

# Steeton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107275
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356126
<b>Inspection dates</b>	3–4 February 2011
<b>Reporting inspector</b>	David Byrne

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Su Thompson
<b>Headteacher</b>	Mr John Cooper
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	Market Street Steeton, Keighley West Yorkshire BD20 6NN
<b>Telephone number</b>	01535 653315
<b>Fax number</b>	01535 653315
<b>Email address</b>	john.cooper@steeton.bradford.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	3–4 February 2011
<b>Inspection number</b>	356126

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Two inspectors observed teaching and learning in 16 lessons, taught by 12 teachers, and held meetings with representatives of the governing body, staff and pupils. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 75 parents and carers and also evaluated those supplied by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching is sufficiently challenging for all pupils to make sufficient progress.
- The quality and impact of assessment on the learning of pupils and their involvement in understanding of how to improve.
- The quality of the curriculum and its benefits for the achievement of all pupils.
- The systems for care, guidance and support for pupils and families and their effectiveness in overcoming barriers to learning.
- The effectiveness of leaders and managers at all levels on raising attainment and driving learning forward.

## Information about the school

This is a larger than average-sized primary school. The demographic nature of the school has changed considerably since the last inspection. A majority of pupils live in the nearby town of Keighley and are brought to school by car and bus. Just over half of pupils are of Asian ethnic background; an above-average percentage of pupils have English as an additional language. The percentage with special educational needs and/or disabilities is below average as is the percentage of pupils known to be eligible for free school meals.

The school has gained Healthy School status, has the Activemark and achieved the intermediary level International School Award for links with a school in France. The headteacher took up post in September 2009 and the deputy headteacher was appointed in September 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which provides outstanding care, guidance and support. These contribute to good levels of spiritual, moral, social and cultural development and harmonious relationships between pupils. Pupils like school. The large majority show excellent attitudes in lessons and work hard to do their best. Behaviour is outstanding; pupils are keen to help others and they show respect and display good manners at all times. The large majority of parents and carers rate the school highly. The view of one typifies that of most, 'My child has flourished at this school - he is confident and happy and excited about learning'.

Achievement is good and pupils enjoy learning. An above-average proportion of children on entry to the Early Years Foundation Stage have levels of development that are below those typical for their age. In Key Stages 1 and 2, the proportion attaining the expectations for their age increases at a good rate. This good progress results in attainment at the end of Year 6 being in line with the national average. There are strengths in the performance of pupils in reading, but attainment could be better in aspects of other subjects. In mathematics, the more-able pupils are not challenged consistently and attainment in imaginative writing is below expectations.

Strong leadership by the headteacher, supported by a talented leadership team is moving the school forward at a good rate. Good teaching meets the needs of most pupils. Whilst pupils are aware of their targets for improvement, the quality and detail of these are at times too vague to help them to improve. The good curriculum makes learning relevant and is developing opportunities for practical learning. Increased opportunities for pupils to develop learning skills that link subjects together are increasing the impact of teaching on learning. The pupils' confidence in working independently is underdeveloped and holds back the growth of existing skills and ideas and the ability to follow their own lines of enquiry.

Since the last inspection, the new leadership team, together with the governing body, has maintained the school's strengths, while adapting aspects of its work to meet the needs of the changing school population. Assessment is better, a closer focus is given to tracking pupils' individual progress and staff are more aware of how to help pupils with English as an additional language. The school's self-evaluation is accurate and based on good systems for monitoring its performance. All staff share the same vision and a desire to raise attainment. Given the current circumstances in the school, it has a good capacity to improve further.

## What does the school need to do to improve further?

- Raise attainment by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- providing more opportunities for pupils to write imaginatively
- raising the expectations of more-able pupils in mathematics
- refining the systems for pupils assessing their own work so that clearer guidance is given about how they can improve their work
- opening up opportunities for pupils to be independent in their learning and take more responsibility for pursuing their own lines of enquiry.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils listen attentively in lessons, seek to do as well as they can and have a thirst for learning. The developing strategy within school of linking subjects together is inspiring pupils to learn. During a mathematics lesson focused on negative numbers, pupils talked knowledgeably about this type of number and why they are important in many ways. Class studies on explorers of space and the Arctic had captured their imaginations and helped them to make sense of the pure mathematics involved in their numeracy lesson. Pupils take pride in their work and set themselves good expectations for all they do.

