

# Catterick Garrison, Wavell Community Infant School

## Inspection report

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<b>Unique Reference Number</b>	121344
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339921
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<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>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Donna Fincham
<b>Headteacher</b>	Mrs Gillian Crouch
<b>Date of previous school inspection</b>	28 February 2007
<b>School address</b>	Wavell Road Catterick Garrison North Yorkshire DL9 3BJ
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## Introduction

This inspection was carried out by three additional inspectors. About half of inspectors' time was spent looking at learning. The inspectors visited 13 lessons. All teachers were seen teaching, most of them twice. Inspectors held meetings with pupils, staff, governors, and the School Improvement Partner. They observed the school's work and looked at pupils' books, monitoring records, governing body minutes, the school development plan, and several external reports. The responses of 48 parents or carers to the Ofsted questionnaire were considered and analysed. There were 12 responses received from staff

whether the evidence of present attainment, progress and learning demonstrates good achievement over pupils' four years at the school

- whether the teaching of reading, writing and mathematics is good enough throughout the school and if the use of assessment information allows teachers to plan lessons to meet the full range of pupils' learning needs
- if the provision and outcomes of the Early Years Foundation Stage are good, as the school asserts
- whether, in the light of the recent change of headteacher, the current leadership of the school has the necessary capacity to secure further improvements.

## Information about the school

This larger-than-average infant school is located on the largest military base in mainland Britain. Many 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. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is below average. Most pupils are of White British heritage. A very small minority of pupils speak English as an additional language. A new headteacher has been in post since January 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has some outstanding features. The first of these is the excellent care, guidance and support including, at the time of the inspection, outstanding safeguarding arrangements, provided by dedicated and skilled adults, for each pupil in the school. This is the key element which underpins pupils' outstanding spiritual, moral, social and cultural development, the close and effective engagement the school has with parents and carers, and the good Early Years Foundation Stage which gets children off to a flying start. All of these positive features are sustained by the clear, dynamic and purposeful leadership provided by the headteacher and members of the senior leadership team and by the good self-evaluation, which ensures that the school does not rest on its laurels. However, leaders do not share best practice enough to further support the professional development of teachers and other adults in the school. Nonetheless, staff morale is high and the school has good capacity to secure further improvements.

The school provides a calm, harmonious and welcoming learning environment. It has the well-being and learning of the pupils at its core. Pupils are happy and enjoy school because, they say, 'Everyone looks after each other.' This is reflected in their good behaviour, their respect for each other and their teachers, and their above- average attendance. Several parents work as volunteers in the school, supporting the pupils' learning.

Children join the school with skills and understanding that are below expectations for their age. This is particularly the case with respect to their communication, language and literacy skills, and their personal, social and emotional development. Achievement is good. Pupils make good academic and personal progress during their time in school, and by the end of Year 2, their attainment in reading, writing and mathematics is similar to those of children of their age. This level of attainment has been the case for the last three years.

Teaching is good. The majority of lessons engage pupils well and set interesting tasks which pupils say, 'make us think a lot'. In a small number of lessons, teachers do not make the most effective use of assessment information to set work which challenges all pupils. Older pupils explain that targets are set so that they know how to get better at things.

The curriculum is good. It is being modified in Year 1 so that learning can be organised along the principles used in the Early Years Foundation Stage in order to better help those who may not yet be ready for more structured and traditional forms of learning. The school provides many enrichment activities which give pupils opportunities to

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consider others.

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

- Ensure that a greater proportion of lessons are good or better by:
  - making more effective use of assessment information to set challenging tasks, which always have a clear focus on learning, for all pupils
  - creating more opportunities for staff development through sharing best practice, role modelling, undertaking peer observations and broadening teachers' experiences of teaching different age groups.

