

# Wavell Junior School

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

**Inspection dates** 4–5 June 2014

<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.

- Achievement is good. During their time in school pupils make good progress to reach standards in English and mathematics that would be expected for their age and their starting points.
- Teaching is typically good and there is some that is outstanding.
- Behaviour is good. Pupils behave well in and out of lessons. They show enthusiasm for their learning and try their hardest.
- This is a safe school. Pupils say that they feel secure and they know how to keep themselves safe.
- The headteacher's leadership is effective and she is ably supported by an equally effective leadership team and by leaders at the middle level. They have worked hard to raise pupils' achievement and to improve the quality of teaching.
- Members of the governing body are becoming increasingly effective and use their skills and expertise well to provide strategic direction for the school.
- Children get off to a good start and make good progress whenever they join the school, as a result of the caring environment and the effective teaching.

### It is not yet an outstanding school because

- Teaching across the school is not outstanding.
- Achievement in mathematics and spelling, punctuation and grammar is not as good as it is in reading and writing.
- The small governing body is not skilled enough at asking the right questions in order to fully challenge the leaders in the school.

## Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, two of which were observed jointly with the headteacher and an assistant headteacher. Inspectors also listened to pupils read in Years 4 and 6.
- Inspectors took account of 12 responses to the on-line questionnaire (Parent View) and 19 questionnaires completed by the staff.
- Inspectors held meetings with pupils from Years 5 and 6 and pupils from the school council. They talked informally with pupils at break and lunchtimes. Inspectors also talked to members of the governing body and two representatives of the local authority. In addition, they held discussions with leaders who have other responsibilities, including the special educational needs co-ordinator and the leaders of literacy and numeracy.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external data relating to pupils' progress, pupils' workbooks, school improvement planning and the school's view of how well it is doing. They also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings and safeguarding and child protection information.

## Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. The proportion of pupils who are eligible for free school meals is lower than average. There is a significant proportion of pupils from service families.
- A significant number of pupils joins or leaves the school at times other than the beginning of Year 3 and the end of Year 6. The proportion of pupils who begin their schooling in Year 3 and who stay at school until the end of Year 6 is well below average.
- There have been changes in staffing within the school in recent years.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

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

- Strengthen school governance so that all governors are able to challenge and support the school effectively.
- Improve the quality of teaching further and so raise attainment, especially in mathematics and spelling, punctuation and grammar by:
  - sharing the best practice that exists across the school more consistently
  - ensuring that all staff's expectations of pupils' accuracy in spelling, punctuation and grammar are always as high in all subjects as they are in English lessons
  - making sure that pupils' basic skills in mathematics are consolidated quickly, whenever they join the school.

## Inspection judgements

### The achievement of pupils

is good

- Pupils achieve well from their different starting points. Evidence from lesson observations, examination of pupils' workbooks and the school's own data confirm this.
- Pupils who join the school in Year 3 usually do so with standards that are typical for their age. However, a significant proportion of pupils joins the school after the start of Year 3 and does so with standards that are usually below and sometimes well below those expected.
- The good teaching, caring staff and the understanding of each pupil's needs that is quickly built up, ensures that pupils who join after the normal time settle quickly and begin to catch up.
- Pupils write well and often at length in a range of subjects, particularly when the subject captures their interest and imagination. They can adapt their writing styles to suit a range of audiences and purposes.
- Pupils' mathematical skills and understanding are not of the same level as they are in English. Many pupils join the school without a secure grasp of the basic skills in mathematics and so they are slower to develop higher level mathematical skills. However, those pupils who start school in Year 3 and continue until Year 6 are able to develop their skills and understanding systematically through their time in school.
- Pupils enjoy reading throughout their time in school. They use their phonic knowledge well to tackle new and difficult words and, as a result, pupils across the school are mostly reading above the levels expected for their age.
- The school's own data and other inspection evidence show that pupils throughout the school are making consistently good progress, often from low, and sometimes very low starting points. Pupils in Year 6 who joined the school at the start of Year 3 are on track to reach standards that are above average in reading and writing, and slightly lower standards in mathematics and spelling, punctuation and grammar.
- The more-able pupils make good progress to reach well above average standards in English and mathematics, because their teachers have very high expectations, support them very well and give them work which really challenges them. A significant number of pupils in Year 6 has been entered for the higher Level 6 tests.
- Pupils who are eligible for free school meals and supported by the pupil premium reach standards that are similar to those of other pupils in the school. The school's own data on pupils' progress and attainment in English and mathematics show that there are no gaps between the achievement of these pupils and others. Pupils receive additional support both in class and in small groups out of class.
- Disabled pupils and those with special educational needs make the same good progress as others. This is because their needs are correctly identified and their progress is checked and reviewed regularly in order to make sure that carefully planned support closely matches individual pupils' particular needs.
- Equality of opportunity is central to the work of the school and successfully removes any barriers to learning and ensures that there are no significant differences in the achievement of different groups of pupils.

### The quality of teaching

is good

- Teaching is good and has improved as a result of the determined actions of the school's leaders.
- The school's own records and other evidence gathered during the inspection show that good or better teaching is now the norm and this has had a positive effect on pupils' learning and achievement, enabling them to make good progress.
- Well planned, interesting lessons enthuse pupils. This was evident, for example, in a Year 6 class where pupils were absorbed in a practical experiment to test their predictions about how different materials changed when heated. As one pupil said, "Teachers are really good. They

disguise learning as something else and you don't realise you're doing it".

