff and pupils were gathered through Ofsted's surveys and face-to-face discussions.

Inspection team

Carl Sugden, lead inspector

Ofsted Inspector

Stu Mills

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023