

Steeton Primary School

Market Street, Keighley, West Yorkshire, BD20 6NN

Inspection dates

4–5 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders are well supported by governors. They are successfully promoting effective teaching and good achievement for pupils and have had a positive impact on bringing about improvement.
- Children in the early years settle in quickly and are taught well. From their low starting points they make good progress and are well prepared for Year 1.
- Pupils continue to achieve well in Key Stage 1 and Key Stage 2 and their progress in reading and writing is particularly good.
- Most teaching is good across the school, with some that is outstanding.
- Pupils with special educational needs, those who speak English as an additional language and disadvantaged pupils who are supported through additional funding, make good progress because they receive high-quality intervention and support.
- Pupils are proud of their school and speak highly of the support they receive from the adults who work with them and also from their classmates. Pupils' behaviour in lessons is good and they are very keen to work hard and to learn. Behaviour around the school is also good. Pupils say they feel safe in school and learn how to keep themselves safe at all times.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils make a positive contribution to the local environment and have a high level of awareness of global issues. They participate well in the extensive sporting and musical activities on offer to them.

It is not yet an outstanding school because

- Leaders are not analysing the school's assessment information regularly enough to fully monitor and subsequently support the performance of all groups of pupils effectively.
- Pupils' progress in mathematics is not as good as it is in reading and writing.
- Not enough pupils achieve the higher levels at the end of Key Stages 1 and 2 in reading, writing and mathematics.
- Marking does not always make it clear to pupils how to improve their work or allow them to act on advice given, especially in mathematics.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils, members of the governing body and a representative of the local authority.
- Inspectors looked at a range of evidence including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation including information on safeguarding.
- Pupils were observed during assembly, lunchtimes and break times.
- Inspectors observed teaching and learning in many lessons and also made additional visits to observe parts of lessons. They listened to pupils read in Year 1 and Year 5. Inspectors also made short visits to lessons.
- One lesson was observed jointly with the headteacher and an inspector observed the headteacher reporting back to the teacher on their findings.
- Inspectors took account of 27 responses to the online questionnaire (Parent View) and spoke informally to a number of individual parents at the start and end of the school day. They also considered the school's 89 responses from their most recent parent view survey.
- Thirty-four staff completed questionnaires and the responses were analysed.

Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Katharine Halifax

Additional Inspector

Robert Pye

Additional Inspector

Full report

Information about this school

- This school is a larger than average-sized primary school.
- The proportion of pupils supported through school action is similar to the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is above the national average. The pupil premium is additional government funding to support children who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- Two-thirds of pupils in the school are from minority ethnic groups and most are of Pakistani heritage. Over half of pupils speak English as an additional language which well is above the national average.
- Children start school in the early years in the Reception classes. All are full time from entry to the school at age four years.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been some changes of teaching staff, leaders and governors. The headteacher was in post at the last inspection.

What does the school need to do to improve further?

- Strengthen the good teaching so that pupils make more rapid progress, particularly in mathematics, and more pupils reach the higher standards by:
 - making sure that all lessons contain a suitable level of challenge, especially for the most able pupils
 - making sure that marking of work and advice to pupils is clear and helps them to improve their work.
- Improve leadership and management by:
 - ensuring that the attainment and progress of different groups of pupils is monitored regularly and rigorously so that swift remedial action is taken where necessary to make sure that all groups make at least good progress and attain higher standards
 - developing the role of middle leaders so that they are fully involved in checking that all groups of pupils achieve the best they can in all subjects of the curriculum.

