

Pontefract Carleton Park Junior and Infant School

Moxon Close, Carleton Park, Pontefract, West Yorkshire WF8 3PT

Inspection dates

10–11 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	May 2015

Summary of key findings for parents and pupils

This is a good school

- Pontefract Carleton Park Junior and Infant School has improved rapidly. It continues to do so, under the highly effective leadership of the chief executive officer (CEO), trust leaders, the head of school and other leaders at the school. Together, they have galvanised the school.
- Over the past 12 months, the head of school, supported ably by other leaders and staff, have worked together exceptionally well to improve the quality of education pupils experience. As a result, the school is a happy and welcoming environment where pupils benefit from outstanding personal development, behaviour and welfare and every opportunity to thrive.
- The quality of teaching, learning and assessment is good. Pupils benefit from a culture of high expectations and standards. Most teaching is enabling pupils to achieve well over time.
- Pupils are highly engaged in their learning. They enjoy learning a variety of different topics and develop their knowledge and understanding. Strong relationships between staff and pupils are at the heart of the school's work.
- Pupils' personal development and welfare are excellent. Pupils care for each other and take pride in their school. Pupils actively engage and support each other in their learning.
- Pupils' behaviour is outstanding. Their strong levels of participation in learning are contributing to them achieving well over time.
- Despite historic variability in pupils' outcomes, current pupils in the school are achieving well. Attainment and progress of pupils is rising across the school because of good teaching. However, some disadvantaged pupils and those with special educational needs and/or disabilities (SEND) lag behind their peers.
- Most teachers effectively support pupils in class. However, there are times when pupils' misconceptions and misunderstandings are not tackled or challenged systematically.
- In most subjects, teachers are knowledgeable. Pupils benefit from a broad curriculum. However, leaders acknowledge that teachers' subject knowledge in some areas is not sufficiently developed to maximise pupils' learning or provide opportunities for them to think deeper about topics.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching so that pupils' outcomes continue to improve and are sustained across all phases of the school, particularly for disadvantaged pupils and pupils with SEND, by ensuring that:
 - questioning by all staff sufficiently challenges pupils in their learning
 - teachers check pupils' understanding systematically so that misconceptions or misunderstandings are tackled quickly, particularly so in terms of pupils' literacy skills
 - the curriculum breadth is maximised so that teachers use a deeper level of subject knowledge to enable pupils to study topics and subject content in a greater detail, so that a higher proportion of pupils, over time, reach the highest standards.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The CEO, school performance review board (SPRB), head of school and other leaders have worked exceptionally well together, and with high levels of determination, to transform the culture and expectations of the school in a short period of time. Consequently, the rapidly improved quality of teaching is securing good progress for the vast majority of current pupils, and for some, it is securing excellent progress.
- Since their appointment, the head of school and other leaders have brought about a highly focused and strategic approach to leadership. As a result, they know the school well. They have an excellent understanding of the many strengths of the school and those areas that need further development and attention. Consequently, opportunities are initiated by leaders, and embraced by staff, so that pupils can achieve their very best.
- The school has benefited greatly from the change in leadership and new appointments at Pontefract Academies Trust. For example, expert support and assistance from the CEO and the director of primary provision has enabled the school to systematically improve over the previous 12 months.
- Leaders' resolute actions have improved the quality of teaching rapidly. They monitor the quality of teaching and learning with precision and identify what is working well and what needs to be done so that it improves. There are opportunities for staff to learn from one another and share the good practice that exists. This is particularly so in relation to curriculum planning and developing reading across the school.
- Leaders' very accurate tracking system enables them to monitor the progress of all groups of pupils, identify gaps in pupils' learning and progress and quickly intervene so that no pupil falls behind. As a result, for example, a higher proportion of disadvantaged pupils and those with SEND are making the progress expected of them than in the past. However, leaders acknowledge that such improvements in pupils' outcomes must be maintained and sustained over a longer-term period.
- The leadership of SEND is strong. Albeit a recent appointment, the SEND coordinator has quickly got to know the pupils in her care, their needs and their families. Funding is used effectively to ensure that pupils are supported appropriately and well cared for. Individual needs are considered, and decisions are made in the best interests of the child.
- Middle leaders are aspirational and ambitious for the subjects they lead and the pupils in their care. They add a strong layer of leadership to the school and have a joined-up approach with senior leaders' vision. As a result, they fundamentally understand the strengths and areas that need further attention and overall direction of travel. This strengthens the quality of teaching, curriculum and maintains and sustains pupils' outcomes long-term. As a group, they are a driving force for change. For example, their clear understanding of the curriculum within their subject areas is enabling them to build on the broad range of topics that pupils study and to focus on the depth to which they study these topics.
- The curriculum provides pupils with a broad range of subjects and topics, putting great

