

# Catterick Garrison, Wavell Community Nursery and Infant School

Wavell Road, Catterick Garrison, North Yorkshire, DL9 3BJ

**Inspection dates** 19–20 June 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and reach average attainment in both English and mathematics often from low starting points.
- Teaching and learning are usually good and there is some outstanding teaching. The best lessons move along at a good rate and pupils visibly enjoy learning.
- Senior managers have successfully focused on raising the quality of teaching through the effective management of staff performance.
- The school is highly inclusive. All pupils, including those who have a disability or special educational needs or may need additional support make good progress from their different starting points even if they only spend a short time in the school.
- Staff manage the behaviour of all pupils consistently well. As a result, pupils feel safe and their behaviour is good.
- The headteacher provides strong and focused leadership. She shares with the senior leaders a strong commitment to securing good outcomes for pupils. Together they have improved teaching and achievement.
- Governance has improved since the previous inspection. Governors fully understand the distinct nature of the school and give good support and challenge.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough in Year 2 to ensure that pupils make rapid progress during their time at the school.
- Pupils are not always punctual to school.
- Some of the more-able pupils are insufficiently challenged and too few pupils reach the highest levels of attainment especially in writing in Year 2.

## Information about this inspection

- The inspectors observed 10 lessons, three of which were observed jointly with members of the senior leadership team. All teachers were observed. There were also eight additional visits made for example, to review the teaching of letter and sound work and small-group work. Inspectors also made a number of other short visits to classrooms and other learning activities.
- Meetings were held with the Chair of the Governing Body, senior leaders and staff. A meeting was held with a representative of the local authority.
- Meetings were also held with groups of pupils and the inspectors listened to pupils read in the Early Years Foundation Stage and Key Stage 1.
- A range of school documents was examined including the school improvement plan, the school's records of pupils' achievement, records relating to behaviour, safeguarding, attendance and the governing body minutes.
- The inspectors took account of the 18 responses to the on-line questionnaire (Parent View), and those given by parents during an informal meeting held during the inspection. Inspectors also considered the 33 responses to the staff questionnaire.

## Inspection team

Michele Crichton, Lead inspector

Additional Inspector

Julia Bayes

Additional Inspector

James Hannah

Additional Inspector

## Full report

### Information about this school

- This larger-than-average infant school is located on the largest military base in mainland Britain.
- The majority of pupils enter or leave the school at times other than the usual, as whole regiments move at short notice on active service overseas or transfer to other military bases.
- There are very few pupils from civilian families in the school.
- Most pupils are of White British heritage.
- A very small minority of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational need is above that found nationally.
- The proportion of pupils known to be eligible for the pupil premium is much higher than the national average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and those that are looked after.)
- Since the last inspection a new Chair of Governors has been appointed

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

- Secure more outstanding teaching, particularly in Year 2, so that pupils' progress is quickened especially in writing and for the more-able by:
  - linking different subjects together so that learning is more relevant to pupils
  - developing stronger links between pupils' phonic work and their writing activities
  - widening the range of writing activities to interest and engage
  - using the already outstanding teachers to model best practices.
  
- Ensure that lessons get off to a punctual start by:
  - encouraging parents to bring their children to school on time
  - ensuring that parents of pupils who are in Key Stage 1 leave the classrooms promptly once they have dropped their children off at school.

## Inspection judgements

### The achievement of pupils

is good

- Children start school with skills and abilities that are below those expected for their age on entry to Nursery and Reception classes. Pupils make good progress during their time at the school from their individual starting points. They achieve average levels in reading, writing and mathematics by the time they leave the school at the end of Year 2.
- Standards in the national phonics check, which checks that pupils understand the links between letters and sounds, were low in 2012 in relation to the national average and so too was the proportion of pupils reaching the highest level 3 especially in writing. The school's data and inspection evidence suggests improvements in both these areas for this year.
- Children in the Early Years Foundation Stage make good progress, especially in communication, language and literacy and also in their personal, social and emotional skills. This is due to stimulating and enriching activities, careful planning and the high expectations of all staff. Nevertheless their skills are still below those that are expected when they join Year 1.
- The learning and progress of disabled pupils and those who have special educational needs is similar to that of their peers. They achieve well because the learning activities they are given are at just the right level for them. The adults who work with them offer tailored good support to meet their needs.
- Additional support is given to pupils eligible for the pupil premium and they make the same good progress as that of other pupils in the school. For example, the additional funding enables the running of a successful nurture group for pupils with behavioural or emotional difficulties. It is also used to provide carefully planned reading intervention programmes that give effective support for any pupil at who is at risk of falling behind in their reading. In 2012 these pupils attained similar standards to those of other pupils in the school in their reading and mathematics but were about a year behind others in their writing.
- Most pupils enjoy reading and they read widely and often. They are taught well and use a range of strategies to help them read. For example, younger children use their understanding of the sounds letters make to help them read words that are new to them. In Year 2 pupils might look for smaller words they know in longer words to help them to understand what the words mean. Pupils' work shows that they that make good progress in their learning in mathematics.
- A whole-school focus on reading has raised pupils' progress levels but less so in their writing skills. This is because there is a limited range of writing activities and some more-able children are not sufficiently challenged to make the best possible progress. This is especially so in Year 2.

