

Streethouse, Junior, Infant and Nursery

Address: Whinney Lane, Streethouse, Pontefract, West Yorkshire, WF7 6DJ

Unique reference number (URN): 108195

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the curriculum and how it is taught. They have designed a broad and inclusive curriculum that sets out the knowledge pupils should learn. In most subjects, this is sequenced clearly so that pupils build on prior learning over time. Subject leaders support staff to deliver the curriculum with increasing consistency. Pupils have regular opportunities to revisit prior learning, which helps them remember key knowledge. However, in a small number of subjects, essential knowledge is not identified with enough precision. This limits how well pupils secure and recall key learning.

Leaders prioritise securing firm foundations in reading, writing and mathematics. Phonics is taught daily and supports pupils to develop fluency in reading. Leaders are refining the early writing curriculum, particularly transcription, so that skills are taught in a clear and structured sequence. Despite this, some pupils have gaps in spelling, grammar, handwriting and number facts. Teaching does not always address these gaps quickly enough or prevent new ones from forming.

Teaching is calm and purposeful. Teachers present new learning clearly and use questioning to check understanding. However, these checks do not always lead to timely or precise support. Staff adapt teaching so pupils with special educational needs and/or disabilities can access the curriculum alongside their peers.

Inclusion

Expected standard 

Leaders place a clear emphasis on inclusion and ensure that vulnerable pupils are identified early. Staff use assessment and observation to recognise needs and work closely with families and external professionals to secure appropriate support. This helps reduce barriers to learning and wellbeing. Teachers adapt teaching through modelling, scaffolding and clear explanations. As a result, most pupils access the full curriculum. Interventions are targeted and reviewed, although leaders are continuing to strengthen how consistently they evaluate impact.

Leaders track the progress and wellbeing of disadvantaged pupils carefully. Pupil premium funding is used to provide academic support, pastoral care and access to wider opportunities. This helps pupils to engage fully in school life and improves their confidence and outcomes over time.

Provision for pupils with special educational needs and/or disabilities (SEND) is well led. The leader ensures that support is personalised and responsive. Staff receive relevant training and adapt teaching so pupils with SEND can participate alongside their peers and make progress from their starting points.

Leaders work effectively with external agencies to support pupils known to social care. Support is timely and coordinated. Leaders also ensure that other pupils facing barriers feel safe, included and able to take part fully in school life.

Leadership and governance

Expected standard 

Leaders have set a clear strategic direction for the school. They maintain an inclusive culture that reflects the needs of the school community. They have prioritised creating a homely and inviting learning environment where pupils feel safe, valued and ready to learn. Leaders understand the school's strengths, including pastoral support and personal development. They have identified appropriate priorities to improve the school further. They take considered action to address school priorities and adapt their work in response to their context. Their decisions are guided by what is in the best interests of pupils, particularly those who are more vulnerable.

Governors fulfil their statutory duties and provide appropriate oversight. They ensure that safeguarding arrangements are secure and policies are up to date. Governors receive relevant information and use this to ask questions and hold leaders to account. They support leaders while offering suitable challenge and ensure that financial decisions align with school priorities. Governors are committed to the school and continue to develop their knowledge to strengthen their role.

Leaders prioritise staff wellbeing and workload. Staff feel valued and supported and appreciate leaders' approachable manner. Workload is considered carefully. This contributes to a positive and collaborative staff culture.

Professional development is planned and aligned with school priorities. Staff benefit from training and opportunities to work with colleagues beyond the school. Leaders also provide appropriate support for staff at different stages of their career.

Leaders communicate effectively with parents and the wider community and work closely with external agencies to support pupils and families.

Personal development and wellbeing

Expected standard 

Leaders provide clear direction for personal development and wellbeing. They promote shared values that pupils understand and follow in their daily behaviour. Leaders have designed a structured programme that supports pupils to develop knowledge, skills and character over time. They review provision using a range of information, including pupils' views, and use this to refine their offer and plan next steps.

