



SEF - Spring 2025/26

School Context

The school serves a diverse urban/rural, transient commuter location which does not reflect the central village location of the school buildings. There are currently 260 children on site. We do not have a nursery. We are 1 form entry - capacity for 30 children in each year group. However, from Y2 upwards we are 1.5 form entry - phases have 3 classes. We have 2 age-related classes and a supported class in each phase. Steeton children come from a range of family circumstances, including a number of affluent local families, as well as children who are driven from various parts of nearby Keighley, where many areas are in the top 10% of deprivation nationally. Our children come from around 17 providers - both locally, nationally and internationally. 14 languages are spoken at home and there is a mix of ethnicities - 29 - that reflect this. 53% of children have EAL. We have 7 religions practised across school. Pupil premium = 72 children = 27.8%. FSM = 72 children - 27.8% which is slightly above national average. SEND = 43 children - 16.6%. 3 EHCPs. Attendance= 93.8% - hovering around national average.

Curriculum and Teaching; Achievement (Quality of Education)



Actions since last inspection:

- Updated all end points in each subject
- Ensured rigour in curriculum impact meetings linked back to curriculum cycle. This has identified clear next steps for curriculum DHT lead and monitors.

Curriculum Design

Our curriculum is bespoke and intelligently shaped to our cohort. It follows the EYFS 'Development Matters' framework and the National Curriculum. The curriculum has been planned to develop substantive and disciplinary skills across all subjects, adapted to suit a range of needs. The curriculum challenges, motivates and excites them. We believe that providing our children with key experiences will develop their cultural capital and enhance their learning, helping them to become successful and confident learners.



Read, Write Inc. Phonics

Phonics is systematically taught from Reception. All staff are trained by our highly skilled English Hub Lead. Children read books matched to their ability. Continuous assessment ensures that no reader is left behind. Fidelity to the scheme is monitored regularly and staff receive weekly CPD updates.

Reading for Pleasure

Steeton is a reading school. We have achieved the UKLA Gold Quality Mark - the first school in Bradford to do so. We won a national RfP award in Summer 2024. Children have a wide choice of research-based, quality literature which act as mirrors and windows, building knowledge and enhancing their cultural capital. Children recommend through Padlet and can read with the whole family through our book houses. We host regular showcases.



English

Writers are taught to write for different purposes so they fully understand what the point of their hard work is for, exposed to a variety of high-quality text-types as they journey towards their independent writing. We follow Greg Bottrill's Drawing Club in EYFS, opening up the magic world of tales and story to children whilst enriching language skills - essential for comprehension and reading.

We progress to Curious Quests in KS1, allowing for opportunities to show children the joy of grammar and apply their phonic understanding too. It is the perfect stepping stone to KS2 English. Staff have undergone Greg's training and use his philosophy of play to ignite the fire of storytelling.



Learn By Questions

LBQ is used from Y2-6 across many subject areas. It mainly supports our White Rose Maths and provides an interactive platform for children where they receive instant feedback and timely intervention can be given by the class teacher or LSA. The information available to teachers following a lesson is powerful and allows for meaningful planning and interventions.

Magic Monday

On Mondays, creativity shines. The day is dedicated to the Art and Design Technology curricula. Skills are built carefully over a half term, resulting in a simply stunning final product. Children look forward to Mondays and attendance has improved.



Next Steps:

- EYFS outdoor area
- Review Y1 provision - research and plan for 2026-27
- Review current RSE policy and curriculum against latest DfE statutory guidance and PSHE Association updates.
- Consult with staff, parents, and governors to gather feedback and identify any gaps or necessary updates

Impact:

[CLICK HERE](#)



Leadership and Governance (Leadership and Management)



Actions since last inspection:

Leaders have worked hard to drive forward improvements across all areas of the curriculum. There has been a significant focus on Unity Federation and developing working relationships with Sandy Lane Primary School to share expertise and resources.

Unity Federation

The success of the Unity Federation with Sandy Lane Primary School has been transformative for both schools, strengthening our teaching practices and leadership capacity. We have been able to share expertise, resources, and best practices, which has led to improved outcomes in curriculum development, staff training, and pupil progress. This collaboration has not only benefited our own schools but has also positioned us to take a more outward-facing role in the wider educational community. We are now in a stronger position to offer support to other schools, sharing our knowledge and approaches to help raise standards across the region.

