

Inspection of Catterick Garrison, Le Cateau Community Primary School

Brough Road, Catterick Garrison, North Yorkshire DL9 4ED

Inspection dates: 28 and 29 September 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?

Positive relationships, respect and teamwork touch every part of this school and its community. Pupils are happy. They laugh, smile and get along well with each other. They understand that their school is quite unique. The majority of pupils come from military families. The huge range of national flags in the school entrance celebrates the diversity within the school. Many pupils speak languages other than English.

Pupils see their friends move on to other schools and countries frequently. They miss their friends but acknowledge that it is part of their lives. Pupils are adaptable and sociable. They make sure that while their classmates are with them, they are included in the life of the school and kept safe.

Pupils feel well supported by staff. They know there is always an adult to talk to if they have a worry or concern. Pupils say that bullying used to happen at times but it doesn't anymore. They know that staff would quickly step in to help if it did.

There is a definite 'family' feel to the school. The pastoral support that pupils receive matches the high academic expectations staff have for pupils. Whether you are a pupil who attends the school for several years or a pupil who might spend a few weeks at the school, you will receive the same attention and opportunities.

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

Leaders understand the context of their school. As a result, they have made effective decisions about how pupils will get the most out of the curriculum. Subject leaders work in partnership with staff in early years. This means that the curriculum begins in Nursery and runs to Year 6. Leaders have provided training for staff so they know how to help pupils remember what they have studied. Consequently, pupils can talk about knowledge they have learned in subjects and importantly how this helps them when they are studying new content. However, assessment procedures in some foundation subjects are not helping teachers assess precisely enough. This means that pupils could be at risk of missing out on learning vital knowledge.

Every day, children in Nursery are given opportunities to sing, learn rhymes and listen to stories. In the summer term, teachers prepare children to move into Reception Year by introducing the sounds letters make. Children are well prepared for their move into Reception Year. Pupils in Reception Year and key stage 1 are then put into groups for phonics sessions that match their reading knowledge. Pupils can read using the phonics knowledge they have been taught. However, not all pupils are given reading books that match their reading knowledge. This means that some pupils struggle as they cannot read the words in their books and therefore cannot read fluently.

The curriculum has been designed to support pupils with special educational needs and/or disabilities (SEND). Staff quickly identify if a pupil is struggling, and they work in partnership with the special educational needs coordinator. This means that the curriculum is quickly adapted to support pupils' needs. Pupils receive additional support in class or more bespoke intervention, out of class where required. Leaders have worked with the ministry of defence on a SEND garrison project to identify training needs for staff. As a result of this, staff have improved their SEND knowledge and expertise. This is now directly benefiting the pupils in school.

Pupils who require support with their social, emotional and mental health needs can access the Retreat room. Here, pupils develop strategies to support their own behaviours, resulting in more time spent in class and a reduction in behavioural incidents.

Leaders are determined that pupils will be given every opportunity to be prepared for life outside the school gates. They are mindful of the vast range of backgrounds and experiences pupils have when they start school. The school's 'service champion' makes sure that staff have detailed information about pupils when they start and that parents feel supported and well informed. Once in school, trips, visitors, clubs and special events give pupils many high-quality opportunities to try out and learn new things. Recently, the school choir reached the semi-finals of Britain's Got Talent, highlighting the aspiration the school has for pupils.

Leaders consistently talk about relationships. There is a school wide understanding that positive relationships are vital for success. Governors share this vision and ethos. They support school leaders' actions but also hold them to account with robust analysis of achievement and financial data. Leadership of the school is strengthened by governors' expectations. They have high standards when it comes to recruitment. They make sure that the right personnel are employed to support school improvement and they monitor performance closely.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have worked with the local authority to ensure that safeguarding procedures are rigorous. The designated safeguarding leads (DSL) are relentless in their pursuit to keep pupils safe. The professional relationships they have built with parents is invaluable. They provide thoughtful support and advice. However, when external support is required, the DSL will immediately access appropriate services. The high-quality training that staff receive is reflected in their accurate knowledge of how to spot signs of concern, how and who to report to, plus relevant contextual issues to be aware of.

Leaders have designed a personal, social and health education curriculum that helps pupils to understand safeguarding risks in an age-appropriate manner. Pupils are aware of online and offline risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, assessment procedures are not sufficiently refined. This means that teachers are trying to assess everything and are not focused on checking if pupils remember vital knowledge. Leaders should look at these foundation subject curriculums and identify what is most important for pupils to remember.
- Some pupils are given reading books that are too difficult for them to read. This means the phonics knowledge they have only enables them to access parts of the text. Some pupils quickly lose interest in their books as they cannot read fluently or with enjoyment. Staff should check that the books given to pupils accurately match their reading knowledge.

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.

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	121338
Local authority	North Yorkshire
Inspection number	10227136
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair of governing body	Julie Renee D'Arcy
Headteacher	Ian Mottram
Website	www.lecateauprimary.co.uk
Date of previous inspection	7 February 2017, under section 8 of the Education Act 2005

Information about this school

- This school does not use any alternative provision.
- The school's stability is much lower than national average.
- The majority of pupils who attend are from service families.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of pupils with SEND is higher than the national average.

Information about this inspection

The inspectors carried out this graded 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 the school and have taken that into account in their evaluation of the school.

- Inspectors did deep dives in the following subjects: early reading, mathematics, art, computing, science and physical education. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it's like to attend this school.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors met with the special educational needs coordinator, members of the governing body and a representative from the local authority.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors spoke to parents and observed pupils at breaktime and lunchtime.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire for parents, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil survey.

Inspection team

David Milligan, lead inspector	His Majesty's Inspector
Emily Stevens	His Majesty's Inspector
Suzanne Connolly	Ofsted Inspector
Jonathan Glazzard	Ofsted Inspector

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