The programme supports pupils' social, moral, spiritual and cultural development. Pupils learn about respectful relationships, fairness and different beliefs. They are taught about relationships, health and safety in an age-appropriate way. Pupils understand how to keep themselves safe, including online and offline, and know how to seek help. They learn how to be safe near local railway lines and waterways. Pupils develop an appropriate understanding of fundamental British values through assemblies, discussions and leadership opportunities. They benefit from a range of experiences, including trips to places of interest, sporting and musical opportunities, and work with a local art gallery. Pupils also take on leadership roles such as play leaders, reading ambassadors and head pupils, contributing to decision making in the school and wider community. Pupils can talk about their experiences, although their understanding of the part they play and the benefits is variable.

Leaders ensure that all pupils can take part in a broad range of wider opportunities. Pupils with special educational needs and/or disabilities access the full programme with suitable adjustments.

Pastoral support sits at the heart of the school's work. Leaders prioritise pupils' wellbeing and mental health. Staff know pupils and families well and respond swiftly to concerns. The school works closely with external agencies, including health professionals, the police and charities. This helps ensure that pupils and families receive appropriate and timely support.

Needs attention ●

Achievement

Needs attention ●

Some pupils do not secure the foundational knowledge they need in reading, writing and mathematics. Recent improvements in phonics support younger pupils to develop confidence and fluency in reading. However, older pupils still have gaps in their knowledge. Children do not consistently get off to a secure start in the early years and are not always ready for Year 1, particularly in writing. These weaknesses limit how well pupils access learning across the curriculum as they move through school. Leaders have identified these issues and are working to strengthen the rigour of curriculum, teaching and assessment.

Published outcomes remain below national averages. While cohorts often have high levels of need and mobility, these factors do not fully explain outcomes. Historic weaknesses and remaining inconsistencies in the quality of education have contributed to gaps in pupils' knowledge. Across the curriculum, pupils with special educational needs and/or disabilities (SEND) generally make steady progress from their starting points. Disadvantaged pupils receive support from adults, however a significant number of these pupils still have gaps in what they know and remember. Not enough pupils are well prepared for their next stage of learning.

Attendance and behaviour

Needs attention ●

Too many pupils do not attend school regularly, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Attendance remains below national expectations. Leaders have established clear systems to track absence and identify pupils at risk. They work closely with families and external agencies to reduce barriers. These actions have improved attendance for some pupils and reduced persistent absence notably in individual cases. However, improvements are at an early stage. Current approaches rely too much on short term strategies and have not secured lasting changes in attitudes to attendance. Leaders are beginning to strengthen their strategic approach, but attendance remains a key priority.

Expectations for behaviour are clear and understood by most pupils. Behaviour in lessons is calm and purposeful. Pupils engage well in learning and generally respond positively to routines. Bullying is rare and, when it occurs, staff deal with it quickly and fairly. Pupils feel safe and report concerns with confidence. Staff address discrimination consistently. Leaders

use inclusive approaches, including tailored support for pupils with SEND, to help pupils manage behaviour and take part fully in school life.

Early years

Needs attention 

Leaders prioritise giving children a safe and positive start in the early years. Recent changes to the early years leadership are positive. Leaders understand the setting's strengths and areas for development. Purposeful improvements have begun. Staff know children well and build positive relationships with families and external agencies. Provision for younger children supports them to settle and feel secure.

The curriculum does not yet identify clearly the knowledge children need to learn across all areas. It focuses more on activities than on learning, and sequencing is not well defined. As a result, teaching does not consistently build learning over time. There is a balance between adult led and play activities. Adult led sessions support learning more effectively. However, the learning environment and play opportunities are not well designed to promote sustained, purposeful learning or support children's next steps. Adults model language and support communication well. They interact with children and extend learning through talk. However, teaching is not always sharply focused on clear learning goals.

Children feel safe and develop positive relationships. The setting is inclusive and children with additional needs receive appropriate support. Despite this, many children do not make the progress they should and are not well prepared for Year 1.

