

Inspection of a good school: Steeton Primary School

Market Street, Steeton, Keighley, West Yorkshire BD20 6NN

Inspection dates:

7 and 8 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this warm and welcoming school. They are respectful and celebrate the diverse nature of their community. There is a real sense of togetherness. Pupils understand the FOREST (friendship, opportunity, resilience, empathy, self-awareness, teamwork) principles which underpin the ethos of the school.

Behaviour in lessons is exemplary. Pupils get on with their learning without any unnecessary disruption. At playtimes and lunchtimes, pupils play extremely well together. Older pupils relish the opportunity to support the youngest children in school. They see this care as a responsibility, not a chore. This shows how kind and thoughtful pupils at this school are towards each other. Pupils also have positive relationships with adults. One child stated, 'Adults here care about our education, our safety and who we are.'

Leaders ensure that the curriculum is highly ambitious for all pupils. They are committed to ensuring that pupils meet these high expectations. Potential barriers to learning, such as pupils arriving from overseas midway through the academic year, are not used as an excuse. Leaders are proactive in addressing any outcomes that fall below their high expectations. They ensure that the curriculum and teachers' delivery of the curriculum are of a very high standard.

Leaders are doing all they can to ensure that pupils attend school every day.

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

There is an excitement around reading at the school. Pupils speak enthusiastically about the daily opportunities that they have to read and listen to stories. Pupils know the importance of reading. Adults are effective role models who share their own love of reading. Teachers

have carefully chosen books that relate to pupils' backgrounds and interests. In addition, they ensure that the chosen texts give pupils a window to the wider world.

Staff receive high-quality training to support pupils' reading. As a result, they are highly skilled in delivering phonics sessions. Pupils know the routines of the lessons well. They read together confidently. Teachers quickly identify any pupils that may need further help or support. Lessons are inclusive and structured to benefit those pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL).

The curriculum for mathematics starts in the Reception class. Pupils take part in number rhymes and songs joyfully. Teachers ensure that pupils have an extremely thorough understanding of the basics of number before they join Year 1. Across school, there is a consistent approach to the teaching of mathematics. The delivery is clear and teaching is strong. There is a successful emphasis on developing pupils' mathematical language and vocabulary. Pupils apply this vocabulary in other mathematics lessons and subject areas.

The curriculum for the foundation subjects, such as geography and history, has been significantly developed by leaders since the last inspection. Leaders have designed this curriculum to be ambitious and to meet the needs of all pupils who attend the school. Teachers know what knowledge pupils need to learn and when. Leaders have ensured that this knowledge builds on pupils' prior learning seamlessly. The careful links that are planned, both within and across different subject areas, help pupils to learn and remember more. Pupils use this knowledge to answer 'big questions' about the themes or topics they are studying. Leaders and teachers evaluate the curriculum and pupils' learning at regular intervals. They make any changes necessary based on pupils' ongoing needs.

Due to the rich and diverse nature of the school community, children learn tolerance and mutual respect from the very beginning of Reception. Pupils at Steeton Primary School are welcoming, considerate and respectful. One pupil said, 'We just don't judge people here.' Leaders and staff are exceptional role models for pupils. Pupils value each other's individual differences, whether these reflect ethnicity, religion, disability or gender. They know how they should treat others. Older pupils discuss aspects of discrimination, such as racism, with maturity.

Leaders plan a pupil offer which includes visits and events to broaden pupils' experiences. These visits and events are carefully linked to subject areas. Leaders also provide opportunities to develop pupils' character. As part of this wider offer, Magic Mondays take place each week. These days incorporate art and design alongside opportunities to develop resilience and teamwork.

Pupils with SEND and those who speak EAL are fully involved in all aspects of school life. Leaders ensure that staff are highly trained to support all pupils within lessons. Classroom environments and extra spaces around school, such as the sunshine room, have been developed with the range of pupil needs in mind. As a result, pupils with SEND and those who speak EAL make excellent progress from their starting points.

There is a strong sense of direction from leaders at all levels. Staff, including those new to teaching, feel very well supported by leaders and are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

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	107275
Local authority	Bradford
Inspection number	10289930
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair of governing body	Sue West
Head of School	Claire Redman
Executive Headteacher	John Cooper
Website	www.steeton.bradford.sch.uk
Date of previous inspection	6 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school works with two other local primary schools under the same executive headteacher, John Cooper. These schools are Sandy Lane Primary School and Myrtle Park Primary School.
- The school does not make use of any alternative providers.
- There is a high proportion of pupils at the school who speak English as an additional language.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time inspection 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the head of school and leaders of SEND, behaviour, attendance and pupils' welfare. She also met with representatives of the local governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, she held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record and took account of the views of leaders, staff and pupils. She considered the extent to which the school has created an open and positive culture of safeguarding.
- The inspector considered parents' and carers' responses to Ofsted Parent View, including the free-text comments. She took account of the responses from staff to Ofsted's online surveys and gathered the views of pupils throughout the inspection.
- The inspector spoke with pupils about their experiences of school life and their views on behaviour and bullying. She observed pupils' behaviour during lessons and at breaktimes and lunchtimes.

Inspection team

Sarah Gordon, lead inspector

His Majesty's 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