

The Rookeries Carleton Junior and Infant School: with Hearing Impairment Resource

Inspection report

Unique Reference Number	108174
Local authority	Wakefield
Inspection number	382305
Inspection dates	22–23 November 2011
Reporting inspector	Liz Godman

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Mary Ward
Headteacher	Jo Heggie
Date of previous school inspection	18 November 2009
School address	Carleton Road Carleton Pontefract West Yorkshire WF8 3NP
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Introduction

This inspection was carried out at no notice by two additional inspectors. Inspectors observed 12 lessons taught by eight teachers. They held meetings with staff, groups of pupils, the Chair of the Interim Executive Board (IEB) and a representative of the local authority. They observed the school's work, and looked at school assessment data, school self-evaluation documents, documents relating to safeguarding and school policies.

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

- The current attainment and progress of pupils, particularly those who are more able.
- The quality and consistency of teaching and assessment in different year groups.
- The extent to which leaders and managers are driving improvement.

Information about the school

The school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British heritage. The school hosts a local authority designated resourced provision for deaf pupils. Consequently, the proportion of pupils with a statement of special educational needs is above average. The proportion of pupils with special educational needs and/or disabilities at school action and school action plus is below average. Provision for the Early Years Foundation Stage consists of a Reception class.

At the time of the last full inspection in November 2009 the school was placed in special measures. This was the fifth monitoring inspection.

A new headteacher and a new teacher joined the school in September 2011. There is a breakfast club managed by the Interim Executive Board.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The headteacher has secured a shared sense of purpose so that all staff have a clearer understanding of what needs to be done to raise attainment and to improve pupils' progress. Self-evaluation is in-depth, rigorous and accurate and used well to identify priorities for improvement. The headteacher and deputy headteacher form a strong team and have engaged all other staff in teams responsible for different aspects of the school's work. These factors, together with significant sustained improvements across the school and increased stability of staffing, have ensured that the school now provides a satisfactory quality of education and has good capacity for further improvement.

Consistently good teaching ensures pupils' progress is good and accelerating rapidly. Pupils' attainment is low, but there is clear evidence that it is improving strongly. Many pupils, particularly at Key Stage 2, have gaps in their knowledge and skills; there remains much ground to make up. The proportion of pupils working at levels above those expected for their age is particularly low, partly because opportunities are very occasionally missed in lessons to challenge and extend the more able. Attainment in mathematics at the end of Key Stage 2 lags behind that in English.

The improved teaching is characterised by clear learning objectives, so that pupils know what they will learn and how to show this. They are increasingly eager to learn and show a growing pride in their work. This is an important factor in their improved rates of progress. The use of assessment to support learning is good in most respects. Pupils receive clear feedback and know what they have to do to improve their work. Most pupils are clear about their individual targets, although they are less clear about the level at which they are working and how to reach the next level. Lessons provide good opportunities for pupils to evaluate their own and others' learning. High quality support from teaching assistants and specialist communication support workers ensures that deaf pupils and others with special educational needs and/or disabilities are included fully in the life of the school and make good progress in lessons and over time. However, some targets in pupils' individual education plans are insufficiently specific and measurable to be fully effective.

The curriculum has improved and the necessary focus on basic skills has increased pupils' progress in these. More work is set in an appropriate context, for example, based around history topics. Older pupils, in particular, use their writing skills across the curriculum with increasing effectiveness. However, other links, for example, the use of information and communication technology (ICT) or numeracy are less well developed; the curriculum currently provides few opportunities which really inspire pupils and extend their imagination and curiosity.