The pupils' very positive attitudes, coupled with good teaching, are a significant factor in the good progress of the large majority of pupils. Pupils with special educational needs and/or disabilities make good progress towards their individual targets. There are, however, some differences in the attainment and progress of some groups. Girls tend to do better than boys, especially in Key Stage 1, but the gap narrows at a good rate in Key Stage 2. Those with English as an additional language also make good progress although the attainment of Pakistani-heritage boys tends to be lower than other pupils. Within the broadly average attainment, there are some differences within subjects. Attainment is above average in reading, while in writing, attainment is below average with a particular weakness in imaginative writing. In mathematics, attainment has held up well overall, but the pupils' skills of performing investigation holds down aspects of progress, particularly of the more able.

Pupils are proud of their school and value their school community. By participating in local events, such as the Ilkley Carnival and organising and taking part in a Christmas carol service at the local church, pupils contribute well to the local community. The pupils' voice is valued; school council members are proud to wear their differently coloured jumper so that other pupils know their role. The eco-committee keeps everyone on their toes with regard to the need to protect the environment and playground helpers help to make outdoor play fun times. The Healthy School status is reflected in the pupils' good knowledge of the choices required to eat sensibly and behave safely. Business enterprise links with a local supermarket helps pupils to understand the way wealth can be generated and such experiences, coupled with the pupils' conscientious attitudes and good personal skills, are a good preparation for their next stage of education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good. Strong teamwork between teachers and classroom assistants provide pupils with interesting lessons that harness the pupils' enthusiasm for learning. Staff give good attention to the needs of pupils with special educational needs and/or disabilities and care is taken to develop the technical language of pupils with English as an additional language. Good strategies are employed to promote pupils' speaking. In the best lessons, activities involve pupils in making decisions about their learning and encouraging them to use resources to extend their skills and knowledge. During a good mathematics lesson, pupils were interested in learning about the features of three-dimensional (3D) shapes by exploring 3D models and participating in appropriate interactive computer games linked to shapes. Where teaching is less than good, the activities for pupils do not extend the more-able enough and there is too little scope for independent learning. While staff know pupils well, there are variations in the way assessment is used and in particular in the quality of guidance for pupils to improve their work.

The curriculum is good and developing very positively. Recent initiatives to link subjects together by using a theme have lifted the enthusiasm of pupils and staff alike. Within the more creative approach to planning, a good emphasis has been maintained on the basic skills of speaking, reading and writing, numeracy and information and communication technology (ICT) but with an increased emphasis on applying them to other subjects. This is beginning to raise attainment, for example, in writing and increasingly meeting the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

needs of boys and pupils who need support with English. Good partnerships with consultants, for example, in environmental education, are taking learning outdoors, which is popular with pupils. There is a global dimension to learning with good-quality provision for a modern foreign language, French. This includes close links for pupils with a school in France. Residential educational stays and visits to venues within the locality widen learning opportunities.

Pupils receive outstanding care, guidance and support. The needs of the pupils most in need benefit from robust and very effective systems for child protection. Regular review meetings for pupils involve parents and carers so that good support is gained at home as well as provided in school. Excellent partnerships with outside agencies from education, health and welfare provide additional expertise as required.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leadership team has a clear vision for the school's development that is shared by a dedicated and united staff team. There is a sharp focus within the school on raising attainment, which is reflected in detailed development plans. Assessment is used as an effective tool to monitor the progress of pupils and set targets for attainment. These targets reflect high expectations and are based on thorough analyses of data about the pupils' performance. Good school development planning identifies the areas for school improvement accurately and staff are well deployed and trained to achieve the targets within it. The governing body is effective. It keeps a critical eye on the school's performance and increasingly sets high expectations for the school. Members of the governing body ensure that the school complies with all requirements, including those related to safeguarding and child protection. The school site, although complex, is safe and secure and procedures are effective in making sure that adults within the school are suitable to be with children.