### The quality of teaching

is good

- The quality of teaching was good in the vast majority of the lessons observed and some lessons were outstanding. The teaching of the highest quality lies within the Early Years Foundation Stage and Year 1.
- Strengths in teaching here include high expectations of all pupils, focused writing activities, lessons that move on quickly and support staff that contribute well to the learning of all pupils. In one outstanding lesson the excellent development of early writing skills was achieved by clear planning, interesting and engaging resources and linking newly learnt letter sounds to their writing. However this is not universal in all lessons and some teachers do not do enough to ensure that pupils, including the most-able, use their phonic knowledge well in their writing.
- In the small number of lessons that require improvement there is a lack of linking different subjects together to make learning relevant and easier to understand and writing activities lack variety.
- Disabled pupils or those who have special educational needs make good progress because staff know them well and appropriate resources and activities are used to support their learning. They also benefit from the good quality discussions that take place in most classrooms to extend their

vocabulary.

- Precise, diligent and effective tracking ensures that the school knows exactly what pupils know, understand and can do despite the high number of pupils who join and leave the school at different points in their primary education. Entry points are quickly established, tracking takes place for each individual pupil regarding reading, writing and mathematics. This information is used to ensure that the work set is at the right level for each child. Their personal development is also carefully reviewed throughout all year groups.
- The majority of pupils' work is marked well and gives clear advice on how to improve.

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

- Pupils are polite and well-mannered. Their attitudes to learning are good and they are eager to learn. They respond well to their teachers and to the other adults who work in the school.
- At play and around the school, including in the Early Years Foundation Stage, pupils' good behaviour ensures that snack and mealtimes are calm and that playtimes are fun and enjoyable. The atmosphere in the school is calm, supportive and nurturing.
- Pupils say they feel safe, and have an understanding of types of bullying that is appropriate for their age. They are confident that adults can help them if ever they have a problem and although pupils said that the behaviour of some pupils could occasionally be better, overall they felt it was good.
- Attendance is just below average. Absences are for specific reasons predominantly because children take time off to spend time with their parents if they have not seen or will not see them again for some time because of deployment overseas.
- Some children are not punctual to lessons at the start of the day because parents frequently arrive after school starts. Some parents also delay the start of teaching and learning because they spend too long in classrooms saying goodbye to their children, re- enter to give additional information to children or knock on windows as they are walking past classrooms. This is especially so in Key Stage 1.

### **The leadership and management are good**

- The headteacher provides strong and focused leadership. There is a constant drive for school improvement and all leaders and managers fully understand their roles, responsibilities and accountabilities in this. All staff work together well and strive equally for improvement.
- A focus on developing all teaching has largely been successful throughout the school and inspection evidence suggested that this year pupils are on target to achieve the levels of highest attainment in reading, writing and mathematics in the last five years.
- Self-evaluation is accurate and staff and governors have a clear sense of direction. They know what they must do to improve further. Teaching is monitored well and leaders make it clear to teachers that the best teaching means the best outcomes for pupils.
- The curriculum is carefully planned and appropriate to the age of the pupils. It promotes their spiritual, social, moral and cultural development well. Moral and social development is particularly strong and this is seen in pupils' developing confidence, independence and self-control as they move through the school.
- Equality and inclusion for all pupils is at the heart of the school's ethos. The individual monitoring of achievement takes place for every child in the school. Respect and value for others is also embedded within the school which is developed through the numerous fund-raising activities and visitors into the school.
- The school works well with the local authority and values its input when sought. It provides constructive support and challenge, for example by reviewing and developing the quality of teaching.

■ **The governance of the school:**

- Governors have a clear understanding of the strengths in and challenges to the school. This is gained through regular discussions with senior staff and visits into school beyond the usual arranged governor meetings. They make sure that the pupil premium funding is spent wisely. They know about the progress of pupil groups in different year groups and the need to improve pupils' progress in writing. Governors are fully involved in the headteacher's performance and make certain that the quality of teaching within the school and pupil outcomes link to the level of staff pay. They are keen to ensure that only the best quality teaching takes place. Governors have made sure that the arrangements for safeguarding pupils meet statutory requirements.

## 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>	121344
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	412580

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

<b>Type of school</b>	Infant and Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	293
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victoria Milne
<b>Headteacher</b>	Gillian Crouch
<b>Date of previous school inspection</b>	15 March 2010
<b>Telephone number</b>	01748 833340
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