

# Catterick Garrison Carnagill Primary School

Leadmill Estate, Catterick Garrison, North Yorkshire, DL9 3HN

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils make no more than expected progress from their starting points. Too few pupils attain the higher Level 3 and Level 5.
- Pupils are not always required to work hard enough. Some teachers offer too little time for pupils to write at length in a range of subjects or to practise their skills in mathematics.
- Data are not sufficiently well used to plan work that is accurately matched to pupils' individual needs.
- Pupils are not always clear enough about the level of their work and what they need to do to take the next steps in their learning.
- Teaching assistants are not deployed well enough during whole-class sessions.
- Monitoring of teaching is not sufficiently focused on the way teaching impacts on pupils' learning, progress and attainment.
- Performance management does not set targets for teachers that are closely linked to pupils' attainment and progress. Therefore, some teachers have too little accountability for pupils' progress.
- Professional development opportunities are not adequately focused on improving teachers' understanding of how teaching impacts on pupils' learning.
- The governing body does not have a clear understanding of pupils' achievement and offers too little challenge to the school to raise standards.

### The school has the following strengths

- There is some good teaching that engages and challenges pupils and helps them to make good progress, including in the Early Years Foundation Stage.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils' behaviour and attitudes are good, they are keen to learn, and say that they feel very safe. Attendance has improved.
- The curriculum offers pupils a range of interesting activities, enriched by visits and visitors and enhanced by a full programme of extra-curricular activities, some of which are organised by the pupils themselves.
- The school is proud of its inclusive ethos and offers sensitive care to its pupils and their families, often in extreme circumstances.
- There is excellent one-to-one teaching of mathematics for low-attaining pupils.

## Information about this inspection

- Inspectors observed 12 lessons, of which two were joint observations with the headteacher. In addition, the inspection team made a number of short visits to lessons.
- Meetings were held with members of the governing body, senior and middle managers and the school's local authority Educational Development Adviser. Inspectors also spoke informally to parents and to pupils and listened to pupils read.
- Inspectors took account of the 18 responses to the on-line questionnaire (Parent View) and the school's own surveys of parental opinion.
- They observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Gordon Potter, Lead Inspector

Additional Inspector

Janet Greaves

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- The majority of pupils are from White British backgrounds. However, a significant proportion of pupils are from minority ethnic groups, most notably pupils from Fiji. For about one half of these pupils, English is believed not to be their first language.
- As the children of services personnel, most pupils are eligible for the pupil premium. This proportion is well above the national average.
- The proportion of pupils supported at school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- Many more pupils than is the case nationally start or leave the school during their school career.
- The school has achieved Healthy School status and the Active Sportsmark.
- The school is Leading School for Inclusion in the local authority.
- The school meets the current floor standard, which sets the government's minimum expectations of pupils' attainment and progress.

### What does the school need to do to improve further?

- By the summer of 2013, improve the quality of teaching to at least good, in order to raise pupils' attainment and accelerate their progress, by:
  - offering pupils more time and opportunities to engage with work so that they develop stamina, resilience and independence, for example, by offering even more opportunities for pupils to write at length in a range of subjects and more time to practise and apply their skills in mathematics
  - using data about pupils' attainment to plan work which is more closely matched to their individual skills and abilities
  - helping pupils to understand the level of their work and what they need to do to take the next steps in their learning.
- Develop the capacity of leaders at all levels so that they have greater impact on pupils' attainment and progress by:
  - monitoring teaching and its impact on pupils' learning more rigorously
  - using performance management more robustly to give teachers clear targets which are clearly focused on raising attainment and to plan appropriate continuing professional development
  - further refining the use of data so that individual teachers are more aware of the progress pupils are making in their classes and how it can be accelerated
  - increasing the governing body's understanding of pupils' attainment and progress and the challenge it offers to the school to improve pupils' achievement.

## Inspection judgements

### The achievement of pupils

requires improvement

- Outcomes for children in the Early Years Foundation Stage are good. They now make more rapid progress from their starting points, which are below national expectations, than has been the case in recent years.
- Attainment at the end of Year 2 is typically average in mathematics and below average in reading and writing. Pupils' reading skills at the end of Year 1 are below expectations. Attainment at the end of Year 6 is typically below average although a higher proportion of pupils than is usual attained age related expectations in both English and mathematics in 2012. At the end of Key Stage 1 and Key Stage 2, too few pupils attain the higher Level 3 and Level 5.
- Pupils make expected progress from whatever their starting points when they join the school. While progress in mathematics for Year 6 pupils in 2012 was below expectations, inspection evidence indicates that pupils currently in Year 6 are making good progress as the result of good teaching and that their attainment is in line with national expectations.
- Pupils who have special educational needs make expected progress overall. However, excellent interventions in mathematics for the least able pupils help them to make rapid gains in number and calculation.
- Pupils eligible for the pupil premium, those from minority ethnic groups, those who join the school throughout their school career and those for whom English is not believed to be their first language attain below similar pupils nationally. Progress of all these groups of pupils is in line with expectations but the attainment gap remains between them and national averages.

