

Catterick Garrison, Carnagill Community Primary School

Inspection report

Unique Reference Number	121350
Local Authority	North Yorkshire
Inspection number	358996
Inspection dates	19–20 October 2010
Reporting inspector	Paul Lowery HMI

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 of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mrs Julie Livesey
Headteacher	Mrs Sandie Fitton
Date of previous school inspection	13 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 11 lessons and all eight teachers were seen. Discussions were held with parents and carers, groups of pupils, the Chair of the Governing Body and staff. Meetings were also held with the Army Welfare Service and the School Improvement Partner. Inspectors observed the school's work including reviewing policy documents, records of meetings, development plans and samples of pupils' work. The inspection took into account questionnaire responses from pupils, staff and 35 parents and carers.

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

- Whether pupils make sufficient progress in literacy and numeracy.
- The quality of provision, particularly the quality of teaching, and its impact on raising attainment.
- The effectiveness of pastoral systems and how they provide social and emotional support for pupils who transfer into the school mid-year or whose parents are deployed abroad on active service.

Information about the school

This is a smaller-than-average school serving a residential area of a large army garrison. Over three-quarters of the pupils on roll are from service families, of whom a minority have one or both parents currently deployed abroad. The school has a highly mobile population, with most service children staying at the school for no more than two years. The school has both Healthy School status, and the Eco School Green Flag award. It is a leading school for inclusion. The school offers a breakfast club and an after-school provision through the Poppies Family Learning Centre.

At the time of the inspection, three teaching staff were on maternity leave.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The headteacher and her staff have successfully created a secure and highly caring environment where pupils enjoy their education. Staff are passionate about the well-being of pupils. As a result, new pupils are supported very well to enable them to settle quickly into the school. Pupils whose parents are away, and deployed on active service, receive outstanding social and emotional support. Many pupils join the school with skills that are below those expected for their age and on leaving the school, their levels of attainment remain low. Pupils' progress has steadily improved and is now satisfactory. Overall, pupils receive a satisfactory quality of education.

Children who join the Early Years Foundation Stage receive a good start, entering a well-resourced and welcoming environment where they are increasingly making good progress. During Key Stage 1 and 2, staff carefully assess pupils' needs and effective additional support is increasingly provided to address gaps in their skills. A special numeracy programme for a small group of Year 2 pupils is making a difference, improving their understanding of number work through a practical approach to mathematics. Here, pupils are making rapid progress. Across Key Stages 1 and 2, progress in lessons is varied. Where teaching is good, work is exciting and carefully matched to pupils' needs. However, in too many lessons planning is insufficiently sharp. Work is not always carefully targeted to meet the needs of lower and higher attaining pupils. Insufficient opportunities are available for pupils to develop skills in working independently or collaboratively with their peers. Overall, the quality of teaching is improving. The impact of a carefully planned programme of training is evident in the consistent application of behaviour management techniques, effective questioning and an emphasis on developing pupils' literacy skills. Consequently, in the 2010 test results, pupils' attainment in English improved and is now broadly average. However, the school recognises that attainment in mathematics remains weak. A priority is rightly, therefore, being placed on raising the quality of mathematics teaching.

Considerable emphasis has been placed on developing a creative curriculum. Here, pupils across the school follow common areas of study, enabling members of the same family to discuss their projects at home. The more practical nature of these studies motivates pupils, developing new skills, and is increasingly meeting their needs. Opportunities to develop pupils' cultural appreciation are limited and their understanding of Britain as a multicultural and increasingly diverse community is poor.

Leaders demonstrate a drive and commitment to support pupils to overcome the social and emotional challenges resulting from multiple school moves and extended periods of parental absence. Despite the pressures on service families during an active period of deployment overseas, pupils thrive in this extremely safe environment. An extensive range of specialist support is also available as a result of the strong partnerships built up by the

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school with local health, education and service organisations. Pupils are keen to participate in the popular breakfast and after-school clubs. This full service extended school is a real hub for outstanding community support. Throughout the inspection, the Poppies centre was clearly a vibrant centre providing parents, carers and children with counselling support, adult training and successfully acting as a social base. Parents and carers highly commended the school on its commitment to home school cooperation.