- Pupils make the most rapid progress, over time, when the range of activities they are given to do is skilfully planned for everyone. In another Year 6 class, for example, pupils used their developing mathematical skills to calculate the areas of regular and irregular polygons.
- There are very good relationships between staff and pupils. Pupils cooperate well together in pairs and small groups when given opportunities to learn together. The well-established routines mean that lessons proceed without any interruptions.
- Detailed knowledge of how well pupils have learnt in English and mathematics is used to plan activities that are at just the right level. Pupils are keen to write, and often do so at length in a range of subjects, for different audiences and purposes.
- Pupils have planned opportunities to read during the school day and read widely in school and at home. The Curiosity Kits are used well to encourage reluctant readers to develop regular reading habits.
- In mathematics, pupils' progress is slower, because they often join the school without a secure grasp of the basic skills they need. The school works hard to help these pupils to catch up. Those pupils who start school in Year 3 have these basic skills and so can build on these well and they make faster progress.
- The marking of pupils' work and the feedback given to them about how to improve their work are good and pupils often respond to suggestions for improvement.
- Pupils, including the most able, respond to the high expectations and typically try their hardest to meet the challenges set for them.
- Teaching assistants are deployed effectively and carefully guide pupils' learning. They have a very clear picture of the needs of individual pupils, especially disabled pupils and those with special educational needs, because they know these pupils, and their needs, very well.

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

- The behaviour of pupils is good.
- Pupils behave very well in and out of lessons. They come to school eager to learn and use their time in school productively. They are confident, well-rounded and capable young people who leave the school very well prepared for the next step in their education.
- The school has an effective system for encouraging pupils to behave well, which is understood by all. Pupils say that they know how to behave well both in and out of lessons and that they expect others to behave equally well.
- Pupils say that there is little bullying and that if any occurred, it would be dealt with very quickly. They have a clear understanding of the different types of bullying, including cyber-bullying.
- Pupils are very active and really appreciate the wide range of activities and clubs available to them, especially the sports activities.
- Pupils contribute fully to all aspects of school life. They willingly take on roles of responsibility such as house captains and there is an active and effective school council. All pupils who join the school after the beginning of Year 3 have a buddy who helps them to settle in quickly and pupils say how much they value this support in their early days at a new school.
- Attendance has improved to broadly average, and the school works hard to encourage pupils to attend school regularly and on time.
- The school's work to keep pupils safe and secure is good.
- Procedures for keeping pupils safe are managed well. Pupils say that they feel very safe and parents agree that their children feel secure in school. Pupils have a very good understanding of how to keep themselves safe in a wide range of situations, including when using the Internet.

**The leadership and management are good**

- The school is led well by a very effective headteacher, ably supported by a determined and effective senior leadership team and by an increasingly effective governing body.
- Leaders at middle level are relatively new to their roles and are becoming increasingly effective, as they gain in experience and are given further opportunities to lead improvements in their subject areas.
- There have been improvements in the achievement of pupils and the quality of teaching as a result of the concerted actions of all the staff. However, leaders have yet to ensure that pupils' achievement in mathematics and spelling, punctuation and grammar is as good as it is in reading and writing.
- The school has an accurate picture of its strengths and areas for development and produces effective plans with appropriate actions to address these.
- School leaders carry out regular checks on the quality of teaching, which provide an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through effective professional development. However, although there is outstanding teaching evident in the school, it is not yet shared consistently amongst all staff.
- The links between the management of the performance of teachers and their professional development are effective and arrangements for pay and promotion of staff are closely linked to pupils' progress.
- There are very thorough systems in place to check on pupils' progress throughout the school. Where there are gaps in pupils' knowledge and skills, the school quickly takes action to boost pupils' learning by providing them with extra support in or out of lessons.
- The curriculum is successful in capturing pupils' imagination and in promoting pupils' involvement in their learning. It ensures that their reading, writing and mathematical skills are well developed across other subjects. The curriculum also ensures that pupils' spiritual, moral, social and cultural understanding is very well developed.
- The new primary school sport funding is used very effectively in motivating pupils to be more active and take part more frequently in a range of activities, including swimming and tag rugby. In addition, the funding is being used well to improve the teaching of physical education through further staff training. Leaders at all levels are planning how the impact of the funding will be measured.
- Safeguarding and child protection procedures are effective and meet all current statutory requirements.
- The local authority has provided much appreciated, effective support.
- **The governance of the school:**
  - The governing body is becoming increasingly effective and governors are determined to help the school to improve further. They have a detailed knowledge of the school and keep themselves well-informed about all aspects of school life, in particular about the achievement of pupils and the quality of teaching. They monitor the school's performance and are developing their ability to ask challenging questions to promote further development. Although a number of governors are new to governance, they bring an impressive range of skills, which they use to good effect. They are aware of where there are gaps in their skills and actively arrange training to fill these gaps. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance and award pay increases for good or better teaching. They oversee the spending of pupil premium funding and are aware of the positive effect this is having on pupils' achievement. They are also involved in planning the spending of the primary school sport funding and are considering how its impact on the physical well-being of pupils will be measured.

## 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>	121343
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	443951

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Callum Mc Keon
<b>Headteacher</b>	Cathy Greenaway
<b>Date of previous school inspection</b>	1 March 2010
<b>Telephone number</b>	01748 832298
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