



Pontefract the Rookeries Carleton Junior and Infant School

Inspection Report

Better
education
and care

Unique Reference Number 108174
Local Authority Wakefield
Inspection number 288040
Inspection date 8 February 2007
Reporting inspector Joan McKenna

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

Type of school	Primary	School address	Carleton Road
School category	Community		Carleton, Pontefract
Age range of pupils	5–11		West Yorkshire WF8 3NP
Gender of pupils	Mixed	Telephone number	01977 723585
Number on roll (school)	238	Fax number	01977 723588
Appropriate authority	The governing body	Chair	Mr R Woodfine
		Headteacher	Mrs C Harvey
Date of previous school inspection	12 February 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school draws its pupils from several areas which are mixed in nature but slightly less advantaged than typical overall. The large majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is average overall, but the proportion with a statement of special educational need is above average. This is because the school is responsible for the local authority's resource for pupils who are deaf or who have a hearing impairment. The number of these pupils on roll increased to 13 last year with the closure of another resource base. The school has experienced some disruption due to staff illness in the past few years but this is now resolved.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has strengths in the care and support provided for pupils, which results in their personal development being good. Staff know pupils well and ensure that they feel secure and happy. Relationships are very positive and pupils feel confident to talk with adults about any issues or problems they might have. The support given to pupils with learning difficulties and/or disabilities, including those with a hearing impairment, is particularly strong. Indeed, the way all pupils are valued and integrated within the school is a very good feature, for example, the way pupils from the resource base work alongside their peers in lessons and socialise with them at lunch. The caring climate is enhanced by pupils willingly taking on jobs involving looking after other pupils and the school environment. Through these jobs pupils share some responsibility for the school. Most pupils are exceptionally polite and well behaved. They enjoy school, and this is reflected in the positive views of parents.

Academic provision has some good features but is satisfactory overall as its quality is not consistently strong. Children enter with standards that are slightly below expectations. They make steady progress and by the end of the Foundation Stage many meet most of the goals set for children of that age. They reach broadly average standards at the end of both Key Stages 1 and 2. Their achievement across the school is satisfactory, although there is some variation across classes. Standards in writing, especially for boys, are lower than in the other core subjects. The good support provided for pupils with learning difficulties and/or disabilities enables them to progress well. Satisfactory systems for assessing pupils' progress are in place and, although relatively recent in their current form, are now providing some useful information about pupils' rate of achievement. This information is used to decide what special support needs to be given to those not meeting expectations. However, it is not yet used routinely enough by teachers to ensure that the different needs of all groups of pupils are met in lessons or that pupils are given enough information on how to improve their work. This is the main reason why teaching is satisfactory overall, despite its positive features, which includes the way teachers make clear to pupils the purpose of activities and the industrious atmosphere in lessons. There is some good teaching where teachers have high expectations of all and ensure that the tasks set enable pupils to make good progress. The curriculum is good overall, and pupils enjoy the range of clubs, visitors and trips.

Leadership and management are satisfactory. Strengths lie in the way the headteacher promotes collaborative relationships between staff and a shared commitment to the pupils which is effective in ensuring their personal well-being. A good range of monitoring activities takes place involving both senior and middle leaders. This is supportive in nature and celebrates positive features. However, it is less effective at clearly identifying areas that are not as strong as they could be so that sufficient, specific action is taken to improve them. As a result of this the school's view of its academic and overall effectiveness is more positive than merited. The school does have the capacity to build satisfactorily on its strengths and improve further, especially now that the staffing situation is more stable than in recent times.

What the school should do to improve further

- Ensure that pupils' achievement builds consistently through the school, and in particular raise standards in writing, especially for boys.
- Improve teaching by ensuring that information about pupils' progress is used to set work that meets all their individual needs better.
- Ensure that information collected on how well the school is doing is analysed to ensure an accurate view of those areas requiring improvement, and identify clearly and precisely actions for addressing them.

Achievement and standards

Grade: 3

Children's attainment on entry to the Foundation Stage varies each year but in general is slightly below expectations, especially in aspects of communication, language and literacy and mathematical development. Children settle in well. The good attention given to promoting their personal development helps most of them reach expected goals by the time they enter Year 1, although some aspects of language and mathematics remain lower than other areas of learning. At Key Stages 1 and 2 there is some variation from year-to-year in standards reached in individual subjects. At Key Stage 1 in 2006 standards were higher than in previous years, while at Key Stage 2 they were lower in comparison with several years in the recent past. Attainment in writing is generally lower than it should be, with boys performing less well than girls. Nevertheless, overall, standards are broadly average and most pupils achieve satisfactorily, albeit with some variation across classes. Those with learning difficulties and/or disabilities progress well due to the good quality of support they receive.