Good support from the IEB and the local authority has played a key role in stabilising staffing and identifying areas of weakness in the school's performance. The appointment of a shadow governing body is nearly complete and thorough plans are in place for the transfer of responsibilities from the IEB to the governing body. However, this is at an early stage of development and there remains much to do before the governing body is ready to assume its full responsibilities.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Key Stage 2 by:
 - using monitoring and assessment to identify and close the gaps in pupils' knowledge and skills, particularly in mathematics
 - ensuring that all pupils, especially the more able, are sufficiently challenged
 - ensuring that individual education plans for pupils with special educational needs and/or disabilities are sufficiently precise to secure improvements to their skills
 - ensuring pupils are clear about the National Curriculum level at which they are working and what they have to do to reach the next level.
- Improve the curriculum by:
 - ensuring that pupils have increased opportunities to apply basic skills, especially numeracy and ICT, across the curriculum
 - broadening it to provide more experiences to engage and inspire pupils.
- Develop the role of the new governing body in supporting and challenging the work of the school.

Outcomes for individuals and groups of pupils

3

Pupils' good behaviour in lessons has improved their focus on learning. They are eager to learn and articulate their enjoyment. For example, in a Year 4 mathematics lesson, pupils saw the relationship between multiplication and division and said, 'that's brilliant!' Pupils in Year 6 focused on writing descriptions and honestly evaluated the strengths and weaknesses in their work. Pupils relish opportunities to be involved in practical work and those in Years 3 and 4 spoke keenly about their work on ancient Egypt. Older pupils said there are not enough topics like this.

Throughout the school deaf pupils and pupils with special educational needs and/or disabilities play a full part in lessons and progress well due to the skilled and sensitive support they receive. The whole-school Reading Challenge has captured pupils' interest and desire to be 'caught' reading. They proudly display their books wherever they go. The school data on pupils' progress confirm this good picture, showing a rapid acceleration across the school in reading, writing and mathematics. Pupils' achievement is satisfactory.

In the past, attainment on entry to Year 1 has been below expectations. This pattern of low attainment has followed the current Key Stage 2 pupils through their time in the school. However, significant improvements in the Early Years Foundation Stage outcomes mean that pupils are now entering Key Stage 1 with skills at least in line with those expected for their age.

Pupils have a good knowledge of how to stay safe and healthy. Behaviour around the school is good. Occasionally, pupils' enthusiasm for physical activity means that play can become a little boisterous. Pupils, especially the older ones, are keen to take on responsibilities, although their current contribution does not extend far beyond the immediate locality. Pupils' preparation for the future is satisfactory. Attendance is now above average, but the application of numeracy and ICT skills remains less developed. Spiritual, moral, social and cultural development is good, although, due to limited knowledge of different cultures, the cultural aspect is weaker.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are increasingly well planned to meet the range of needs in the class. Where teaching is stronger, the teachers recognise those ready to be extended and challenged further, adjusting the lesson to accommodate this. However, this is not firmly established in all classes. Similarly, targets in some pupils' individual education plans are too broad to be useful in guiding activities and learning in lessons. Despite this, support staff are deployed well and are effective in helping the supported pupils

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

to make good progress. Teachers' growing subject knowledge is an important factor in pupils' good and accelerating progress. This is especially evident in English and is developing in mathematics. Pupils' work is marked regularly and consistently well in all classes. Pupils respond well to this in considering how to improve their work, although they are not always very sure of the National Curriculum level at which they are working.

While the satisfactory curriculum has, to date, involved a strong and appropriate emphasis on English and mathematics, this has placed some limits on pupils' use of key skills, particularly numeracy and ICT, in other areas of the curriculum. Similarly, the current curriculum is rather narrow, with few opportunities for pupils to pursue their own lines of enquiry and to extend their horizons beyond the immediate area. This accounts for their restricted knowledge of cultures beyond their own.

Pupils are cared for, guided and supported well, so that pupils feel safe, happy and secure. Support for the deaf pupils is a particular strength. Good links with other agencies and well-organised arrangements ensure clearly targeted support for pupils whose circumstances potentially make them vulnerable. The learning mentor is effective in helping pupils to overcome barriers to learning and in improving links with parents and reducing persistent absences. The breakfast club gives pupils a good start to the day and contributes to their good attendance and punctuality.

These are the grades for the quality of provision

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

How effective are leadership and management?