The headteacher has a clear understanding of the school's strengths and weaknesses. Thorough systems for day-to-day monitoring are in place, but the impact of whole-school planning is more limited because systems for self-review are not systematically embedded. The governing body are supportive and keen to be involved in the life of the school. However, they are not yet driving forward the evaluation of the school's work and, therefore, do not adequately hold leaders to account. Whilst senior staff and governors have been successful in creating a caring and supportive environment, insufficient priority has been placed on the imperative to raise levels of attainment. Despite this, tremendous changes have taken place at the school with rapid improvements to ethos and behaviour. Attendance has risen and is now average. Most pupils want to attend and do well. Parental confidence in the school is now high; numbers on roll have risen considerably. These improvements demonstrate that the school has a good capacity to improve.

What does the school need to do to improve further?

- Raise levels of attainment, by:
 - ensuring that teachers focus on closing the gap in attainment, so that pupils attain at least in line with the national average in core subjects
 - making it clear to pupils about what they need to do to improve their work and how they can achieve their challenging targets.
- Improve the quality of teaching at Key Stages 1 and 2 to good or better, by ensuring that:
 - work in lessons is designed to meet the needs of different groups, in particular the more- and less-able pupils
 - lessons give pupils a greater opportunity to work independently and collaboratively and take greater responsibility for their learning.
- Develop the school's work in promoting community cohesion, through:
 - providing opportunities for pupils to engage with community groups beyond the immediate locality
 - ensuring that pupils gain a greater appreciation of cultural diversity.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment in Key Stage 1 and 2 has been below the national average over a period of years. In the 2010 Year 6 tests, attainment in English was broadly average; whilst in mathematics and science it continued to be low. Pupils' progress has improved, although

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the progress made by service children, with higher mobility rates, is below that for non-service pupils, in particular in reading and mathematics. There is considerable variation in the progress made by pupils with special educational needs and/or disabilities. Generally their progress is slower in reading and mathematics. However, the school has observed rapid progress where pupils have been in receipt of one-to-one specialist support. Overall, pupils with special educational needs and/or disabilities make progress broadly in line with their peers. In lessons, inspectors observed that the progress made by some more-able pupils was slower where they received insufficient challenge. Whilst pupils enjoy their studies, most remain heavily dependent on adult support. They are not confident independent learners. Whilst strong orally, they frequently do not apply their basic skills, in particular in numeracy, across to their other subjects in their foundation studies.

The strong supportive culture, which is clearly evident as you enter the school reception area, ensures that pupils are safe, and behave well. Pupils care for each other and report there is no bullying. They demonstrate good enterprise skills and the new creative curriculum is strengthening their appreciation of the wider world and raising their aspirations. However, despite keenly contributing to charity work, pupils' appreciation of other cultures remains limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
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
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Teachers have established a positive learning environment. All lessons observed during the inspection were satisfactory or better. However, insufficient challenge in some lessons means that pupils are not sufficiently narrowing the attainment gap with their peers nationally. Where teaching is most effective, work is stimulating and challenging, and as a result, pupils make rapid progress. Typically here, there is a real 'buzz' in the classroom and pupils are excited learners. In one particularly effective literacy lesson, pupils were working in groups to act out a rap in order to appreciate rhythm and rhyme in poetry. In lessons where pupils make less progress, there is an overemphasis on 'teacher talk'; insufficient use is made of assessment information and all pupils are set similar work which some find too simple. Consequently, they become passive learners. The new creative curriculum is strengthening pupils' creative development and improving their engagement in their learning. Innovative ideas, including the use of an inflatable planetarium, are stimulating enquiring minds.

High mobility, as a result of service moves, means that almost all pupils do not start and complete their primary education at Carnagill School. Staff mitigate the impact of this disruption with exceptional transition support. Pupils receive careful nurturing to allow them quickly to develop into confident and happy learners. Partnerships with specialist agencies, including the Army Welfare Service, to provide both additional and special needs support to pupils and their families are particularly strong.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and staff have a clear determination to look after and support all of the pupils in their care. There is a shared understanding that all members of the school will treat each other with respect. As a result, the school has a strong sense of community. Safeguarding is good, governors have ensured that all policies and systems are place; all staff have a clear understanding of their role in ensuring child protection. The partnership with parents and carers is particularly effective. The oversubscribed family learning classes help to engage parents and carers in their child's education and have provided a rich pool of volunteers to assist in the school. Senior staff are also leading a number of successful community initiatives; the school is identified as a lead school for inclusion. There is a real commitment to ensuring equality of opportunity for all and to tackle discrimination. Service pupils, for whom English is an additional language, are quickly integrated into the school community. Whilst the school works effectively as a cohesive community, systems to increase appreciation of cultural diversity are not well developed.