Inspection judgements

The leadership and management are good

- The headteacher provides effective leadership in raising pupils' achievement, developing teaching and continually improving the school.
- All leaders, staff and governors share the headteacher's ambition, vision and expectations for the school. They work together in promoting good quality teaching, good behaviour and safety and good achievement for pupils. Leaders and staff are successful in promoting care, respect, responsibility and tolerance which leads to pupils' outstanding spiritual, moral, social and cultural development. Pupils develop a very good understanding of different cultures and faiths. They are well prepared for life in modern Britain.
- Leaders have not used information about pupils' progress fully to ensure that the most able pupils achieve the highest levels of which they are capable. Some middle leaders are still at an early stage in developing their skills in checking the implementation and impact of new initiatives across the school.
- The pupil premium funding is used effectively to help eligible pupils to take a full part in school life and benefit, where appropriate, from specific resources and additional help from adults. This has been successful in raising their achievement and their current progress is often better than other pupils in the school.
- The systems for checking the school's performance are clear. The headteacher involves staff in identifying what the school does well and what needs to improve. They make sure that planned actions lead to improvements. Since the last inspection there have been good improvements made to the provision in the early years and to pupils' achievement, especially in writing.
- The wide range of subjects and topics offered in the school's curriculum promotes good achievement for pupils and contribute well to their learning. Pupils take part in the full range of additional activities, including music, sporting activities and educational visits. There is no sign of discrimination at this school and all pupils have full and equal access to the learning activities provided. The school is making good progress in implementing new assessment and curriculum arrangements.
- The primary sports funding is used well and provides extended opportunities for pupils to engage in sport and to promote their physical development. A sports partnership has been created with local primary schools. A specialist sports coach works with teachers to develop pupils' skills. Pupils participate well in a range of local tournaments, including netball, football and cross-country running.
- Arrangements for appraising the performance of teachers by senior leaders are rigorous. Targets for teachers are linked to pupils' progress, school improvement priorities and their professional development needs. Actions taken have made sure that teaching is at least good. Newly-qualified teachers are particularly well supported throughout this process.
- The local authority has provided some low level support to the school and has a clear overview of the school's performance.
- The headteacher and staff have established outstanding partnerships with parents and families. Parents hold very positive views about the school and have very few concerns. Almost all parents attend the parents' consultation evenings twice a year.
- **The governance of the school:**
 - Governors show a keen interest in the school's work and are proud of the school community. They bring a wide range of relevant and useful skills to the school. They have a good understanding of data and how the school is performing compared to other schools nationally. Governors receive accurate information about the quality of teaching. They understand requirements relating to the management of staff performance and the importance of promotion and salary increases reflecting the progress that pupils make. They ensure the management of the headteacher's performance is robust through external checks. They are aware of how additional funding is spent and its impact on pupils' progress. Governors help to ensure that good decisions are made about allocating finances, including the primary sports funding, and rewarding teachers appropriately for their work. All safeguarding procedures meet requirements. The governors support the headteacher and staff well.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- The school is a harmonious community and relationships between pupils and staff are good. Pupils are always polite and helpful to each other and to all adults and visitors to the school.
- Children in the Reception classes enjoy the interesting indoor and outdoor activities provided. They learn and play very well together. The strong relationships between adults and children and the children's good behaviour support learning well.
- Pupils in Key Stage 1 and Key Stage 2 show a real thirst for learning. Pupils' very positive attitudes to learning and their often very good behaviour in lessons contribute considerably to their good progress. Behaviour is very good at playtime and lunchtime, as well as in the classrooms.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Pupils are considerate, courteous, and respectful and relate extremely well to adults and to other pupils. Pupils show a good understanding of different religions, cultures and of what it takes to be a good member of the diverse school community.

Safety

- The school's work to keep pupils safe and secure is good.
- The school's records of incidents show that behaviour is typically good over time. Pupils show a clear understanding of bullying and the different forms it might take such as name calling and cyber bullying.
- Pupils feel safe and very well looked after by the staff. Playtimes are harmonious and pupils from all backgrounds get on really well with each other and there is no sign of any discrimination.
- All parents who completed Parent View stated that the school makes sure that pupils are well behaved and that it deals effectively with rare instances of bullying. All parents who responded also believe their children are happy, safe and well looked after at school. These very positive responses to the survey reflect the inspection findings.