emphasis on developing pupils' vocabulary and reading skills. This is not at the expense of everything else. Reading is at the heart of learning throughout the school. The broad curriculum inspires pupils to learn. Pupils particularly enjoy the creative and practical subjects they have access to, for example physical education. Pupils receive a well-rounded curriculum and set of experiences. Leaders agree, and have plans in place, that work must continue to work on the detail and depth to which pupils study some topics. Leaders have also planned to provide staff with subject-specific training to support them.

- A good range of extra-curricular activities and visits support pupils' very strong personal development and welfare. They also provide pupils with a plethora of opportunities to develop their spiritual, moral, social and cultural skills. As a result, pupils talk with confidence about what is right and wrong, the beliefs of others, tolerance and respect. Pupils are very well prepared for their next steps.
- Leadership of physical education is a strength of the school. Excellent use of sports funding enriches pupils' personal and social development. They experience new activities and enter competitions, with success. The effective funding provides training for staff to develop their skills and pays for expert coaches to work with pupils to enhance their sporting, social and physical development and skills further.
- Parents are overwhelmingly supportive of the school and they are appreciative of, and fully understand, how the school has changed over the previous 12 months. The vast majority of parents believe their child is happy, safe and well looked after at the school. A significant number of parents would recommend the school to someone else.

Governance of the school

- The SPRB is exceptionally led and demonstrates an insightful and precise level of detail and knowledge about the school. The governance structure of the school is outstanding because members of the SPRB probe and challenge as appropriate. They play their part in enabling and ensuring that pupils receive a high-quality educational experience.
- The CEO and trustees also play their part in stringently and systematically holding leaders to account. They ensure that resources are best placed so that the quality of teaching and pupils' outcomes continue to improve and are sustained.
- The CEO leads with vigour and promotes a strong moral purpose. He puts children first. As a result, he, alongside other trust leaders, has ensured that difficult decisions have been made quickly and pupils' education is the best it can be. Under the current leadership structures at the school, pupils thrive.

Safeguarding

- The arrangements for safeguarding are effective.
- Throughout the school, there is a strong culture of safeguarding. Policy and practice go hand in hand. As a result, the strong culture ensures that the safety and welfare of pupils are a high priority for all.
- Leaders have ensured that staff are well informed about safety procedures and what

they need to do should a safeguarding concern arise. Staff know the pupils and their vulnerabilities well. Consequently, staff are vigilant.

- All relevant checks are carried out to ensure that staff are suitable to work with pupils in the school.
- Records are maintained well and fit for purpose. The system the school uses to record concerns provides a clear picture of any patterns of incidents, particularly in relation to more vulnerable pupils. There are appropriate links with external agencies.
- The curriculum, alongside assemblies, provides opportunities, advice and guidance. Pupils are given age-appropriate information to support them in keeping safe and staying safe. As a result, pupils are articulate and knowledgeable when discussing, for example, how to stay safe online and when they are inside and outside of school.

Quality of teaching, learning and assessment

Good

- Despite historic outcomes being inconsistent and variable, the new leadership of the school has brought about rapid improvements in the quality of teaching. As a result, greater expectations and standards have been instilled. The quality of teaching, learning and assessment is good, with some examples of excellent practice.
- Teachers and pupils have excellent relationships. There are clear expectations and routines established across the school. Pupils benefit from positive learning environments, where teachers have high expectations of what pupils can achieve.
- Teachers sequence learning well and pay attention to building pupils' knowledge, skills and understanding over time. Such practices are enabling current pupils to achieve well. A variety of activities are used by teachers, including the effective deployment of support staff to support pupils' learning and individual needs, particularly those pupils with SEND. As a result, a higher proportion of pupils with SEND are making good progress.
- Pupils' writing skills are developing well over time. Pupils benefit from a wide range of opportunities to practise, apply and consolidate their writing skills for different purposes and audience. Consequently, pupils demonstrate great pride in their work, they present it well and show excellent handwriting skills.
- Parents acknowledge the improvements in the quality of teaching over recent months. A high proportion feel that their child makes good progress and benefits from being taught well at the school. A high number of parents also believe that they receive relevant information from the school regarding their child's progress and learning.
- Teachers' subject knowledge is developing well, it is particularly strong in English and mathematics, and they use this to plan learning effectively. Teachers' subject knowledge is used well to instil confidence in pupils. While the breadth of curriculum content benefits pupils' knowledge, there is scope to develop the curriculum further so that pupils' knowledge and understanding in terms of depth and detail is maximised.
- Teachers often move around classrooms so that they can check on, and question, pupils' learning. In the main, teachers also tackle pupils' misconceptions or misunderstandings. However, there are times when these checks are not as systematic as they could be. Consequently, pupils' misconceptions or misunderstandings are not