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Systems are in place to effectively monitor the quality of teaching and learning. However, leaders recognise that they have not been sufficiently effective in ensuring that teaching is strong enough to narrow the gap with the average attainment nationally. School improvement planning focuses on the right priorities and conveys the drive by leaders for improvement. However, its impact is limited by an informal approach to evaluation by the leadership and the governing body.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are increasingly making good progress, particularly in developing their language, social and physical skills. However, children's progress in their creative and mathematical skills is less well developed.

Teachers provide a good balance of child-initiated and adult-initiated tasks which stimulate children's interest, making learning enjoyable and fun. Children learn how to be considerate, to share and increasingly to work independently. They relate well to the adults and develop friendships with their peers. Behaviour is good. Children show that they feel safe and have a good awareness of keeping themselves and others safe. For example, children confidently push chairs under tables to prevent tripping hazards. Robust steps are taken to safeguard children.

Leadership and management are good. Staff are focused on helping all children make good progress in their learning and development, and promoting their welfare. Adults observe and record carefully what children know and can do; however, not enough use is made of this information to inform planning to meet the needs of individual children. As in the main school, partnerships with parents and carers are outstanding. Staff have a good understanding of the strengths and weaknesses of the provision and take effective steps

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to improve it. They are appropriately trained and have the skills to make sure that children are safe and can make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Whilst the number of questionnaires returned during the inspection was relatively small, almost all parents and carers who responded are happy about their children's education. A few expressed concerns that the school did not keep them sufficiently informed about their children's progress. The school recognises that, for a small group of parents and carers who use the breakfast club and after-school provision, they do not get regular access to teachers. The school is considering alternative ways, including though the better use of information and communication technology, to keep parents informed about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Catterick Garrison, Carnagill Community Primary 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 inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	66	12	32	1	3	0	0
The school keeps my child safe	25	66	13	34	0	0	0	0
My school informs me about my child's progress	22	58	12	32	4	11	0	0
My child is making enough progress at this school	21	55	15	39	0	0	1	3
The teaching is good at this school	21	55	15	39	1	3	0	0
The school helps me to support my child's learning	20	53	17	45	1	3	0	0
The school helps my child to have a healthy lifestyle	19	50	18	47	1	3	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	34	22	58	0	0	0	0
The school meets my child's particular needs	24	63	12	32	1	3	0	0
The school deals effectively with unacceptable behaviour	18	47	20	53	0	0	0	0
The school takes account of my suggestions and concerns	18	47	18	47	0	0	0	0
The school is led and managed effectively	23	61	13	34	1	3	0	0
Overall, I am happy with my child's experience at this school	27	71	10	26	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



21 October 2010

Dear Pupils

**Inspection of Catterick Garrison, Carnagill Community Primary School,
Catterick Garrison, DL9 3HN**

Thank you for welcoming us to your school, taking the time to show us your work and talk to us during the recent inspection. We were impressed by how proud you are of your school. It is clear you feel safe, get on well with your staff and enjoy the broad range of opportunities available. Your teachers are good at helping you to lead healthy lives and encourage you to behave well in class and around the school. Adults are keen to ensure that you are well looked after and happy and give you extra help or support when it is needed. Nursery children have a good start to school life. Many of you come from service families and have had to make regular moves of school. We found that your staff gave you excellent support to ensure you settle in here quickly. Many of you are working hard and do well in your studies. However, we believe staff need to ensure you are doing even better, especially in your numeracy and literacy. Your school is providing you with a satisfactory education.

To make the school better, we have asked the school to do three things:

- give you challenging targets in order to help you do even better in your studies
- ensure that teaching is equally good in all lessons
- give you more opportunities to find out about people from countries and communities other than your own.

We know your headteacher is keen for you to do well. All of you can help by ensuring your attendance is good and that you work hard to improve your skills in literacy and numeracy.

I wish you well for the future.

Yours sincerely

Paul Lowery

Her Majesty's Inspector

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