

Inspection of The Rookeries Carleton Junior and Infant School

Carleton Road, Carleton, Pontefract, West Yorkshire WF8 3NP

Inspection dates: 10 January and 11 January 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

All staff have high expectations of pupils at The Rookeries Carleton Junior and Infant School. Pupils are happy and feel safe. There is a clear understanding of the rules to stay safe, both online and in the local community. Pupils work purposefully in lessons and achieve well.

Pupils know and follow the school's '7 Golden Rules'. They attain many rewards for following them. Pupils proudly talk about receiving a rainbow badge when they earn four hundred reward points. In lessons and at playtimes, pupils are exceptionally polite and respectful to each other. Bullying is rare, and pupils have a clear understanding of what this is. The playground leaders help younger pupils to resolve any disagreements and support them to make good choices. At the buddy bench, pupils can find a friend to talk to.

There are many opportunities for pupils to be leaders within the school. Pupils can apply to be a tour guide, sports leader and play leader. If they are successful, they may wear a school blazer to show they have this responsibility. Pupils are proud of this and undertake the roles well. Visiting artists at the school further enhance the curriculum for pupils, such as when pupils made their own Greek vases.

All members of the school community embrace equality of opportunity. They are passionate about ensuring that all pupils can thrive together. Pupils with disabilities are supported well to ensure they can access all activities alongside their peers. Pupils understand the importance of treating everyone fairly.

What does the school do well and what does it need to do better?

Leaders have a well-designed curriculum. This has carefully considered steps that build to ambitious end points. Subject leaders are able to talk through their curriculum structure with confidence. They have put in place the lesson structure they want teachers to use. Leaders are clear about the key knowledge pupils need to know and remember. However, in some foundation subjects, teachers are not consistent in following this structure. Pupils are then unclear about what teachers expect of them in these lessons.

Teachers teach early reading consistently. Pupils read confidently with their peers. Younger pupils enthusiastically take part in phonics lessons. All adults follow the school system and teach phonics with precision. Before moving on, adults revisit prior learning to check pupils can recall the sounds they know well. Pupils' reading books match the sounds they know. They write the words they know in their phonics books. Additional phonics lessons are in place for pupils who need to catch up. Pupils understand how to become better readers. They enjoy reading for pleasure as well as reading for a purpose. The school librarians guide pupils to the diverse choice of books on offer. Pupils enjoy the reward of choosing a book from the vending machine for reading regularly.

In mathematics, teachers have good subject knowledge. The sequence of learning is clear to follow and builds upon pupils' prior knowledge. In lessons, teachers use resources that allow pupils to calculate mentally at speed. Pupils use their calculation knowledge to solve problems well. Teachers check what pupils can and cannot do in mathematics to support pupils to know more. This leads to pupils achieving well.

Leaders have an inclusive system in place for teaching pupils with special educational needs and/or disabilities (SEND). Specialist teachers use British sign language across the school. Pupils with SEND access learning with their peers. Adults are perceptive to the needs of these pupils. Pupils with SEND develop great confidence in their abilities.

In the early years, leaders have developed a highly aspiring and inclusive curriculum. Leaders have identified small steps that build upon children's knowledge in all areas. Adults expertly check what children know, remember and can do. Vocabulary is at the heart of this. Teachers carefully integrate what they want children to remember through all learning opportunities. Adults develop children's language skilfully. Routines are well embedded, and children behave exceptionally well. Children access the wider learning environment independently. They show a deep level of concentration as they practise and complete tasks. During a lesson visit, children chalked out their own hopscotch and filled in the numbers. Children followed rules and took turns, completing several games as a group. Children remember and use the knowledge they are being taught in their independent activity.

There is a carefully considered personal, social and health education curriculum in place. This supports pupils' well-being. Pupils know how to treat others respectfully, irrespective of difference. Pupils access a wide range of opportunities and experiences that they may not ordinarily have in their lives. They have knowledge of different faiths. Through student elections, they have learned the importance of voting. Pupils enjoy taking part in the many sporting competitions available to them.

Leaders have been tenacious in making sure pupils' attendance is improving. They promote the importance of attending school to parents. High attendance ensures pupils are able to access the curriculum offer fully.

The chief executive officer (CEO) and trustees have been key partners in reshaping the strategic direction of the school which has rapidly improved in all areas. The executive leadership team know the school well. They have worked alongside school leaders to enable quick, sustainable improvements in school. Trustees perform the required statutory duties with care. They hold senior leaders to account. Teachers feel their needs are considered and their well-being is a priority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured safeguarding systems are well embedded in the school. All

adults take part in an annual training programme. They know how this training will help them to spot pupils who may be vulnerable or at risk. Leaders work with many local partners to make sure that appropriate support is in place for all pupils and their families. They understand the risk their pupils may face. Leaders make sure all adults in school have undergone the correct checks needed. Safer recruitment training is undertaken by the relevant staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders need to carefully monitor learning activities so that pupils remember key knowledge that prepares them well for the future. Some teachers do not carefully organise what they want pupils to learn in order to build on secure prior knowledge. Pupils do not remember the key knowledge from these lessons. Subject leaders need to make sure teachers understand how to sequence learning effectively in all lessons so that pupils will remember key knowledge that prepares them well for future learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139504
Local authority	Wakefield
Inspection number	10255721
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	Board of trustees
Chair of trust	Phill Jones
Headteacher	Richard Grogan
Website	https://rookeries.patrust.org.uk
Date of previous inspection	5 and 6 March 2019, under section 5 of the Education Act 2005

Information about this school

- The Rookeries Carleton Junior and Infant School is part of the Pontefract Multi Academies Trust.
- The school includes an on-site, purpose-built specially resourced provision for deaf pupils.
- This school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector met with the CEO, trustees, executive leaders and local governors.

- Inspectors looked in detail at four subjects: reading, mathematics, science and physical education. They talked to leaders and teachers about the curriculum in each subject.
- The inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered responses to Ofsted’s staff questionnaire and responses to the Ofsted Parent View questionnaire, including free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Jenni Machin	Ofsted Inspector
Sarah Birch	Ofsted Inspector

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