tackled and rectified swiftly, particularly in pupils' books and allowing pupils to improve their spellings and misuse of capital letters.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to their learning and school are excellent. They work very hard together, support one another in their learning and demonstrate an eagerness to do well. As a result, current pupils are making stronger progress than in previous years.
- Pupils and staff have very positive relationships. High levels of supervision and very caring staff who want pupils to achieve their very best enable a strong and vigilant culture where pupils' welfare is at the centre of their work.
- Pupils report that bullying is rare. School records support this view. On the odd occasion when an incident takes place, pupils are unequivocally confident that staff would support them, help them and take effective action.
- Leaders have instilled great pride in pupils. Pupils have high expectations of themselves and have dignity in their appearance. They wear their uniform with respect and look very smart. Pupils take great pride in the work that they produce.
- Pupils arrive at school ready to learn and participate in their learning.
- A vast array of enrichment activities provides pupils with a strong foundation to develop their spiritual, moral, social and cultural skills further. For example, pupils are clear about what is right and wrong and are equally clear about equality and diversity. They celebrate people who are different in their school. This provides pupils with an excellent grounding for life and the differences in modern Britain.
- Pupils are given a range of opportunities to take on leadership roles within the school. For example, they become sports leaders, house captains and reading champions. These opportunities develop pupils' personal, social and moral skills. Pupils take great pleasure in the roles they have and what they can achieve to contribute to their school's community.
- Pupils learn about, and can speak very confidently about, how to keep themselves and others safe. For example, in an age-appropriate way, pupils speak about how to stay safe online when using the internet and when crossing the road or out and about with their friends. Importantly, pupils are confident that staff would support them if they have any worries or concerns.

Behaviour

- The behaviour of pupils is outstanding. The behaviour of pupils is truly special at this school. A significant majority of pupils demonstrate exemplary behaviours. One pupil commented to inspectors, 'I love coming to school. My teacher makes my day brighter.'
- Pupils' behaviour around school and in lessons is excellent. Pupils are very well mannered, respectful and courteous to each other, staff and visitors. Pupils and

parents support this view.

- Overall attendance, over time, has been higher than the national average. No pupils are disadvantaged because of low attendance. Persistent absence has reduced over time and is now well below the national average. Such improvements are linked to leaders' concerted efforts to promote positive attendance through rewards and celebration. Close monitoring of pupils' attendance and support for families who need it also ensures that pupils attend school as frequently as possible.
- Learning is rarely interrupted because of poor behaviour. This is because there is a culture of high expectations that permeates the school. Teachers deal with any restlessness in a skilled and timely manner. School records demonstrate very few incidents of poor behaviour and, as a result, a significant minority of pupils have been punished with a fixed-term exclusion over time.

Outcomes for pupils

Good

- Over time, pupils' outcomes at the school have not been good enough. Some pupils, historically, made progress well below that expected of their age and ability because teaching was far too variable and did not meet their needs. However, from their starting points, current pupils across all phases of the school are achieving well and making good progress. This is the case in a range of subjects, particularly so in reading.
- Provisional 2019 outcomes for pupils who have completed the phonics screening check demonstrate marked improvement because of stronger teaching. The teaching of phonics is very well structured in both the early years and key stage 1. Teachers and support staff gauge when pupils are ready to move on in their learning or when pupils need further support. Younger pupils are given plenty of opportunities to develop, reinforce and consolidate their sounds and letter formations.
- Despite some variability, evident because of historic weaker teaching, current pupils across key stage 1 are achieving well, especially in reading and mathematics. Although writing is developing, pupils' writing skills are still not at the level expected, and of which they are capable. Nonetheless, pupils throughout key stage 1 use key subject vocabulary with increasing confidence and are not put off by trickier words.
- As a result of improved teaching, current Year 6 pupils have made excellent progress from their starting points. Provisional 2019 outcomes indicate the impact of leaders' actions over the past 12 months, and show a marked improvement in pupils' attainment in reading, writing and mathematics. This is particularly the case when considering the proportion of pupils achieving at the highest standards. However, leaders acknowledge that while their actions are bearing fruit, such improvements must be sustained in the long term. This is required to ensure that pupils can achieve what they are capable of from their different starting points consistently.
- A higher proportion of disadvantaged pupils and those with SEND, currently at the school, are making good progress. This is because they are taught and supported effectively. However, a small number of pupils still lag behind their peers because support does not meet their needs.