What it's like to be a pupil at this school

Pupils enjoy attending this welcoming and inclusive school, where the motto 'Be the best you can be' shapes daily life. It is a small school with a strong sense of community, where pupils and families feel known and valued. Pupils say they feel safe because adults care, listen and respond when needed. They know who to speak to if they are worried and they trust staff to help them. Behaviour is calm and respectful across the school. Pupils understand the importance of being safe, respectful and responsible. Bullying is rare, and pupils are confident that staff deal with concerns quickly and fairly.

Pupils feel a strong sense of belonging. Positive relationships help them feel included and supported. Pupils benefit from a range of experiences, including visits, creative activities and opportunities linked to the local area. These experiences help pupils develop confidence and broaden their understanding beyond the classroom. Pupils with special educational needs and or disabilities are supported to take part fully and feel part of the school community.

Pupils generally show positive attitudes to learning and engage well in lessons. Younger pupils are developing confidence in reading. However, some pupils, particularly older pupils, have gaps in their knowledge, especially in writing and mathematics. These gaps reflect disruptions to their learning over time and mean they are not always as well prepared as they should be for the next stage. Children in the early years settle well and feel secure, but they do not consistently gain the knowledge and skills needed for Year 1.

Most pupils attend regularly and benefit from school life. However too many pupils do not attend school regularly enough. These pupils miss important learning and do not gain the full benefit of the curriculum and the broad opportunities the school offers.

Next steps

- Leaders should address existing gaps in foundational knowledge, particularly in spelling, grammar, handwriting and mathematical fluency. These gaps limit pupils' ability to access future learning. Leaders should also prevent new gaps from developing by securing a clear and systematic approach. Teaching should build knowledge in small, well-sequenced steps and checks for pupils' understanding should be frequent to identify any potential gaps early and provide timely support so pupils keep up and achieve well.
 - Leaders should strengthen their strategic approach to attendance by addressing barriers and securing sustained improvements in pupils attending regularly and on time. While current strategies have a short-term impact, leaders should develop a more consistent and long-term approach to build a shared understanding of the value of education and the importance of regular attendance.
 - Leaders should ensure that the early years curriculum clearly identifies the precise knowledge children need to learn across their time in the early years foundation stage. They should also ensure that opportunities for learning are well designed to support children's next steps so they can make strong and consistent progress.
 - Leaders should continue their work to refine the remaining subjects within the wider curriculum by clearly identifying which is the essential knowledge in each subject and sequencing it carefully. This will help pupils build on prior learning, deepen their understanding over time and show what they know clearly in their work and discussions.
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About this inspection

The chair of the board of governors in this school is Mandy Gorse.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school leaders, a representative from the local authority, members of the local governing board, parents, pupils and staff during the inspection.

The inspector(s) confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Nikkie Wright

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspector:

James Leech, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

School and pupil context

Total pupils

103

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

131

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

46.43%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.77%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

45.63%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	34%	61%	Below
2024/25 (final)	40%	62%	Below
2023/24 (final)	31%	61%	Below
2022/23 (final)	31%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	74%	Below
2024/25 (final)	60%	75%	Below
2023/24 (final)	38%	74%	Below
2022/23 (final)	38%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	73%	Below
2024/25 (final)	53%	74%	Below
2023/24 (final)	38%	73%	Below
2022/23 (final)	44%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	19%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	25%	46%	Below
2022/23 (final)	25%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	25%	62%	Below
2022/23 (final)	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	38%	59%	Below
2022/23 (final)	38%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	19%	68%	-49 pp
2024/25 (final)	S	69%	S
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	25%	66%	-41 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (final)	S	81%	S
2023/24 (final)	25%	80%	-55 pp
2022/23 (final)	38%	78%	-41 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-25 pp
2024/25 (final)	S	78%	S
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (final)	S	81%	S
2023/24 (final)	38%	79%	-42 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	38%	79%	-42 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.1%	5.2%	Above
2023/24 (3 term)	8.1%	5.5%	Above
2022/23 (3 term)	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	28.7%	13.0%	Above
2023/24 (3 term)	26.4%	14.6%	Above
2022/23 (3 term)	29.5%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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