The school has good partnerships with a variety of representatives within the local and wider community. For example, an excellent concert provided by the local authority music service extended the pupils' experience of live music. Parents and carers are successfully engaged with the school and encouraged to be partners in their children's education. There is a strong commitment to promoting equality of opportunity, but some differences exist in the performance of groups within the school. Senior leaders have a good understanding of the school's religious, ethnic and socio-economic context and they promote community cohesion well in the school and community. The school's intermediate

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

International School Award demonstrates its commitment to cohesion and to promoting an appreciation of the cultural richness and diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get a good start to their education in the Early Years Foundation Stage. They benefit from a safe and secure environment and good attention is given to all aspects of care and welfare. The curriculum is planned well to encompass all areas of learning relevant to the children. Indoors, provision for learning is good with well organised areas for play, learning and for role play. Outdoor provision is being developed and, whilst it is not ideal, it is used to support learning. The teaching team is experienced and understands the needs of the children. Good attention is given to promoting the spoken language of the children and to developing an understanding of letters and sounds and early mathematics, reading and writing.

From levels of development that are below those typical for their age when they start in the Reception Year, children make good progress. The proportion working at the stage expected for their age increases at a good rate so that, by the start of Year 1, attainment has moved closer to average. The progress of those with English as an additional language is particularly strong. Assessment occurs regularly, but there are some anomalies in the judgements made and the school is reviewing some aspects of its procedures. The relatively new leader of the Early Years Foundation Stage has a clear picture for developing further the quality of provision. Improvements to the quality of provision and to the accuracy of assessment are underway. Parents and carers are welcome partners in their children's education. They are informed about their children's progress, although long-term records of individual progress are not fully exploited to involve the home.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Around a quarter of parents and carers returned their questionnaires. The majority are supportive of the school. They report that the school is safe, that their children like school and that it is well managed. The large majority say that their children make good progress. A small minority expressed some concern about the rate of learning of their children and a few would like better information about their children's progress. The inspection endorsed the positive comments about the school, but judged that progress, although good, could be better in writing and some aspects of mathematics. The communication with parents and carers is generally good and regular meetings with parents and carers provide up-to-date information.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Steeton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	55	32	42	1	1	1	1
The school keeps my child safe	49	64	25	33	2	3	0	0
My school informs me about my child's progress	36	47	32	42	6	8	1	1
My child is making enough progress at this school	35	46	34	45	6	8	1	1
The teaching is good at this school	36	47	37	49	2	3	1	1
The school helps me to support my child's learning	32	42	35	46	6	8	1	1
The school helps my child to have a healthy lifestyle	30	39	43	57	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	37	36	47	8	11	0	0
The school meets my child's particular needs	31	41	38	50	5	7	1	1
The school deals effectively with unacceptable behaviour	27	36	40	53	7	9	0	0
The school takes account of my suggestions and concerns	23	30	43	57	5	7	1	1
The school is led and managed effectively	34	45	37	49	3	4	1	1
Overall, I am happy with my child's experience at this school	41	54	29	38	5	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 February 2011

Dear Pupils

**Inspection of Steeton Primary School, Keighley, BD20 6NN**

It was a privilege for me and my colleagues to join you recently. You attend a good school. It gives you good personal skills and helps you to make good progress in your academic studies. Your teachers and other adults are very caring and do an excellent job helping those of you who need extra support. The curriculum is becoming increasingly exciting. The themes that you study open up many opportunities for you to use your imagination and apply skills of literacy, numeracy and ICT to a range of subjects.

Your behaviour is exemplary and your attitudes to learning are very positive. It was impressive to see how well you get along together, always helping each other and doing your bit to help out in lessons and around school. You understand the main choices needed to stay fit and healthy and are increasingly developing an understanding of the world of business and the ecological threats to our planet. These things will help you in your future lives.

Part of my job is to work with the school to find ways of making it even better. I have suggested a number of things that should do this:

- giving you more opportunities to write imaginatively and doing more to make mathematics harder for those of you who find it easy
- raising expectations for you to be independent in your learning
- working with you to increase your involvement in assessing your work so that you all have better guidance about how to make your work even better.

I wish you all the very best for your future happiness and success in life.

Yours sincerely,

Mr David Byrne

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**