Initial Teacher Training

In partnership with Leeds Trinity University as Unity Teacher Training Partnership Hub, we employ a very experienced lead teacher 1.5 days a week for marketing, recruitment, training and overseeing placements including mentoring. This year, we have 6 students placed across both schools. Staff from SPS and SLPS deliver training to students.

Monitoring, Performance Management and CPD

Our robust monitoring calendar ensures that there is fidelity, clarity and consistency across all areas of school life. This comprehensive approach involves regular evaluations of teaching methods, curriculum delivery, and pupil engagement to maintain high standards across the board. Closely linked to staff performance management and appraisals, the system sets clear expectations and measurable goals for all staff. Through ongoing observations and feedback sessions, we support our staff in enhancing their teaching strategies and addressing areas for improvement. This process directly informs our continuous professional development (CPD) calendar, allowing us to tailor training opportunities to meet specific needs. Through feedback from all stakeholders, we gain a holistic view of the school environment. Analysing attainment allows us to identify trends, celebrate successes, and implement targeted interventions as needed. This commitment to rigorous monitoring fosters accountability and continuous improvement, driving our mission of excellence for every child.



Reducing Steeton's PAN

From September 2024, we are reducing our PAN to 30; a reduction in 15 children each year until 2030. This will have a substantial impact upon school; the buildings and their usage, class and staffing structure including leadership. We are focused on succession planning and building strong pathways for the future for the long-term success of school.

Governance

Above the federation governance, school governance is structured around four key link member committees: Behaviours and Attitudes, Leadership and Management, Quality of Education, Personal Development, alongside Early Years (linked to new OFSTED framework but old names remain). These committees ensure a focused and comprehensive approach to driving school improvement, supporting staff, and enhancing the overall experience for pupils and their families across all areas of school life. Governors are regularly in school.



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Next Steps::

- Fidelity to all school systems from EYFS to Year 6.
- Continue to monitor and manage the school budget in line with PAN reduction.
- Implement Arbor to support all administrative areas of school.



Personal Development and Wellbeing (Personal Development)



Actions since last inspection:

- Refreshed the pupil offer.
- Introduced Steeton Voice Panel (SVP) to give all children a chance to speak.
- Introduced a wider range of extra-curricular activities for children.

Pupil Offer

Our curriculum in the classroom is richly enhanced with carefully planned opportunities for children to experience visits and visitors. Each year builds upon the last, fostering key values such as resilience, empathy, tolerance, confidence, and aspiration. By providing these shared experiences, we aim to nurture well-rounded individuals who are prepared for the challenges ahead and inspired to achieve their full potential.



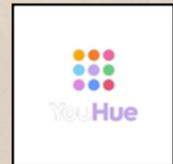
Extra-Curricular Opportunities

In September, we introduced 3:10 Club. This runs for 1 hour after school every day. Children can take part in various activities with a snack. This has not been as popular as we hoped, with an average of 4 each day. We are looking to develop wraparound care in the future.



Forest School

We have a qualified Forest School teacher. Forest School promotes the holistic development of children, fostering resilient and confident children. It gives all children the opportunity to take risks and explore environments that they they might not necessarily be exposed to outside of school. Forest School has contributed to our sustainability plan and supports our drive to reduce our carbon footprint. Forest school is closed in Autumn 2 and Spring 1.



Emotional Check Ins

We spent time researching different online systems to replace Mood Monsters. We have implemented 'You Hue'. We have set protocols around its use. It is already providing useful insights into children's emotional well-being.

Next Steps:

- Platinum Healthy Minds charter mark.
- Follow in the success of Mr Tid and ensure children are aware of protected characteristics.
- Ensure multi-vulnerable children are well supported

Steeton Voice Panel

The SVP encourages all children in school to contribute to the running of Steeton Primary. The panel meet twice each half term to discuss a 'big question' on behalf of their class peers. This question is then taken to SLT who respond with an answer. The panel is randomly selected each half term to ensure that all children are represented and no-one is either favoured or forgotten. This half term, the panel spoke to Carol from the kitchen who is implementing menu changes as a result.

Buddies

Children in EYFS are paired with a buddy when they arrive at school in September. They form a close bond and eat lunch together and play during break times. Friday afternoons in the Autumn and Summer terms are dedicated to 'Buddies' and Y6 support with physical and social development of EYFS children, even going on joint trips together. Feedback from children and parents is positive and Ofsted said in 2023, "Older pupils relish the opportunity to support the youngest children in school. They see this care as a responsibility, not a chore."