## Outcomes for individuals and groups of pupils

**2**

Achievement is good. Pupils learn well in most lessons because they behave well, have good attitudes to learning, and because teachers set interesting and demanding tasks. Pupils are keen to do well and apply themselves to their tasks. The school's accurate and robust assessment system clearly demonstrates that pupils make good progress over time. There is some evidence that the rate of pupils' progress in reading has improved further since the start of the year. No group of pupils underachieves. All groups, including boys, pupils with special educational needs and/or disabilities, and those of minority ethnic heritages, make good progress and achieve as well as their peers.

Pupils' personal development is good. They are well mannered, polite and get on very well together. Their positive attitudes in class make a valuable contribution to learning. They say they enjoy being in school, that they feel safe and know how to deal with rare instances of bullying. They are confident that they can approach an adult for help if necessary. They understand the importance of a balanced diet, saying, 'We all need our five a day.' They also understand the positive effects of exercise on the body, saying quite simply and emphatically, 'You've got to stay fit.'

They have a realistic knowledge of dangers they may encounter and are particularly vociferous about internet safety. Through their work on the school council, their involvement in many extra-curricular activities, and their generous charitable fundraising, pupils support both the ethos and the day-to-day life of the school. Pupils' spiritual, moral, social and cultural development is outstanding. The school makes effective use of the garrison personnel and activities to enable pupils to recognise and celebrate diversity and achievement. An extraordinary example of this is found in the very emotive poetry, artwork and narrative writing of Class 7 pupils (Year 2), when individually celebrating Remembrance Day 2009. This demonstrated a level of understanding and appreciation way beyond their tender years. Despite their average attainment in reading, writing and mathematics, pupils are well prepared for the next stage of their education because of their good attendance and their well-developed personal and social skills.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

All lessons are characterised by good relationships between adults and pupils, opportunities for pupils to work independently and to think for themselves, pupils' clear desire to learn, and the effective work of support assistants. The very best lessons move on at a rapid pace, set a range of tasks well matched to pupils' learning needs, and have a buzz of enthusiastic learning about them. In these lessons, pupils make very good use of a wide range of resources to find the best way to solve short, sharp and interesting problems. They become oblivious to outside distractions, move forward rapidly and learn a great deal because teachers make good use of assessment information to set appropriately demanding tasks for them. On occasions, teachers do not always make as effective use of assessment information and some pupils do not always learn as much as they might from the undemanding tasks they are sometimes set. The marking of pupils' work is consistently good and successfully guides them towards what they have to do to improve.

As a result of detailed analysis, the school has identified that a part of the Year 1 curriculum could be more effective in helping pupils to learn. Consequently, the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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curriculum is being modified to give better support for pupils as they leave Reception class and move into Year 1. A wide variety of visits and visitors and a good range of after-school activities help to enrich pupils' learning and bring it to life. Information and communication technology (ICT) is used well to support learning. The breakfast club helps pupils to get their day off to a healthy start.

Adults in the school know the pupils very well. The school is trusted by parents, who acknowledge and fully appreciate the commitment made to helping their children. Reliable recording and tracking of pupils' personal progress allows such information to be used sensitively and supportively to identify and rapidly resolve difficulties and problems that arise. The school is prompt, generous and flexible in providing very effective support for all pupils as required. Its procedures for safeguarding pupils' welfare are rigorous, well understood and fully applied. The school has good partnerships with professional and other agencies and is, therefore, quickly able to recruit outside help and support when circumstances go beyond its own expertise or resources.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Staff are fully behind the dynamic new headteacher who has ensured stability, the maintenance of good practice and shown the ability to move quickly in implementing improvements. Adults in the school are enthusiastic, self-critical, and their morale is high. They are fully committed to giving pupils every opportunity to learn and develop well. Parents and carers are overwhelmingly supportive of what the school provides for their children.