### The quality of teaching

requires improvement

- While teachers match tasks to the needs of groups of learners, work is not well matched to the skills and abilities of individual pupils. This is the case in whole-class activities where teaching assistants are not used effectively to support and challenge pupils.
- Marking is done regularly and is used to tell pupils how successful they have been in specific tasks. Pupils are given time to act on advice about how to improve their work. However, while older pupils have targets, they are not always clear about the level of their work or how specifically to take the next steps in their learning. Targets are attached to age related expectations and lack challenge for the most able pupils.
- Where teaching is good, teachers make lessons interesting, allowing pupils' opportunities to explore, experiment and learn through practical, problem-solving activities. In a successful mathematics lesson with Year 5 and 6, pupils were challenged to discover how to solve a problem involving capacity. This led to them engaging with a range of complex calculations which they had created for themselves.
- There are many activities which help pupils to see the links between subjects and to develop and apply important skills, including teamwork and research. While a recent initiative has offered older pupils the chance to write an extended story, there remain too few opportunities for pupils to write regularly at length in subjects across the curriculum.
- In the Early Years Foundation Stage, there is good focused teaching of linking sounds and letters (phonics), writing and number. There is a wide range of engaging activities, both indoors and outdoors, but not all are sufficiently related to the early learning goals.
- The extension of the early years curriculum into Key Stage 1 is not appropriate for all pupils and some opportunities are missed to develop the skills of the most able pupils more rapidly. Likewise, across school, opportunities are missed for pupils to be fully engaged in extended tasks which will increase their resilience and stamina and develop their skills in extended writing and mathematics. Pupils are not always challenged to work hard enough.
- There are strong relationships across school and in the best lessons teachers and teaching

assistants interact well with pupils to support and challenge them in their learning. Teachers use questions well to check what pupils already know, although they are less successful in asking questions which challenge pupils to extend their thinking.

- A clear strategy to improve reading is to use fiction as a stimulus to topic work, for example, a novel about the Vikings is a source for historical research supported by a visit to the Jorvik museum in York. Work on topics such as castles and Hinduism, including trips to Richmond Castle and the local mandir, develops pupils' understanding of history and different faiths and cultures.

### **The behaviour and safety of pupils** are good

- Pupils are happy in school and enjoy their lessons. They respect one another, celebrate their cultural differences and are very polite to adults. Pupils say that behaviour is good in their lessons. Indeed, much excellent behaviour was evident in lessons observed during the inspection and around the school.
- Inspectors analysed the school's records of behaviour over time and talked to many pupils during lessons and at break and lunchtimes. This confirmed that behaviour is consistently good as a result of the successful use of rewards and behaviour management strategies. These clear guidelines enable the few pupils who find managing their own behaviour difficult to respond well to a consistent approach and clear guidance.
- Pupils feel very safe and are aware of different forms of bullying. They say that any form of bullying, including cyber-bullying, is uncommon and when it does occur they are confident that it will be quickly dealt with. They know that older pupils, as well as the teachers and other adults in school, will help with any problems if they arise.
- Childline Peer Supporters (CHIPS) and playground 'buddies' help pupils play safely and enjoyably together. They are also highly effective in helping the many pupils who join Carnagill at different points during their school career to settle quickly into school.
- Pupils say that the school council listens to pupils' concerns and ideas. It has contributed to discussions about school rules and helped to raise funds to purchase playground games and toys. Pupils organise their own after-school clubs, such as the music club and Warhammer games club.
- Attendance is average. It has improved rapidly as the result of a concerted effort by the school to engage with parents and to make learning enjoyable for pupils. It is affected by holiday patterns which are dictated by the needs of the army garrison.

### **The leadership and management** requires improvement

- The headteacher is dedicated to making Carnagill School a welcoming, safe environment where pupils enjoy a lively curriculum. In this she is eminently successful. However, the quality of teaching, attainment and the rates at which pupils make progress require improvement. This is because lesson observations are not rigorous enough and do not confront teachers strongly enough about how their teaching could be improved.
- Performance management is not employed robustly enough to link teacher performance to clear and specific improvements in pupils' progress. Teachers are not accountable enough for the progress pupils make in their classes. While continuing professional development has a clear focus on improving the quality of teaching, it has not developed a clear enough understanding among teachers of how teaching drives pupils' learning.
- Members of the leadership team welcome the clear delegation of responsibilities. However, many are new to their posts and are in the early stages of developing skills of planning, monitoring and evaluation. As a result, while self-evaluation reflects the school's many strengths, it has less clarity in helping the school to face up to its weaknesses and plan

interventions.

- The school has improved its systems for analysing pupils' attainment and progress. This has enabled the identification of groups and individuals who need additional support and gaps in pupils' learning. Funding through the pupil premium has been used to address the learning, emotional and social needs of individual pupils and to broaden pupils' cultural horizons.
  - The school has a clear commitment to promoting equality of opportunity and tackling discrimination, although this is not strongly enough focused on pupils' achievement. Safeguarding procedures meet the current requirements.
  - The local authority has provided support for the teaching of mathematics and English but such interventions have not had a significant impact on pupils' attainment and progress.
  - **The governance of the school:**
    - The governing body is strongly committed to the school and is closely involved in all aspects of school life, including procedures to visit classrooms and monitor the curriculum. It has been less closely involved in analysing test data and has not offered sufficient challenge to raise pupils' attainment.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121350
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	406023

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Livesey
<b>Headteacher</b>	Sandie Fitton
<b>Date of previous school inspection</b>	19 October 2010
<b>Telephone number</b>	01748 833622
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