The quality of teaching is good

- Teachers set clear individual learning targets for pupils in reading and writing. As a result, pupils know how well they are doing and know what they are aiming for next. While most teachers have high expectations of their pupils, some teachers have lower expectations of what pupils can achieve in mathematics. As a result, pupils' progress in mathematics is not rapid enough.
- While teachers regularly make checks on pupils' progress in lessons, evidence from observations and work in pupils' books indicate that work is not always providing sufficient challenge for the most able pupils. As a result, these pupils do not reach the highest levels.
- Pupils' work shows that teachers' marking is not consistent throughout the school. Some pupils are given clear guidance on how they can make their work better and then given time to respond with notable improvement but this is not the case in all classes. Marking overall is better in writing than in mathematics.
- Pupils eligible for additional funding through the pupil premium make better progress from lower starting points than their classmates because the school uses the funding wisely. In 2013 at the end of Year 6, in terms of attainment, these pupils were half a term ahead of their peers in mathematics and in line with their peers in writing and reading. In 2014, this has been maintained and inspection findings show that these pupils are making good progress throughout the school so that they are achieving better than all pupils nationally.
- The teaching of disabled pupils and those who have special educational needs is successful. Learning support assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help.
- Pupils who speak English as an additional language make good progress and fulfil their potential. Pupils from a range of ethnic backgrounds also make equally good progress.

The achievement of pupils is good

- Pupils make good progress in Key Stage 1 and standards in reading, writing and mathematics are broadly average by the end of Year 2, which reflects good progress given these pupils' often below typical starting

points in the early years.

- Overall, most pupils in Years 1 to 6 make at least good progress in reading, writing and mathematics. However, there are some missed opportunities for all pupils and especially for the most able, to make outstanding progress. This is because teachers do not always consider what skills and knowledge the pupils already have when planning their work.
- Achievement in phonics (the sounds that letters make) is good because there is competent teaching by both teachers and teaching assistants. Those pupils who struggle to read are given effective support and this leads, in most cases, to rapid improvements. Reading logs confirm that pupils enjoy reading a wide range of books.
- By the end of Year 6 in 2014, attainment was lower in mathematics than reading and writing. The school has taken quick and positive action to address this and raise achievement in mathematics. Pupils' calculation and problem-solving skills are now being strengthened.
- In 2014, pupils' attainment in writing, grammar and spelling remained above the national average and this positive picture has been maintained over time. Most pupils reach average levels in reading. However, the proportion reaching the higher levels overall fell to below the national average in reading and mathematics in 2014.
- Pupils from minority ethnic groups, including pupils of Pakistani heritage, make good progress and achieve well. They attain in line with similar pupils nationally and the gap between these pupils and all pupils closes as pupils move through the school. Pupils at an early stage of learning English as an additional language, some of whom join during Key Stages 1 and 2, also make good progress.

The early years provision

is good

- Reception classes are well led and managed. Since the last inspection, leaders have brought about improvements to the provision in the early years. Outdoor provision has been redesigned and is now well used. Children are offered a wider range of learning activities and leaders now check children's attainment sharply. These improvements are having a positive impact on children's achievement and enjoyment.
- Adults have established high quality relationships with the children and create a positive and stimulating environment for them to learn in and flourish. The children feel safe, grow in confidence and relate extremely well to adults and to other children. Their behaviour is very positive.
- All groups of children are making good progress in the different areas of learning. This is because of good teaching and the interesting range of indoor and outdoor activities. Children make good progress in speaking and listening because all adults are successful in encouraging them to talk about their learning. Children are well prepared for learning as they enter Year 1.
- Children's attainment and progress is carefully checked and recorded. There are also detailed learning journals for each child with photographs and annotations of their learning and experiences.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107275
Local authority	Bradford
Inspection number	449139

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair	Su Thompson
Headteacher	John Cooper
Date of previous school inspection	3 February 2011
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