

Rooks Nest Junior, Infant and Nursery School

Inspection report

Unique Reference Number	108198
Local Authority	Wakefield
Inspection number	309613
Inspection dates	10–11 October 2007
Reporting inspector	Lynne Davies

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	334
Appropriate authority	The governing body
Chair	Fr John Butterworth
Headteacher	Mrs Anne Butel
Date of previous school inspection	7 July 2003
School address	Rooks Nest Road Outwood Wakefield West Yorkshire WF1 3DX
Telephone number	01924 303835
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area that is broadly average in its social and economic circumstances. The proportion of pupils entitled to free school meals is below average. The proportion of pupils identified by the school as having learning difficulties and/or disabilities is slightly above average. The percentage of pupils from minority ethnic groups is rising, but is still much lower than found in most schools. The school has achieved Investors in People status, has an Investors in Pupils Award, an Artsmark Gold Award, a Basic Skills Award and a Sports Activemark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This successful school combines outstanding achievement and standards with extremely high levels of care. All aspects of the school's work are first-rate. Pupils enjoy school because lessons are interesting and fun. Parents are supportive and feel 'very lucky to be part of such a happy school'. They believe the school develops 'a respect for education and an eagerness and confidence to learn'. Some parents expressed concern about the time given to teaching physical education but inspection evidence shows the school is doing over and above the recommended requirements for this subject.

Pupils and staff take a real pride in their school. Their hard work has been recognised by numerous external awards. Pupils who join the school, including those from minority ethnic groups, quickly feel part of this vibrant community. Pupils' active involvement in decision making is encouraged; their ideas and opinions are sought out on a regular basis. The school council plays an important part in school life and pupils have many roles and responsibilities.

Every child matters at Rook's Nest. Pupils' safety, health, enjoyment and well-being are seen as of equal importance to their academic progress. This balanced approach gives them the skills they need for the next phase of their education and life and as a result, achievement, standards and personal development are outstanding. The school provides many additional activities that further enrich learning and help pupils learn new skills. Standards and achievement through the school have been consistently high over time. From broadly average starting points, pupils make rapid progress in the Foundation Stage and throughout the school to achieve well above average standards in English, mathematics and science at the end of Key Stage 2. Standards have been consistently above average at the end of Key Stage 1 in reading, writing and mathematics. There was a dip in results in 2007 at the end of Year 2, which the school has quickly analysed and addressed.

Teaching and learning are outstanding. Careful use of assessment ensures the work is superbly matched to pupils' needs and support is given where necessary, which maximises achievement for all pupils. Pupils with learning difficulties and/or disabilities make rapid progress, as do pupils who join the school part way through their education. Targets for better achievement in English and mathematics are powerfully used by older pupils, but are not consistently used in the rest of the school.

Outstanding leadership and management at all levels have sustained high standards and careful self-evaluation is central to all decision making. There is a real sense of teamwork amongst all the staff and a huge commitment to continuous improvement.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage provides outstanding learning opportunities for very young children in a safe, calm and happy learning environment. The enthusiastic team is well led and managed. Teamwork is exceptional and the care and attention given to children is first-rate. Procedures for helping children settle into school are excellent. The school works in close partnership with an on-site, pre-school provider which also provides 'wrap around' care for part-time pupils. Pre-school children visit school on more than one occasion making their first days at school as happy and stress free as possible. Children come into school with skills broadly in line with national expectations. The fact that some children's skills in reading, writing, mathematics and

personal development are weak on entry makes their progress even more notable. Staff effectively adapt the curriculum to meet the needs of all learners and as a result, children make excellent progress in all six areas of learning. At the end of the Foundation Stage, children achieve, and sometimes exceed, the nationally expected levels for their age. Teaching and learning in this unit is outstanding as is the quality of provision. Children thrive in a caring and stimulating learning environment. Parents say the Foundation Stage is 'a great first step for any child', and inspectors agree.

What the school should do to improve further

- Ensure that the system of setting targets in English and mathematics involves all pupils equally well.

Achievement and standards

Grade: 1

From a broadly average starting point in Year 1, pupils make exceptional progress through the school and achievement is outstanding. Standards and achievement in English, mathematics and science are well above average and all groups of pupils achieve equally well. Action plans have quickly been put into place to address the slight dip in Key Stage 1 results in 2007 and the progress being made by pupils currently in Year 2 shows that this is not a trend. Key Stage 2 results in 2007 exceeded the school's own challenging targets.

Personal development and well-being

Grade: 1

'I enjoy school more than Christmas, my birthday and trick or treat': high praise indeed from a young pupil in the school! Pupils are confident with adults, polite, considerate and their behaviour is exemplary. Pupils say they feel safe and know they can rely on staff to help them when they experience problems. In this context, spiritual, moral, social and cultural development is excellent. Pupils have very positive attitudes to learning; they respond to their work with enthusiasm. They all work towards agreed personal targets, some of these are work related, and others are social or linked to activities out of school. These targets effectively support their outstanding personal development. Working towards a Healthy Schools award is increasing pupils' knowledge of what they need to do to keep fit and healthy. The school provides activities at lunchtimes to encourage exercise, ably organised by the 'Fitbods'. Pupils respond very well. When worried or upset, pupils told us they can always use the school's 'worry box'. They say confidently that bullying is very rare and they know what to do if they have concerns and believe their problems will be dealt with. Pupils are actively involved in school life through their school council and they willingly take on lots of roles and responsibilities. They say their views are listened to and acted on.