Early years provision

Good

- The proportion of children achieving a good level of development historically has been variable. However, the proportion of current children who have met the early learning goals demonstrates that they are achieving well. A high number are making good progress from their different starting points, despite a gap in attainment, where girls outperform boys.
- It is evident that while several children enter Reception with broadly average skills and abilities, some do not. Where children have below-average skills, knowledge and understanding, they are quickly identified, and support is initiated so that they do not fall behind in their learning. For example, additional sessions focusing on developing and consolidating children's different phonic phases and well-placed books to support their phonic development are enabling them to achieve well.
- Children's early reading development is given a high priority. Staff in the early years place high importance on children learning to read with fluency. The early years curriculum is designed around children reading a range of appropriate texts. For example, children enjoyed reading 'The Little Red Hen' and, consequently, use this as a steer for writing a narrative about the hen. They then practise their letter formation, sentence construction and use of punctuation. Some children are using ambitious verbs, such as 'cracked', to make their writing more interesting. Children enjoy entering the different worlds that these texts expose them to. As a result, they are making strong gains in their reading development.
- The early years leader, supported by her well qualified team, has a clear understanding of the provision. Consequently, her determined approach has brought about clear improvements in children's personal and social development and in children's skills over time, particularly in children's early reading development.
- Engagement with parents is a strength, particularly transition arrangements. Staff get to know the children and their families quickly and well. Parents are invited to, and actively take part in, the learning and development of their child. As a result, parents have confidence in the provision and feel as though it prepares their children well for the demands of Year 1.
- Children feel safe and secure. They cooperate with staff and enjoy learning and playing together. Consequently, safeguarding is effective, records are maintained well and all the welfare requirements are met.

School details

Unique reference number	140337
Local authority	Wakefield
Inspection number	10087628

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair	Jo Cross
Headteacher	Joe Ayre
Telephone number	01977 722615
Website	www.carletonpark.co.uk
Email address	admin@carletonpark.patrust.org.uk
Date of previous inspection	21–22 May 2015

Information about this school

- The school is sponsored by the Pontefract Academies Trust. Leadership of the trust, alongside school leadership at Carleton Park, was completely replaced and reformed between April and July 2018.
- The school is a smaller than average-sized primary school. The vast majority of pupils are White British. Few speak English as an additional language.
- The proportion of pupils who attend the school and are eligible for free school meals is below the national average.
- The proportion of pupils who have been identified as having SEND is broadly average.
- The school does not use any alternative provision for pupils.

Information about this inspection

- Inspectors observed a wide range of teaching and learning across all classes in the school, some of which were joint observations with school and trust leaders. Inspectors scrutinised a range of pupils' work in subjects across the curriculum, including in English and mathematics, both in classrooms and as a discrete inspection activity.
- Inspectors listened to various pupils read, both individually and as part of group activities. They spoke with pupils formally in groups and informally around the school.
- Inspectors observed pupils' behaviour during lessons, at break and lunchtimes, and when pupils were moving about the school site.
- Meetings were held with the head of school, other leaders, a group of middle leaders, and representatives from the trust board, including the CEO and the chair of the SPRB.
- Inspectors examined a range of documentation, such documents relating to safeguarding and child protection, behaviour and attendance, minutes from meetings, the school's self-evaluation document and the school improvement plan. Inspectors also considered current pupils' assessment information, alongside the school's pupil premium strategy plan and documents relating to those pupils with SEND.
- Inspectors spoke with parents and considered the 53 views of parents who responded to Ofsted's online questionnaire, Parent View, including the 18 free-text comments. They also considered the 14 views of staff who completed the online questionnaire, and the 42 views of pupils who completed their online questionnaire.

Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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