



Catterick Garrison, Wavell Community Infant School

Inspection Report

Unique Reference Number 121344
Local Authority North Yorkshire
Inspection number 292086
Inspection dates 28 February –1 March 2007
Reporting inspector Rosemary Rodger

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

Type of school	Primary	School address	Wavell Road
School category	Community		Catterick Garrison
Age range of pupils	3–7		North Yorkshire DL9 3BJ
Gender of pupils	Mixed	Telephone number	01748 833340
Number on roll (school)	221	Fax number	01748 833425
Appropriate authority	The governing body	Chair	Mrs Donna Fincham
		Headteacher	Mrs S Fletcher
Date of previous school inspection	28 January 2002		

Age group 3–7	Inspection dates 28 February –1 March 2007	Inspection number 292086
-------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This infant school is situated on the largest army base in the country. There is a very high level of mobility because whole units move at short notice and are replaced with incoming units from other parts of the UK, Germany or Cyprus. Additionally, families are frequently without one or both parents due to overseas postings. The very small proportion of pupils eligible for free school meals is low when compared with schools nationally. There are a few pupils from civilian families in school. A small number of pupils have learning difficulties and/or disabilities, including three pupils with a statement of special educational needs. Almost all pupils are of White British heritage. The school has achieved a Basic Skills Quality Mark accreditation, Artsmark and a Healthy School Award. A breakfast club is provided every morning.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Wavell Infant School is a good school with outstanding features in the care, guidance and support for all pupils and the inclusion and support arrangements for the high number of pupils who join the school at times other than the usual admission points. Pupils say they are safe and well cared for which results in a happy, caring atmosphere throughout the school.

When children start school their attainment is low. They make good progress throughout the Foundation Stage and Key Stage 1. Standards are above average by the time pupils leave in reading, writing and mathematics. All pupils achieve well, including those with learning difficulties and/or disabilities because of the outstanding support provided by a plentiful team of skilled support staff.

Leadership and management are good. The headteacher is committed to creating an effective team and works well with other agencies. Relationships with parents are effective: parents are very pleased with all that is done for their children. There has been good improvement since the last inspection: marking is thorough and gives guidance on how to improve; more able pupils are effectively challenged and as a result achieve as well as they are capable; and there is more scope for independent learning. Value for money is good and the school has a good capacity to improve.

Self-evaluation is generally accurate, if somewhat modest in the judgement on the care, guidance and support provided. Pupils' personal development and well-being are good because of the priority given to keeping pupils safe, promoting healthy lifestyles and contributing to pupils' economic well-being. Pupils really enjoy their involvement in the local community events. Enjoyment is clearly fostered and reflected well in the revised curriculum without reducing the priority to developing the pupils' basic skills in literacy, numeracy and information and communication technology (ICT). Close links are promoted with a wide range of external agencies, particularly the army welfare service with regard to personnel issues that could have an impact on the well-being of a few pupils.

The quality of teaching is good overall. Lessons are organised and managed well. Expectations that pupils' behaviour is good are consistent in all classes and pupils learn effectively because they are well motivated. At times, there is too little attention given to what pupils are expected to learn which leads to uncertainty when lessons are reviewed. This is because what pupils are expected to learn is not matched closely enough to the activities they do in some classes. There is generally a good balance between small groups led by adults and pupils choosing for themselves what they want to do, although how free choice activities contribute to pupils' learning is not explicit enough in planning and so sometimes pupils are not challenged sufficiently.

The quality and standards in the Foundation Stage are good, with some outstanding teaching in the Nursery. Children enjoy learning inside and outside and take part in lots of role play activities which effectively promotes their personal development and speaking skills.

What the school should do to improve further

- Make what pupils are expected to learn explicit in all lessons so that pupils are clear about what they are to learn.
- Provide more challenge and purpose in independent learning in Key Stage 1.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. When children start in Year 1 they are achieving below average standards in all areas of learning, apart from their physical development which is typical of most children. They make good progress in the Foundation Stage based on their low level of attainment on entry to the Nursery. Currently, half of the pupils in Year 2 did not start their education in this school. Pupils are coming and going all the time; for example, during the inspection week, seven pupils joined the school. Nevertheless, pupils make good progress. Standards were above average in the school's 2006 Year 2 national assessments in reading, writing and mathematics. This success can be attributed partly to the exceptionally effective induction arrangements for pupils when they join school at times other than the normal points of admission and the outstanding support pupils receive as soon as they join school. Pupils with learning difficulties and/or disabilities make exceptionally good progress too because of the careful adaptation of work to meet their individual needs. More able pupils reach their potential because they are frequently taught as a separate group and are challenged appropriately.

Personal development and well-being

Grade: 2

Pupils have good levels of self-esteem and confidence, well demonstrated in discussions and in their conduct. Pupils say that they 'like learning with the teachers; there are fun things to do'. Behaviour is good in lessons and around school. Pupils know about healthy eating, that sweets are bad for you and their hearts beat faster after exercise, which, as they say, 'is good for you'. This good level of awareness has culminated in a recent Healthy Schools Award.

