

Inspection of Steeton Primary School

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

Inspection dates:	25 and 26 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Steeton Primary School receive the academic and pastoral support they need to thrive. They rise to the very high expectations the school has for them. Staff are ambitious for every pupil. Pupils, including those with special educational needs and/or disabilities (SEND) achieve well.

The school's vision to provide a warm, nurturing place to learn is realised. Relationships between staff and pupils are extremely positive and supportive. Pupils know that staff care for them. Staff ensure pupils' individual needs are known and met. Pupils know what is expected of them and they want to do their best. This starts in the early years where children share with their friends and follow instructions carefully. The school is calm and orderly. This makes a positive atmosphere for learning. Pupils enjoy their learning. They are exceptionally proud of their welcoming, inclusive school.

Pupils who hold leadership roles make an important contribution. The 'Steeton Voice Panel' represent their peers well. They ensure pupil voice is heard. Pupils have helped to review lunchtimes and implemented their own ideas. Older pupils set a positive example for their younger peers. The 'buddy' system provides pupils with additional opportunities to demonstrate this. For example, Year 6 pupils accompany their early years 'buddies' to the local bookstore to choose a selection of new books for school.

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

The 'pupil offer' is a strength of the school and an integral part of its personal development provision. Pupils, without exception, access a wide range of carefully chosen opportunities including clubs, visits and visitors. The school ensures these experiences not only broaden pupils' understanding of the locality and the wider world, but link intrinsically to the curriculum to reinforce learning.

Pupils come from a diverse range of cultural backgrounds. Many join the school new to the country. This diversity is respected and valued by all. Pupils have a mature understanding of equality and respect. They develop the confidence to speak about their own religion and cultures, as well as any additional support they may need. This is due to the inclusive ethos that runs through the school. Pupils are prepared well for their future and for life in modern Britain.

An enjoyment of reading permeates the whole school. Pupils view reading as an enjoyable and important part of their day. They know why learning to read is important. They relish opportunities to choose their own books and have the time to explore texts from a wide and varied selection. Reflecting the views of many, one pupil commented that reading 'makes you want to jump inside the book and imagine what it's like to be there.'

Pupils at the earliest stages of learning to read are supported by well-trained adults. Pupils understand the well-established routines that form part of these sessions. This ensures they spend the maximum amount of time practising and learning letters and the sounds they represent. Pupils with gaps in their phonic knowledge are quickly identified.

These pupils access the additional support they need to quickly catch up. This includes older pupils who may have recently joined the school.

The curriculum is highly ambitious across all subject areas. The school has designed a thoughtfully sequenced curriculum, starting in the early years. This not only meets the bespoke needs of the pupils at this school, but it also ensures they leave school with a rich knowledge of the subjects they study. The school is insightful in its regular review of the curriculum and the impact it is having on pupils' learning.

The development of pupils' language underpins the school's curriculum offer. In each subject pupils learn specific vocabulary so that they can discuss and make sense of what they are learning. Teachers understand how to teach and deliver the curriculum effectively. However, at times, in the early years, teaching opportunities in the learning environment do not meet the aims of the ambitious curriculum. On occasion, activity choices do not provide children with the opportunities they need to apply what they know and can do to more complex tasks.

The provision for pupils with SEND is a strength of the school. Systems to identify and support pupils' needs are robust. The universal offer for all pupils, which includes adaptations to the classroom environment and the resources pupils use, ensures pupils with SEND learn seamlessly alongside their peers. This includes pupils with SEND in the early years. Pupils who need additional help, including to manage their emotions, receive it. The school recognises that for some pupils, managing their own feelings and behaviour takes time and requires more individualised support.

Raising attendance remains an ongoing priority. Attendance is improving, however a small group of pupils continue to miss too much important learning. The school is relentless in its drive to improve this. At the heart of the school's approach is an unwavering desire to provide pupils and their families with the support they need.

The school is focused on continuous improvement. Governors work closely with leaders to uphold the high standards in place. They have a thorough understanding of the school and the community. The school creates a positive working environment where staff are valued. There is an ongoing commitment to developing staff professionally, while at the same time considering their well-being. Parents and carers, pupils and staff are rightly proud of their school and the quality of education on offer.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, learning activities for the youngest children, do not provide them with the opportunities they need to apply what they know and can do to more complex tasks. This means that children's learning does not move on and develop as quickly and effectively as it could. The school should ensure that all staff have the knowledge that they need to provide learning opportunities which allow the youngest children to develop, practise and learn new knowledge through activities which meet their needs.

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	10346169
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	275
Appropriate authority	The governing body
Chair of governing body	Chris Whiley
Executive Headteacher	John Cooper
Head of School	Claire Redman
Website	www.steeton.bradford.sch.uk
Dates of previous inspection	7 and 8 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation, Unity Federation, with Sandy Lane Primary School. The executive headteacher oversees both schools.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with a range of school staff. The lead inspector also met with representatives of the federation governing body, including the chair of governors. The lead inspector also spoke with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects including history and art and design. The lead inspector listened to pupils read to a familiar adult as part of the early reading deep dive.
- 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 reviewed responses to Ofsted's parent, pupil and staff surveys and spoke to some parents at the school gate.
- The inspectors talked to staff to gather their views about the school, including their workload and well-being.
- The inspectors met with several groups of pupils, as well as speaking to pupils during lessons and at lunchtime.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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