Personal development and well-being

Grade: 2

Pupils give many reasons for enjoying school, including: 'Teachers are kind and help you with your work.' Encouraged by the learning climate within the school, their spiritual, moral, social and cultural development is good. Because they feel valued and respected they are very caring towards one another and are confident with adults. Older pupils mature into responsible and positive role models. The school gives pupils good opportunities to exercise responsibility which they embrace with relish, whether it is as school councillors or in keeping the school free of litter. Pupils view the school council as being effective, instrumental in gaining more playground equipment, for example. Playground buddies are especially popular, with many pupils seeing them as the obvious first port of call when they need help. Pupils feel safe and know how to keep healthy. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Positive relationships between adults and pupils feature in all classrooms. Pupils try hard to do what teachers ask of them, are keen to learn and concentrate well. Teachers make the purpose of tasks clear to pupils. They try to make work interesting and make good use of the interactive whiteboards so that pupils enjoy lessons. Teaching assistants are well deployed and make a good contribution to supporting pupils, especially those with hearing impairments who often have one-to-one support. Features of the best lessons, including those for pupils with hearing impairments, include perceptive and detailed questioning which helps to develop pupils' understanding well, and setting tasks which give the right amount of challenge to all groups. However, the latter is not a characteristic of all lessons. Work is not always modified to cater adequately for the full range of pupils in the class. Sometimes all pupils are given the same work, which does not match their different capabilities. Pupils have targets in literacy and numeracy which give them general information on how to improve their work, but this is not supplemented sufficiently with more specific and individual guidance through, for example, the marking of their work.

Curriculum and other activities

Grade: 2

The curriculum is good in meeting the needs of all pupils. The Artsmark and Activemark awards indicate strengths in arts and physical education. Physical education and sport are especially popular with pupils. Information and communication technology (ICT) is an improving area within the school, helped by the specialist computer facilities which are used well. A good range of additional support supplements the basic curriculum for pupils who are identified as needing help with their learning. However, planning does not indicate how the full range of pupils' needs will be met as a matter of routine across the curriculum. Activities to enrich the curriculum for pupils are good and their personal development is well promoted by the curriculum.

Care, guidance and support

Grade: 2

The care and support provided for pupils in order to ensure their personal well-being, and especially for those with hearing impairments and for others who are vulnerable in any way, is a strong feature of the school's work. Staff ensure that pupils feel secure. Issues or problems are quickly and effectively tackled, liaising with parents and external agencies appropriately when required. Arrangements for ensuring pupils' health, safety and protection are in place. Academic guidance for pupils is satisfactory but has some limitations. Information about progress is used to identify what additional support some individuals and groups need but it is less well used to give all pupils individual feedback and advice on how to improve.

Leadership and management

Grade: 3

The headteacher believes strongly in promoting a supportive and collaborative culture within the school. She is successful in achieving this with staff, pupils, governors and parents, as shown by the Investors in People award. The school runs efficiently and has a range of strengths. There is a clear desire to improve the school, and monitoring and evaluation procedures are well established. Senior and middle leaders as well as governors play a part in checking effectiveness. However, the analysis of the resulting information, whether about the progress of pupils or the quality of teaching, is not undertaken rigorously enough. As a result, the school does not have a fully accurate view of areas requiring improvement or the precise actions needed for addressing them. Nevertheless, the school has made satisfactory improvement since the last inspection, for example with the successful integration of the hearing impaired resource, the gaining of curriculum awards and development of the school building. It provides satisfactory value for money. With the staffing situation more stable than it has been previously, it is now in a position to escalate its rate of progress.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and welcoming when I visited your school yesterday, and for taking the time to talk to me about your work and your school. I enjoyed meeting you very much.

I think your school has a good range of strengths. Adults care for you very well and make sure that you feel happy and secure. It looks after those of you with any special needs especially well. You have good relationships with each other and most of you behave very well. You are exceptionally polite. Older pupils among you carry out the additional responsibilities you have very well, such as being school councillors and playground buddies. The way you care for each other is a particularly nice feature of your school. A good range of clubs and activities are provided for you and this helps you to enjoy school. Teachers make your lessons interesting and some teaching is very effective. You work hard for your teachers and try to do well. Overall, I think your school is providing a satisfactory education for you.

I have asked the school to improve some things to make it even better. I would like it to help you improve your writing and to achieve better in your work. I have asked teachers to use the information they have about how each of you is progressing to make sure that the work in lessons is at the right level for you and to give you more information about how you can improve. I have also asked the school to look more carefully at the information it gathers about how well you are doing so it knows what needs to be improved most and decides how best to go about this.

I hope you continue to work hard and that you also continue to enjoy school and be very happy.