School self-evaluation is largely accurate, if a little modest in some areas. Senior leaders monitor the quality of teaching regularly and link this accurately to pupils' overall achievement. However, the sharing of best practice is not routinely carried out and several teachers have only limited experience of working outside one particular age group or class. Provision for community cohesion is good. The school is at the centre of the multinational community it serves and this helps pupils to value and celebrate diversity well. Through these links and through its own personal, social and health education programme, the school is extremely successful in ensuring that all forms of inequality are addressed and eradicated and that diversity is recognised and celebrated. Protecting the interests of many often vulnerable pupils is deeply embedded within the

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school and arrangements and responsibilities for safeguarding are taken very seriously. Governance is good. The governing body meets all of its statutory requirements, gives generous support and encouragement to the school, and is learning to challenge the school over the overall standards pupils reach. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage get off to a flying start and make good progress, not only in their learning but also in their personal development. Strong partnerships with parents are established from the start of Nursery and are maintained well through to Reception class and beyond. Children settle quickly into an attractive learning environment which makes good use of its inside and outdoor spaces to stimulate and motivate their interests. Adults promote children's welfare very effectively. Their calm and measured approach provides a good model for the children who quickly develop good social and emotional skills. The children play and work together very well and are happy to share and take turns. They enjoy their learning experiences and they are content, happy and safe.

Leadership and management are good. Children's progress is assessed and evaluated regularly, accurately and efficiently. Good planning, based upon these solid assessment practices, takes good account of children's interests, curiosity and individual attributes. This ensures that teacher-led activities nurture a lively sense of wonder. Children move easily and safely into activities which they choose for themselves, which also sustain their learning. However, Nursery and Reception classes operate as distinct units. This



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inhibits the overall effectiveness of the Early Years Foundation Stage, as it interferes unnecessarily with continuity of planning, making transition more complicated than it might be and limiting the experiences of the practitioners in the different year groups. Arrangements for transition from Reception class to Year 1 are effective and pupils move easily into the next stage of their education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Forty parents or carers returned the Ofsted questionnaires. Almost all expressed complete confidence in the work of the school. Parents were unanimously positive about almost every aspect of the school raised in the questionnaire, including their children's enjoyment of school, how the school keeps their children safe and their satisfaction with their child's overall experiences. No questions or issues about bullying or safeguarding were raised. These views are confirmed by the inspection.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Catterick Garrison, Wavell Community Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	79	10	21	0	0	0	0
The school keeps my child safe	37	77	11	23	0	0	0	0
The school informs me about my child's progress	32	67	16	33	0	0	0	0
My child is making enough progress at this school	36	75	12	25	0	0	0	0
The teaching is good at this school	40	83	8	17	0	0	0	0
The school helps me to support my child's learning	35	73	13	27	0	0	0	0
The school helps my child to have a healthy lifestyle	32	67	15	31	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	48	23	48	0	0	0	0
The school meets my child's particular needs	28	58	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	25	52	21	44	0	0	0	0
The school takes account of my suggestions and concerns	24	50	23	48	0	0	0	0
The school is led and managed effectively	30	63	17	35	0	0	0	0
Overall, I am happy with my child's experience at this school	42	88	6	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2010

Dear Pupils

Inspection of Catterick Garrison, Wavell Community Infant School, Catterick Garrison, DL9 3BJ

Thank you very much for being so nice to us when we inspected your school recently. We were really impressed with your good behaviour, your cheerful, smiling faces and with the way you all look after each other.

We found that Wavell Infants is a good school with some excellent features. We found that the adults in the school look after you all really well, always making sure that you are safe and happy, that you know the difference between right and wrong and that you treat everybody with kindness and respect. We also found that there are some other good parts to your school, and they are:

- what we call the Early Years Foundation Stage (but which you know as Nursery and classes 1, 2 and 5) which gives you a good start to your school days and
- the good way the school works together with your parents or carers and the example set by your headteacher and her close helpers.

We found that two things could be done a little better and so I want the school to do the following things:

- make sure that the tasks you are given to do in lessons always give you something new to learn
- make sure that teachers share with each other all the good things they know and do, and that they teach in different classes to build up their skills even more.

You can help the school to become better than it already is by continuing to come to school and enjoy learning new things, just like you already do. Good luck to you all for the future.

Yours sincerely

Terry McDermott,

Lead Inspector

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