Attendance is improving and above the national average, partly as a result of the rewards for full attendance and immediate action to deal with first day absences. A well attended breakfast club also acts as an incentive to come to school. Pupils' spiritual, social, moral and cultural development is good. Pupils have opportunities for reflection in assemblies and time set aside for discussion. The strong family ethos of the school ensures that every pupil feels valued and that they develop an understanding of the needs and feelings of others. Pupils celebrate other cultures using personnel on the garrison as a rich resource. Pupils know how to keep safe and are regularly reminded about 'stranger danger' and road safety. Older pupils help to support younger or more vulnerable pupils through the playground helpers scheme. The choir visits the local community to perform to the elderly and raise money for charity. Pupils are well

prepared to ensure success in their future economic well-being, aptly demonstrated in their competence in basic skills, including ICT.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with outstanding features in aspects of the Foundation Stage teaching that has been a recent priority. In all classes relationships, behaviour and attitudes to learning are good so pupils are ready to learn. In some classes there are good demonstrations and what pupils are expected to learn is shared with them. This is inconsistent, however, with reviews of learning sometimes lacking a specific focus because pupils do not know initially exactly what they were expected to learn. Small group work is used to support learners of different abilities very effectively and teaching assistants provide excellent support. Pupils are free to select where they play when they have completed their work or are waiting for their turn to work with an adult. There is sometimes a lack of purpose to some of the free choice activities because, although the teacher-focused work is generally well planned, the planning for independent choice is insufficient and does not always link clearly to other learning. Pupils' work is marked diligently and they know what to do to improve their work. The high priority given to basic skills is reflected in the Basic Skills Quality Mark award.

Curriculum and other activities

Grade: 2

The curriculum meets requirements and is effectively planned. The reorganisation of the timetable to provide longer sessions to teach basic skills of literacy and numeracy is especially effective when it includes interesting and motivating topics, such as a Year 2 topic on space. Pupils with learning difficulties and/or disabilities have full access to the curriculum through carefully matched work. A range of visitors to the school enriches pupils' learning; for example, an artist in residence skilfully helped to develop pupils' artistic, design and technology skills. Additional enjoyment is provided when taking part in local musical events and the Radio York choir competition. Pupils enjoy a wide range of well attended clubs such as a choir, dance, French and crafts. Links with the secondary school provide additional sporting opportunities. The Foundation Stage curriculum ensures good continuity between the Nursery and the Reception classes. Learning outside, even when it is raining, is given a good priority too, due to the skilful adaptation to the building.

Care, guidance and support

Grade: 1

The care, guidance and support of the pupils are outstanding. Robust systems are in place to ensure pupils' health and safety including child protection. Arrangements to

safeguard pupils meet government requirements. There are outstanding arrangements in place for inducting new pupils, especially those joining the school part way through the year. They quickly settle into school routines and make good progress. Transition arrangements are well developed both for children transferring between Foundation and Key Stage 1 and for pupils transferring to the junior school. Assessment arrangements are good. Records are kept carefully and pupils needing additional support are identified quickly. Parents are helped effectively to support their children through a family learning programme.

Leadership and management

Grade: 2

The headteacher is well supported by a vibrant and hardworking senior management team. This has led, for example, to an effective review of the curriculum that is making learning more enjoyable for all pupils. The headteacher's clear vision gives a high priority to establishing a smooth transition for pupils joining the school throughout the year, ensuring they are well supported and parents kept well informed about their progress. This is a real strength of leadership and results in a caring culture and ethos of support and inclusion for all pupils that is second to none. Parents concur very strongly with this which is well demonstrated in the comment made by one parent: 'Wavell Infants is a superb example of a caring and involved community school'.

Self-evaluation involves all staff and provides an accurate diagnosis of the school's strengths and weaknesses because of the rigour with which subject leaders and the headteacher have monitored and analysed teaching, pupils' work and attainment. Progress is evident in most areas identified for improvement, although the introduction of more free choice activities in Year 1 has yet to be reviewed to evaluate how effectively this is supporting pupils' learning. The analysis of assessment data is thorough and the findings are used to set priorities for the professional development of the staff. Governors support the school well and comment on the approachability of the headteacher towards parents as a key strength of leadership.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making our visit to your school so enjoyable. We really enjoyed visiting your lessons and talking to some of you about your school. You attend a good school. We have listed below everything we liked about your school and what needs to be better.

What is good about your school

- You enjoy school and settle very quickly into your lessons, even those of you who have just joined the school.
- Your teachers care about you very much which helps you to feel safe and happy.
- Some of the work you do is really interesting and you are very keen to learn, for example through the Space topic in Year 2.
- You work hard and achieve well in the tests you take in Year 2.
- Your headteacher makes sure you are all looked after well and gives a high priority to your welfare.

What could be improved

- Your teachers need to share with you more clearly what you are expected to learn.
- The purpose of all the play activities you have each day needs to be included in your teacher's planning.

You can help by putting up your hand and telling your teachers what you have learned when they ask you at the end of your lesson and also saying if you do not understand.

Thank you all again for the warm welcome you gave us to your school. We hope you continue to enjoy all you do there.