All staff are actively involved in the life of the school and share a sense of responsibility for securing future developments. All are committed to contributing to the new teams. This is a significant factor in the school's rapid and sustained improvement. The Interim Executive Board has played a key role in securing stable staffing, in driving improvement and in ensuring all legal requirements are met. For example, arrangements for safeguarding pupils are in line with government requirements and are secure because of the school's vigilance and sound day-to-day practice. However, because the new governing body is not yet in place, its members are not in a position to provide extensive support and challenge to the school's leaders.

Parents receive good quality information in a regular newsletter and through meetings to discuss their child's progress. The headteacher's strong presence outside the school at the start of the day ensures that parents feel able to express their viewpoints in person and to have confidence that they will be listened to. Pupils comment that they appreciate opportunities to discuss their learning at home. For example, some in Year 6 took home a mathematics test and discussed gaps in their knowledge with their parents. Other partnerships are of good quality. These include

links with the local secondary school, a further education college and with services for children with special educational needs and/or disabilities.

The school’s promotion of equality of opportunity is satisfactory. The inclusion of deaf pupils and others with special educational needs and/or disabilities is good, but other inequalities persist, for example in relation to the attainment of more-able pupils. The school is a cohesive community with growing links in the local community. However, this aspect is underdeveloped in extending pupils’ understanding of the national and global context.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Provision in the Early Years Foundation Stage has improved strongly since the last inspection, ensuring that children now get off to a good start. Children enter the Reception class with skills below those typical for their age. They settle in quickly, are happy and confident and routines are well established. Children are gaining a rapid knowledge of letters and the sounds they make so that they are now working at levels suitable for their age. They are keen to practise their new skills in reading and writing when they initiate activities themselves. Adults instil a great sense of enjoyment, especially when everyone joins in the ‘Banana’ song before lunch. Early Years Foundation Stage profile scores from last year show that pupils made good progress across the areas of learning, reaching and sometimes exceeding the levels expected for their age. Although boys made good progress in reading and writing, this was a weaker aspect in their profiles.

The Reception classroom is attractive and well organised. High quality and interesting equipment supports learning across all the areas. Good use is made of the outdoor area for both child-initiated and adult-led learning. Adults observe children’s learning accurately, keeping careful track of the engagement and progress of each child and intervening as necessary. Good attention is given to ensuring pupils’ welfare, health and safety.

The teacher who leads and manages the Early Years Foundation Stage works in close partnership with support staff, ensuring that all members of the team have a key role

in promoting children’s learning and development. Accurate self-evaluation and a reflective approach ensure provision is adjusted to meet the needs of all the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
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 in the Early Years Foundation Stage	2

Views of parents and carers

Parent and carer questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 November 2011

Dear Pupils

Inspection of The Rookeries Carleton Junior and Infant School: with Hearing Impairment Resource, Pontefract, WF8 3NP

Many of you know that I have been visiting your school each term to check whether it is providing you with an acceptable education. I have some good news for you! Your school is now giving you a satisfactory education and is well placed to improve further. This means that I will not be coming to see you again because your school no longer requires special measures.

The teaching you receive is now good and this is helping you to make good progress. It was good to see so many of you eager to learn and enjoying school. I think your headteacher will soon run out of raffle tickets for the 'Reading Challenge'. Despite this, because many of you have gaps in the things you know and can do, there is still ground to make up, to ensure you reach the levels you are capable of. You told me that you especially enjoy topics like the ancient Egyptians. I agree that more activities like this will help to make learning more fun. Children in Reception get off to a good start and the deaf pupils and those who find learning more difficult are also progressing well. You told me that you feel safe, are keen to be healthy and that the staff take good care of you.

To make the school better for you, I have asked your headteacher and the staff to:

- make sure you do as well as you can in English and mathematics
- make the curriculum more interesting for you and give you opportunities to use your literacy, numeracy and ICT skills in all the different subjects
- involve the new governors in the life of the school as soon as possible.

I am confident that you will play your part by continuing to work hard and enjoying learning. Thank you for your help with the inspection and for your warm welcome each time I have visited the school. I wish you every success for the future.

Yours sincerely

Liz Godman
Lead inspector

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