Quality of provision

Teaching and learning

Grade: 1

Pupils make excellent progress in lessons and enjoy their learning. This is because teachers are secure in their teaching, both in terms of their subject knowledge and their understanding of the abilities of pupils. They form very good relationships with pupils and use a wide range of teaching and learning styles. Lessons are well paced and planned to meet individual needs.

Teachers set high standards within a supportive ethos. A high level of effective, additional support is given to all pupils. Pupils with learning difficulties and/or disabilities are quickly identified, and the school uses many intervention programmes to support their progress. Pupils are able to work independently and cooperatively. Older pupils give feedback to each other on their work; they know their curricular targets and what they need to do next to further improve their work. Work is marked positively and teachers' comments help pupils to improve. Homework is set regularly, consolidating pupils' learning and providing a valuable link between home and school.

Curriculum and other activities

Grade: 1

The curriculum is outstanding; well matched to pupils' interests and needs. Information and communication technology is effectively used throughout the school to support learning. The school's success in developing pupils' literacy and numeracy skills is seen in their high achievements. French is expertly taught from Foundation Stage to Year 6 and is a very popular lesson. Older pupils take part in an annual residential visit to an activity centre, and the school now offers a further residential visit to Year 4 pupils. Other classes also make regular visits to places of local interest, including museums and galleries. The school places a strong emphasis on 'learning by doing' such as acting the part of World War 2 evacuees as part of a history topic. Visitors with enthusiasm and expertise run workshops that bring more enjoyment into the curriculum. Parents from different ethnic backgrounds help pupils develop a good awareness of other cultures. Music is a strength of the school, there are opportunities and a high take up of music tuition. All pupils in one Year 3/4 class are currently learning to play the violin. Many inter-school sporting tournaments are arranged through a sport's partnership with the local secondary school. Extra- curricular activities, including drama, dance, choir, computer, art and crafts, and cycle training are popular with pupils. Lively, interesting displays throughout the school evidence the breadth and range of the curriculum.

Care, guidance and support

Grade: 1

The school is totally committed to pupils' safety and well-being. Procedures for safeguarding the well-being of pupils are firmly embedded and meet all statutory requirements. The governing body take a proactive role in ensuring the school provides a safe and welcoming environment. They ensure health and safety issues are promptly addressed and work closely with the headteacher and site manager. Arrangements for identifying and supporting vulnerable pupils are firmly in place. The school has a family link worker who works with some pupils and their families to ensure that they get the support and help they need. Other outside agencies have strong links with the school, including the speech and language therapist who works regularly with a number of pupils. The Families Enjoying Everything Together (FEET) project has been developed to support new pupils and their parents, and help them make a seamless move from pre-school into the Foundation Stage of school. Academic guidance is very effective for older pupils, but is good overall because it lacks consistency elsewhere. Regular reviews of pupils' progress and record systems help teachers set challenging targets.

Leadership and management

Grade: 1

The impact of outstanding leadership and management is seen in the progress made since the last inspection. Issues from the last inspection have been dealt with innovatively and effectively. Leaders and managers at all levels make accurate assessments of the strengths of the school and the areas they wish to develop further. There is no complacency in this school: everyone is constantly striving to maintain high standards, maximise learning opportunities and improve the school environment. Teamwork is a great strength; staff are reflective and flexible in their approach. Senior leaders have an excellent overview of strengths and areas for development and self-evaluation is thorough and leads to action. Subject leaders contribute to self-evaluation and produce regular updates and action plans for discussion. Governors contribute a high level of support and challenge and undertake their statutory duties well. The headteacher's calm, reflective leadership motivates staff and pupils. There is a very clear determination to produce the best possible outcomes for all pupils. The school has an excellent capacity to build on its success.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Inspection of Rook's Nest Junior, Infant and Nursery School, Wakefield, West Yorkshire. WF1 3DX

Thank you very much for welcoming us to your school, talking to us about your plans and showing us your work. We very much enjoyed the time we spent with you.

We think you attend an outstanding school and you should all be very proud. We were impressed with your behaviour and your excellent attitudes to work. You are encouraged to work hard and do your very best. You told us that teachers make lessons fun and interesting and make sure the work is right for you. You are fortunate to have so many interesting activities to attend. Everyone takes great care of you so you feel safe. This helps you do your best and make outstanding progress. Well done!

We were pleased to see you have all chosen personal targets. We know the older pupils also have targets for improving their work in English and mathematics. We think this would help all the pupils in the school so we have asked the school to look at ways of doing this.

We wish you the very best for the future and hope you all continue to enjoy your time at Rook's Nest School.