

Pontefract the Rookeries Carleton Junior and Infant School

Inspection report

Unique Reference Number	108174
Local Authority	Wakefield
Inspection number	337033
Inspection dates	18–19 November 2009
Reporting inspector	Robert Jones

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mrs Karen Lynch
Headteacher	Mrs Christine Harvey
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at a range of documents, including information about pupils' progress, individual education plans, school improvement plans, safeguarding documentation, pupils' work and reports from visits by the local authority. Inspectors analysed 40 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards of writing, particularly for boys
- the quality of the plans to bring about school improvement
- how data are used to set work that meets pupils' individual needs
- the progress pupils make, taking into account their starting points
- the outcomes for children in the Early Years Foundation Stage, particularly in communication, language and literacy.

Information about the school

This is an average sized primary school serving the town of Carleton, to the south of Pontefract. The number of pupils eligible for free school meals is below average. Average numbers of pupils have special educational needs and/or disabilities but more than average have statements of special educational needs. Most pupils are of White British heritage and fewer than average speak English as an additional language. The school provides for the Early Years Foundation Stage in one Reception class.

There is a resource base for deaf pupils on the site. This takes pupils from around the Wakefield area and is funded by the local authority. The school has gained the Investors in People award, Investors in Pupils award, the Basic Skills Qualitymark and the Activemark. A deputy headteacher has recently returned to the school following a period of leave.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The actions taken by the school to address the issues raised by the last inspection have not been successful. Standards and the rates of progress made by pupils have fallen year on year. This is because the quality of teaching overall is not good enough to ensure pupils achieve successfully. The school's leaders at the highest level have been unable to take decisive action to turn around this underachievement.

Provision for children in the Early Years Foundation Stage is satisfactory. Children begin Year 1 with standards similar to those found nationally and make satisfactory progress. Between Year 1 and Year 6, the rate of progress that pupils make is uneven. In some years they make very little progress in any subject. There are examples of good and outstanding teaching where pupils make faster progress but generally, teachers' expectations are too low, particularly of those pupils of middle and higher ability. Teachers usually talk for too long in lessons and set work that does not sufficiently match the abilities of pupils. Literacy skills are not developed systematically across the school. Pupils rarely have the chance to practise their speaking skills and poor presentation of work often passes unnoticed. There are too few opportunities in lessons for pupils to demonstrate their learning and for this to be assessed. Teachers often fail to use assessment information to identify pupils' next steps in learning. However, pupils with special educational needs and/or disabilities make satisfactory progress due to the additional support they receive.

The curriculum is enhanced by an appropriate range of enrichment activities but offers too few opportunities to extend pupils' basic skills in numeracy and literacy. Consequently, pupils are not equipped with the key skills necessary to prepare them for the future. Care, guidance and support are satisfactory overall, and are particularly effective in providing support for deaf pupils. Pupils are well mannered and courteous to each other and to visitors.

Self-evaluation is weak. Leaders have failed to tackle the root causes of why pupils are underachieving. Systems to monitor and evaluate the quality of teaching are ineffective. Systems are in place to monitor pupils' progress but are not used to arrest underachievement when it is identified. Inspection evidence indicates that pupils currently in the school continue to underachieve and that the situation is deteriorating,

particularly in mathematics. The school development plan is not robust enough in identifying weaknesses and affecting change. None of the priorities for improvement highlighted at the last inspection has been fully resolved. It is due to these significant shortcomings and the school's inaccurate view of its effectiveness that there is insufficient capacity for sustained improvement.

What does the school need to do to improve further?

- Raise achievement and standards in all subjects by:
 - ensuring all lessons lead to good or better progress for all pupils
 - increasing the opportunities for pupils to reflect on their learning in lessons
 - making lessons more challenging, particularly for pupils of middle and high ability
 - improving the curriculum so that pupils have more opportunities to develop their literacy skills, including speaking and listening, across all subjects.
- Improve the quality of teaching and assessment by:
 - ensuring lessons are engaging and well matched to the needs of all pupils
 - identifying more opportunities to assess pupils in lessons
 - sharpening the quality of advice and guidance given to pupils so they are left in no doubt how they should improve their work
 - improving the accuracy, consistency and quality of marking across the school.
- Ensure leaders and managers drive improvements by:
 - ensuring monitoring and evaluation systems are accurate in identifying the school's strengths and weaknesses
 - ensuring that the school development plans are precise in addressing improvements
 - establishing consistency of practice across all classrooms, so that good and outstanding practice is shared
 - enabling staff to understand assessment data and use it effectively in the classroom to plan work which challenges all pupils
 - giving governors more accurate information about the school so that they are in a better position to hold it to account for its effectiveness.

