

Inspection of Carleton Park Junior and Infant School

Moxon Close, Carleton Park, Pontefract, West Yorkshire WF8 3PT

Inspection dates:	15 and 16 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Michelle Winter. This school is part of Pontefract Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Julian Appleyard OBE, and overseen by a board of trustees, chaired by Phil Jones OBE.

What is it like to attend this school?

Pupils receive an exceptional education. The school motto is 'Be the best you can be.' Pupils are keen to live up to this, and they do. This is true in their academic work and in their behaviour and friendships. Pupils work hard. They relish challenges and know they can succeed. Pupils care for one another. This is seen in their many small gestures of kindness. Leaders and staff have created this positive culture through careful messaging and expert modelling of the school's values.

The trust has designed a comprehensive plan for pupils' wider development. Leaders in the school have refined this even further to specifically meet the needs of their pupils. For example, pupils are excited to join in 50 bespoke wider experiences during their time at the school. These support them to learn about the curriculum and about themselves.

Pupils develop their talents and interests through a rich programme of music and sporting events. Pupils benefit from a wide range of school clubs, such as martial arts, Lego, dancing and art club.

Pupil leaders, who have various roles in school, are excellent role models. Their leadership impacts the school's culture. For example, the work of pupil 'eco-leaders' has increased the number of pupils who walk or cycle to school.

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

Books are at the heart of the curriculum. Highly skilled staff make sure that pupils learn to read quickly. Those who need help to catch up receive it. Pupils become confident and fluent readers. The school uses high-quality texts to support the teaching of each curriculum subject from Reception to Year 6. Pupils read with purpose, to deepen their knowledge of topics they study. Pupils also develop a love of reading through activities, such as the reading sleepover and visits from mystery readers.

Staff across the trust have worked together to design an ambitious and highly effective curriculum. This work is then further refined by staff in the school to meet the needs of pupils. It is carefully structured around the 'very important points' that pupils need to learn. Teachers have excellent knowledge of the subjects they teach. They choose just the right activities to help children learn and remember. Staff check that pupils are keeping up. They quickly and expertly address any misconceptions.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. Teachers understand pupils' needs. They adapt their teaching to meet those needs while maintaining high expectations for all pupils. Interventions, such as those in place to support pupils' early writing, are very effective. Teaching assistants are highly skilled. They make sure that pupils with SEND get the most out of every lesson. Pupils with SEND make exceptional progress.

In the early years, leaders show the same attention to detail in their curriculum design as elsewhere in the school. Staff ensure that children benefit from a wide range of purposeful activities. These support children to learn successfully. Staff are highly skilled in developing children's communication and language. All children get the practise they need in using ambitious vocabulary. Staff continually check what children know and can do. They know each child's next steps in learning. This helps children to learn and remember the curriculum very well. Consequently, children are well prepared for Year 1.

Pupils' behaviour is exemplary. Staff establish very clear and consistent routines, which pupils confidently follow. Pupils are highly engaged in learning. They also support and help one another. Children in the early years quickly learn to share resources and work together. Pupils are proud to be part of the school community. Pupils are confident that staff will resolve any issues that arise. Relationships are strong right across the school.

The 50 experiences that underpin pupil's personal development are carefully planned from Reception through to Year 6. They include visiting the coast and learning about space in a planetarium. There are also many opportunities to connect with the community and learn about the world of work. Staff expertly use these opportunities to support pupils to learn the planned curriculum. For example, visiting the coast supports pupils in developing their creative writing about landscapes. Pupils explore different faiths and communities. They are respectful and knowledgeable about the communities they study.

Staff feel valued. Strategies that have been put in place, such as the approach to assessment, make their workload more manageable. They benefit from many opportunities for collaboration and training with staff from other schools. There is appropriate challenge and support for leaders at all levels. Trustees and governors are well informed. The CEO and executive leadership team have worked with the school to develop all areas to the highest standard. Everyone strives to continually improve from what is already an exceptionally strong foundation.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140337
Local authority	Wakefield
Inspection number	10346525
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Phil Jones
CEO of the trust	Julian Appleyard
Headteacher	Michelle Winter
Website	www.carletonpark.patrust.org.uk
Dates of previous inspection	10 and 11 July 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been in post at the school since September 2024.
- The school is part of Pontefract Academies Trust.
- The school does not make use of alternative provision.
- The number of pupils with education, health and care plans is above the national average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior staff in the school. This included the headteacher, assistant headteacher, who is also the SEND coordinator, and the associate assistant headteacher.
- The lead inspector also met with the trust director of school improvement, trust lead for inclusion and safeguarding, two members of the local governing body, a trustee and the chief executive officer.
- Deep dives were carried out in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also discussed and reviewed the curriculum in some other subjects.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors observed pupils’ behaviour throughout the school day, including during breakfast club, during lesson visits and at breaktime. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- The inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted’s staff and pupil questionnaires.

Inspection team

Zoe Helman, lead inspector

His Majesty’s Inspector

Elaine Watson

Ofsted Inspector

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