

Inspection of Rooks Nest Academy

Rooks Nest Road, Outwood, Wakefield, West Yorkshire WF1 3DX

Inspection dates: 13 and 14 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this inclusive and welcoming school. Leaders have high expectations for pupils, both academically and personally. Pupils are polite and respectful. Positive relationships are enjoyed throughout school. Older pupils provide positive role models for younger pupils. Staff are committed to fostering a love of learning that will last the pupils a lifetime.

Pupils behave well in lessons and at social times. Teachers consistently apply the agreed behaviour policy, and pupils understand the consequences of inappropriate behaviour. Pupils say that everyone is kind. Instances of bullying are rare and dealt with decisively by leaders.

Pupils appreciate the range of clubs and extra-curricular activities that are on offer. They can attend several sporting clubs. These clubs are open to all. Pupils have opportunities to take on leadership roles such as school councillors, eco warriors, playground leaders, house captains and librarians. These roles prepare them well to become active and positive members of society.

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

Leaders have designed and introduced an ambitious curriculum. In some subjects, they have precisely identified the important knowledge and vocabulary that they want pupils to learn. In history, where the curriculum is mapped out well, leaders have identified a clear sequence of knowledge and vocabulary that builds over time. However, there is some variance in how well the curriculum is mapped out in other subjects. Where this is the case, pupils' learning is less secure.

Teachers use a range of strategies to help pupils to remember what they are learning. Teachers provide opportunities to revisit previous learning. For example, in music, pupils review videos of the previous week's performance. This helps to consolidate their vocabulary and improve their skills when using instruments. Where pupils have special educational needs and/or disabilities (SEND), they are supported well, with appropriate adaptations made to the curriculum. Leaders have a clear overview of the needs of these pupils, and in lessons, teachers are very aware of the needs of individual pupils.

Leaders have considered the curriculum in early years, and they plan for children to learn across all areas of learning. There is a range of activities for children to access both indoors and out. These activities help them to develop. However, in some areas, the early years curriculum is less defined. For example, it does not highlight some of the important vocabulary children should be learning. Leaders acknowledge this and have plans in place to improve this aspect of early years practice.

Leaders have prioritised reading. They have introduced a scheme for the teaching of phonics. This scheme is used consistently by teachers who have been trained in its

delivery. Children are introduced to phonics in the early stages of school. In Nursery, they learn to identify the sounds in words. They play I-spy and rhyming games. In Reception, children learn about the sounds that letters make and how to blend them together so that they can read words. Pupils' reading books are well matched to their reading ability so that they can feel successful practising and consolidating the words that they know. Teachers make regular checks to make sure pupils are not struggling with reading. When pupils are identified as slipping behind, they are supported to keep up. Pupils talk enthusiastically about the books that they are reading. They are positive about reading and recognise how important it is that they learn to read.

Pupils are polite towards adults and each other. They are tolerant and understanding and have a strong sense of fairness. They know that it is right to treat everyone equally. Pupils learn about keeping healthy and how to live healthy lifestyles.

Leaders and governors are mindful of the workload and well-being of staff. Leaders provide support and development opportunities for staff who are early in their teaching careers.

The governors understand their roles and responsibilities. They have a range of backgrounds and skills and ensure that they provide an appropriate balance of support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep thorough and detailed records of the actions that they take to keep pupils safe. Staff are trained to recognise the signs that indicate pupils might be at risk. There are clear systems in place for reporting any concerns about pupils' safety. Pupils say that they feel safe in school. They know how to keep themselves safe when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects and in the early years, the curriculum is not mapped out with sufficient clarity. The important knowledge and vocabulary that leaders want pupils to learn have not been clearly identified. This means that pupils do not consistently learn the most important things. Leaders need to ensure that important knowledge, skills and vocabulary are clearly defined in all subjects to enable teachers to plan lessons that focus on the most important 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	137438
Local authority	Wakefield
Inspection number	10211859
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	Board of trustees
Chair of trust	Joanna Longfellow
Headteacher	Kimberley Dawson
Website	www.rooksnestacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Rooks Nest Academy converted to become an academy school in February 2012. When its predecessor school, Rooks Nest Junior, Infant and Nursery School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school makes use of 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 and other senior leaders. Inspectors also held meetings with subject leaders, the special educational needs coordinator, the safeguarding team and representatives of the governing board.

- Inspectors visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, history, music and design and technology. Inspectors looked at curriculum plans for a range of subjects.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff.
- Inspectors considered the views of parents by reviewing responses to Ofsted's online survey, Ofsted Parent View. They also spoke with parents as they arrived with their children at the start of the school day.
- Alongside the responses to the online surveys for staff, inspectors also considered views by meeting with various groups of staff.
- Inspectors also considered the views of pupils, speaking with different groups of pupils from all age groups.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
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Marcus Newby	His Majesty's Inspector
Zoe Helman	His Majesty's Inspector

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