

Inspection of Catterick Garrison, Wavell Community Infant School

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

Inspection dates: 19 and 20 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Wavell Infant School has a distinct identity, underpinned by its strong links with the armed forces. This is a close community where pupils frequently arrive and leave at different points during the school year. All pupils are welcomed and quickly made to feel at home. Leaders understand the challenges this movement can pose for pupils and their families. This is a nurturing environment. Parents appreciate the care and understanding of staff in helping pupils to settle in.

Pupils have a strong sense of shared values. They explain the school rules of 'look after yourself, look after each other and look after your school'. They understand how these values influence their behaviour. They take responsibility for each other's well-being. The friendship bench in the playground helps everyone to feel included. Pupils are happy and feel safe here. This firm sense of respect means that pupils believe bullying is not a problem here. Parents and staff agree.

Staff have high expectations of what pupils can achieve, regardless of how long they stay. Pupils are keen to meet these expectations. They take pride in achieving 'Wavell stars'. These stars are awarded for progress or demonstrating the school values.

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

Leaders recognised the need to further improve their curriculum. They acted quickly to implement a new and ambitious curriculum across the school this year. This new curriculum is logically organised. It is clear about what knowledge pupils will learn. In the early years, leaders have carefully considered the small steps that children need to achieve to make progress. Staff have the same ambition for what pupils with special educational needs and/or disabilities (SEND) can achieve. Pupils with SEND are well supported in lessons to make sure they succeed.

Leaders have prioritised the teaching of early reading. A new phonics scheme has been introduced. All staff have been trained to ensure that they have the expertise to deliver this effectively. Pupils who join the school at different times of the year are given effective, targeted support to make sure that they build a secure foundation for reading. Pupils who find reading difficult are given regular support to ensure that they catch up quickly. Leaders have also introduced a 'book talk' scheme where pupils enjoy a new book each week. Pupils talk with enthusiasm about the stories they have shared.

In classrooms, teachers provide clear explanations, so that pupils understand new information. Teachers regularly use recall activities to help pupils remember the most important knowledge. This practice is more embedded in core areas, such as phonics, mathematics and science. Assessment is used effectively in some areas to find gaps in pupils' knowledge. This is not consistent across the wider curriculum

subjects. Assessment in these areas does not allow staff to accurately check how much of the curriculum has been learned.

Leaders ensure that children in the early years are well prepared for Year 1. Staff plan carefully, so that activities have a clear purpose. Children cooperate and concentrate. Teachers encourage high-quality communication from children, including role play and speaking in full sentences. This level of support is not consistent from all adults. There are some missed opportunities for developing children's language.

Pupils display high levels of independence and resilience. This is true of even the youngest children. They are encouraged to tackle tasks by themselves. They show persistence and do not give up. Children in the early years are confident to give things a go. Pupils enjoy school and explain 'we love learning'. Pupils treat each other kindly and with respect. They play happily together and cooperate. No-one is left out.

Staff use the 'Wavell Values' to underpin day-to-day life around school. These values including respect, compassion and resilience, are clear in relationships. Pupils also learn about how to be good citizens. Pupils talk maturely about stereotypes, equality and tolerance. They understand the importance of responsibility. Even the youngest children tidy up after themselves.

Leaders have made important changes to further improve the curriculum in the school. Some of these changes are still at an early stage. Leaders are monitoring the impact of some changes effectively, particularly in phonics. Leaders are in the process of beginning to monitor how effectively the wider curriculum is being delivered. Governors have a strong understanding of the school's priorities. They are able to hold leaders to account. Staff feel well supported through a time of transition. They believe their workload is considered. They are proud to work in this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils talk with confidence about how adults in school keep them safe. They learn about risks they might face online and in the community. They know how to avoid these risks. They all have a trusted adult in school.

Leaders know pupils and families very well, despite families frequently leaving and joining the school. Leaders are tenacious when gathering and sharing important information with appropriate agencies. Staff are encouraged to report any signs of concern and frequently do. Logs show attention to detail. Leaders work closely with external agencies to make sure that the most vulnerable families receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in the wider curriculum is not being used effectively to help teachers identify gaps in learning. This means that teachers are not able to use this information to inform their future planning and close gaps in pupils' knowledge as quickly as they could. Leaders should ensure that effective assessment systems are introduced that align closely to their new curriculum.
- Leaders' monitoring systems are not precise in identifying where there is inconsistency across school. This means that, in the wider curriculum especially, it is difficult to measure the impact of the new curriculum and how much progress pupils are making. Leaders should ensure that there is more precision in monitoring systems, so that they can accurately measure the effectiveness of the new curriculum.
- In the early years there is some inconsistency in the effectiveness of the communication between adults and children. Some adults do not consistently model high-quality language and questioning for children. Leaders should ensure that there is further training for staff, so that all adults interact with children with the same level of expertise.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121344
Local authority	North Yorkshire
Inspection number	10227244
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Co-chairs of governing body	Elaine Richardson and Linda Wilson
Headteacher	Gillian Crouch
Website	http://www.wavell-inf.n-yorks.sch.uk/
Date of previous inspection	28 – 29 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection the school has joined Wavell Community Schools Federation, which includes this school and Wavell Junior School, which is on the same site. The two schools share a single leadership team and governing body.
- The school is situated on Catterick Garrison, the largest garrison town in the UK and 95% of the pupils come from an armed forces background. This leads to high levels of mobility in the school community.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with a range of school leaders during the inspection, including the executive headteacher, deputy headteacher and other members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with the special educational needs and/or disabilities coordinators and looked at examples of education, health and care plans. They also looked at individual education plans. They looked at the provision for these pupils in lessons.
- Inspectors met with the leader responsible for early years provision and looked at a range of planning documents.
- Inspectors scrutinised the single central record. They checked information about safe recruitment practices.
- Inspectors met with leaders responsible for safeguarding. They checked logs of actions taken to keep pupils safe and support vulnerable families. Inspectors spoke to a range of staff and pupils about safeguarding procedures in school.
- Inspectors met with leaders responsible for personal development and checked curriculum planning.
- Inspectors met with leaders responsible for behaviour. They looked at examples of individual behaviour plans and attendance records.
- Inspectors met with representatives from the governing body, including the co-chairs. They also met with the senior school education adviser from the local authority.
- Inspectors observed the behaviour of children at social times, including lunch and break times.
- Inspectors spoke with pupils and staff, formally and informally, across the course of the inspection.
- Inspectors also reviewed documentation including: the school's self-evaluation, the school improvement plan, minutes from governing body meetings and a range of action plans.
- Inspectors also considered the responses to the staff survey and the responses to parent View, Ofsted's online questionnaire.

Inspection team

Katie Spurr, lead inspector

Her Majesty's Inspector

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