Outcomes for individuals and groups of pupils

4

In Key Stage 1, the effects of pupils' underachievement are not as profound as they are in later years. This is because high quality teaching in Year 2 makes up for lost time. Pupils therefore enter Key Stage 2 with standards that are average, having made satisfactory progress overall since leaving the Early Years Foundation Stage. Too often in Key Stage 2, teaching fails to enthuse pupils, teachers talk for too long and work set

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

lacks pace or challenge particularly for those of high and middle ability. Pupils agree, saying that: 'we spend half the lesson just talking about what we're going to do'. Pupils with special educational needs and/or disabilities make satisfactory progress overall. However, those who are supported in the resource base for deaf pupils, make good progress due to the close attention given to their needs.

Despite the general lack of challenge and dullness in lessons, pupils are remarkably patient and well behaved. Attendance is satisfactory. Pupils enjoy coming to school to participate in the vigorous 'Wake up, shake up' activities and various sporting activities which they say keep them fit and healthy. Pupils have a good understanding of how to stay safe. They say that the 'buddy' system helps them make friends easily and that there is always an adult to turn to should the need arise. One of the key reasons why pupils demonstrate good attitudes to each other is the influence of the resource base for deaf pupils. All pupils in the school learn sign language and deaf pupils are fully included in mainstream classes alongside their peers. This helps pupils gain a good appreciation of diversity in society. Their spiritual, moral, social and cultural development is satisfactory. Pupils gain a satisfactory understanding of cultures other than their own due to opportunities to cook and sample food from around the world and take part in Indian art activities. There are good opportunities for pupils to make positive contributions and many grasp these with enthusiasm. Pupils enjoy being members of the active student council, becoming sports leaders or playground 'buddies'. Despite their confident social skills and average attendance, pupils' low attainment in reading, writing and mathematics means they are not prepared adequately for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is too variable and inadequate overall. There are some examples of outstanding teaching. In one such lesson, pupils were spellbound by a teacher acting in role as a survivor of the Great Fire of London. This resulted in pupils making excellent progress as they enthusiastically engaged in creative writing. However, such examples are the exception rather than the rule. The result is that staff who teach consistently good lessons spend inordinate amounts of time trying to compensate for the inadequate progress pupils have made in previous years. The quality of assessment is inadequate. Some staff mark work carefully and write clear targets, leaving pupils in no doubt what they need to do to improve. Many staff, however, leave spelling errors unchecked, tick work that is clearly incorrect and do not comment on the poor presentation of work. Some pupils are well aware of their targets and what they need to do to move on. However, many do not have this knowledge because their teachers have not ensured pupils fully understand their personal targets. This limits the support and guidance that pupils receive.

The curriculum was reviewed two years ago to better support pupils' learning of basic skills. However, this has not resulted in raised achievement, so the curriculum is inadequate overall. Some aspects of the curriculum have had positive effects. A range of extra-curricular enrichment opportunities, visitors and the high profile 'grow it, cook it, film it, ask it' initiative bring learning alive and help pupils enjoy their time at school.

The school takes good pastoral care of its pupils. The overwhelming majority of parents are happy with the care afforded to their children. Partnerships with external agencies are effective in supporting the care of pupils, with the deaf and hearing impaired service making a particularly valuable contribution to the school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

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After the last inspection initiatives to bring about improvement failed to gain momentum and did not lead to the raising of pupils' achievement. Schemes such as 'Big Write' designed to improve writing and particularly the assessment of writing, were introduced piecemeal and some staff remain resistant to the changes that are needed to boost pupils' attainment. The school development plan is not fit for purpose. It has not identified the real problems of continued underachievement and there is no effective strategy in place to improve the inadequate quality of teaching or to help teachers effectively use data to inform their planning. The monitoring and evaluation of teaching is too infrequent to be of any use in improving its quality.

The accuracy of assessments is inconsistent and no time is set aside for teachers to compare each others' assessments. This means that school leaders and teachers do not have a precise enough picture of how pupils are progressing, despite a tracking system being in place. Governors have been unsuccessful in challenging the school sufficiently on its repeated failures to raise standards and improve rates of progress. They rely too much on receiving reports rather than finding out for themselves what is happening on a daily basis.