PHSRE

We teach 6 concepts over a 2 year cycle:



Children are taught age appropriate content as set out by Coram Life Education. We also teach UKS2 children about FGM. We teach an additional, non-statutory sex education session to Y6 children with parental consent. The new statutory RSE guidance comes into effect from September. We have amended our school policy to reflect the changes, including: stronger online safety, digital wellbeing, communication skills and emotional literacy.

Impact:

- 98% of Y6 attended the RSE non-statutory session.
- Thanks to SVP, we are removing an old climbing wall in the playground and replacing it with a green wall and garden area.
- 1 family has been captured specifically through the use of YouHue.

Attendance, Behaviour, Safeguarding and Inclusion (Behaviour and Attitudes)



Actions since last inspection:

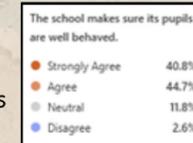
- All staff have been involved in a review of the relationships and behaviour policy and implementing logical consequences with children.
- With Mr Tid, children have further developed their tolerance and respect for everyone in our school community.

Attendance

Attendance (93.59%) and persistent absence (21% - 55 children) are carefully monitored by our Inclusion Lead. We are careful to add school context to our reporting to give a true reflection of figures. Lates - both at the start and end of the day - are stubborn and do not reduce as much as we would like despite contact with those families who are persistently late. Inclusion lead works closely with Early Help and other agencies to ensure that families who need extra help are supported. We offer SEMH support and intervention for our children who find coming into school each day difficult and we adapt social times as necessary. We have 1 child on flex-schooling arrangements.

Relationships and Behaviour

We were awarded the Gold Charter Mark for Healthy Minds in summer 2025. This is testament to our trauma approach and the way in which every staff member at Steeton treats each child as individuals. Staff build warm and respectful relationships built around logical consequences. Children understand boundaries and understand who they can talk to if they need to. In our latest survey, 97.8% of parents said their children felt safe at school, with the remaining 1.3% giving 'neutral' responses. We have a play therapist weekly. Our Inclusion Lead is highly skilled in working with children and their families to build and maintain positive relationships. We currently have around 50 families who receive inclusion support under the threshold of agency support.



Suspensions and Exclusions.

1 child has been permanently excluded this half term. This decision was a last resort following consideration of the relevant circumstances and procedures. The process placed significant stress on physical and financial resources, including circa £10k on safeguarding the school exits and perimeter.

Staff Wellbeing

Our inclusion lead runs CCC sessions each half term in school. These allow groups of staff to voice concerns or raise questions about school life. Questions or statements are then taken to SLT who have to respond with an outcome. We run staff supervision sessions where each member of staff is given time each half term to talk in a safe space about anything at all. Staff report that workload is manageable and morale is high. The staffroom is due for refurbishment this term which will add a new and collaborative working space for everyone.

Inclusion Lead and SENDCO

The Inclusion Leader works closely with the school's SENDCO to create an inclusive environment where all children can access the curriculum and succeed. Together, they identify and support pupils with diverse learning needs through targeted interventions and tailored support plans, removing barriers to learning and promoting both academic and personal development. They collaborate with teachers, parents, and external agencies to ensure each child's needs are met and advocate for pupils with SEND, helping to build a respectful and inclusive school community.

Mrs Kennedy - Inclusion Lead - has rolled out 'Is It Actually a Disaster' to the whole school, helping children to become self-aware and resilient.

Miss Wilson - SENDCO - has studied PDA (Pathological Demand Avoidance) and is qualified in strategies to support children presenting with PDA. She is currently studying for INPP (Institute for Neuro-Physiological Psychology) qualification which means she will be able to identify and mediate underlying physical factors - specifically persistent primitive reflexes - that can impede a child's natural development.

FOREST Principles

6 principles: friendship, opportunity, resilience, empathy, self-awareness and teamwork form part of school's identity. Each half term, assemblies and registration times focus on these to help children become confident and resilient individuals. FOREST is the focus of our first parents' consultation meeting of each year. Feedback was 100% positive, with all parents valuing the importance placed on their child as a whole including friendships and relationships.

Next Steps:

- Continue to work on improving attendance and reducing persistent lateness
- Seek further feedback from those parents who feel their children have been bullied to improve our practice.
- Look at playtimes and how we can further reduce incidents of behaviour.