Community cohesion is satisfactory. There are well established community links, such as that with the Royal Horticultural Society, and regular visitors to the school from the local community make a satisfactory contribution to assemblies. There are appropriate plans in place to develop this further, particularly with regard to developing links with schools abroad.

The school meets statutory requirements with regard to safeguarding. Plans designed to promote equality also meet statutory requirements and are particularly strong in relation to disabilities. This is reflected in the way deaf pupils are effectively integrated into the main school. Strong pastoral systems ensure no pupils suffer from discrimination. The school offers poor value for money because it is failing to provide an acceptable standard of education for its pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enjoy their first years in school and, due to a good system of induction, they settle well into their new surroundings. There is effective support for deaf children who are fully included in all the activities so they are fully accepted by their peers. Children enter the setting with skills that are generally average for their age but which are well below expectations in the areas of communication, language and literacy. Due to good support in language development from the local authority, children make good progress in this area and satisfactory progress overall.

The balance of activities is too teacher-directed which does not allow children enough free choice. There are times in the day when the pace of activities slows, and this means learning time is wasted. Sometimes children sit for too long as they listen to the teacher talk or they waste time, such as when queuing for wellington boots to go outside. The outdoor area offers satisfactory provision for learning.

The welfare of children is given top priority. Policies and procedures all meet statutory requirements for safeguarding. The area is safe and secure. Children have free access to fruit and water and show good hygiene practices in the bathroom.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire express positive views about the school. They say their children enjoy school and that they are safe and well cared for. They are happy about the progress their children are making and are particularly happy about the influence of the deaf and hearing impaired resource base which has enabled very young children to use sign language. A very small minority expressed concerns about behaviour and about how the school is led and managed.

Inspectors found that behaviour was good but that pupils are not making the progress of which they are capable. Inspectors agree that there are shortcomings in the way the

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school is led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pontefract the Rookeries Carleton Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 40 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	45	21	53	0	0	0	0
The school keeps my child safe	17	43	23	58	0	0	0	0
The school informs me about my child's progress	13	33	25	63	2	5	0	0
My child is making enough progress at this school	12	30	24	60	2	5	1	3
The teaching is good at this school	13	33	24	60	2	5	0	0
The school helps me to support my child's learning	12	30	24	60	2	5	0	0
The school helps my child to have a healthy lifestyle	10	25	28	70	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	33	20	50	1	3	0	0
The school meets my child's particular needs	12	30	24	60	1	3	0	0
The school deals effectively with unacceptable behaviour	7	18	26	65	5	13	0	0
The school takes account of my suggestions and concerns	8	20	25	63	2	5	0	0
The school is led and managed effectively	10	25	24	60	3	8	0	0
Overall, I am happy with my child's experience at this school	17	43	22	55	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 November 2009

Dear Pupils

Inspection of Pontefract the Rookeries Carleton Junior and Infant School, Pontefract, WF8 3NP

Thank you for the warm welcome you gave us when we came to inspect your school. I am writing to tell you what we found out. We very much enjoyed talking to you. You told us how much you like the interesting things you do at school and I saw some of you really enjoying your cooking lessons. You said how very safe you feel in school and how the playground 'buddies' help you to make friends. We saw some of the vigorous 'wake up and shake up' activities that help you stay fit and healthy.

While in some classes your teachers help you to make good progress, overall your school is not helping you to learn as well as you could and so we have decided that it needs 'Special Measures'. This means that the school will receive extra help to make it improve. We have asked the headteacher, other staff and governors to do a number of things to improve your school. These are:

- to help you reach higher standards and make faster progress in all your subjects by giving you more challenging work and more chances to practise your reading, writing and speaking skills in lessons
- to improve the quality of teaching and how your work is assessed by making sure lessons keep you interested in learning, checking that you are making progress more often, giving you better advice on how to improve your work and helping teachers to mark your work accurately
- that the school leaders make sure they check the quality of teaching regularly, that good plans to improve the school are in place and that good teachers are able to help others to improve.

Inspectors will be coming back to check on the progress being made. You can help too. For example, if you think your work is too easy, tell your teacher.

I wish you all the very best for the future.

Yours sincerely,

Mr Robert Jones

Lead Inspector

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