

# Catterick Garrison, Le Cateau Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121338
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	358990
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Susan Bowles HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Down
<b>Headteacher</b>	Mr G Shepherd
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Brough Road Catterick Garrison North Yorkshire DL9 4ED
<b>Telephone number</b>	01748 832292
<b>Fax number</b>	01748 836414
<b>Email address</b>	admin@le-cateau.n-yorks.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	17–18 November 2010
<b>Inspection number</b>	358990

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 22 lessons led by 17 staff. Meetings were held with a representative forum of parents, groups of pupils, some governors and members of staff. Inspectors observed the school's work. They looked at documents detailing policies for safeguarding and other responsibilities, plans for improving the school and records showing how leaders and managers monitor the work of the school. They read 218 parental questionnaires, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- The quality of learning and the progress made by different groups of pupils while they are in the school, to indicate the quality of provision.
- How far different groups of pupils make the most of their opportunities in school, to indicate the quality of care, support and guidance.
- How well children's individual needs are identified and provided for in the Early Years Foundation Stage so that they make at least good progress in relation to their starting points.
- How effectively the school has acted to achieve improvement.

## Information about the school

Le Cateau is a larger-than-average primary school, with fewer girls than boys in most year groups. Two thirds of pupils have a parent in the army and an increasing minority come from other local urban communities. Many pupils join the school later than normal and move before the end of Year 6.

The pupils include an average proportion from a range of minority ethnic groups and who speak English as an additional language. The largest group is Nepali. The school is a hub for supporting children from minority ethnic backgrounds, and one of North Yorkshire's nine leading schools for inclusion.

The proportion of pupils with special educational needs and/or disabilities is above average. The school holds national awards or quality marks for its work in promoting international links, eco-awareness, health, fitness, the arts and basic skills. A children's centre is located on the same site. The school hosts privately run out-of-hours childcare and provides a breakfast club.

**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?**

**3**

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

**3**

## Main findings

Le Cateau is a satisfactory school. Its exemplary care and well-adapted curriculum make a very significant difference to the pupils' happiness and readiness to learn. Parents are very pleased with the school. Many described how well it cares for their children, including those who face particular obstacles. One summed up many comments by writing: 'The school has a big heart.' The wide diversity of pupils feels equally valued. The school deals well with the fact that about half the pupils move schools more often than is normal. Whether they are in the school for a short or a long time, pupils have positive attitudes to learning, mix well and get involved in a host of rewarding activities.

Some of the school's outcomes are good but pupils' achievement is satisfactory. In general, they make the expected progress in the time they are in the school. Their attainment is broadly average. The school's leaders are committed to enabling all pupils to reach suitably challenging targets in relation to their starting points, even if they do not stay long. Senior staff understand the school's strengths and weaknesses. Since the previous inspection they have improved provision in each key stage, further developing the good curriculum and enhancing the outstanding care, guidance and support given so that all groups of pupils are well involved in the rich life of the school. The work to boost progress in Key Stage 2 has produced early signs of better progress by pupils currently in the school, although outcomes by the end of Year 6 have not significantly improved. Although teaching has good qualities, progress in lessons is not consistently good. This is because activities are not always finely matched to pupils' different needs and pupils do not always have good opportunities to work independently. Although leaders and managers monitor the quality of teaching, they have not focused sufficiently sharply on the quality of learning for all pupils, missing opportunities to clarify expectations. Plans for whole-school improvement capture the key priorities, but are not always clear enough about what is expected. Thus the capacity for improvement is satisfactory.

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

- Raise pupils' attainment and accelerate progress, by ensuring that:
  - assessment is used effectively to plan activities which are well matched to pupils' different needs
  - lessons provide good opportunities for pupils to learn independently.
- Rigorously monitor the quality of learning in order to share good practice.
- Ensure improvement plans are clear about responsibilities and expectations.
- Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**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

## Outcomes for individuals and groups of pupils

**3**

In lessons, all groups of pupils are ready to learn and try hard. Most find school interesting and feel that it is helping them reach their aspirations. Pupils' skills for learning are satisfactory. Given the opportunity, pupils cooperate in groups and show resilience in solving problems. They use modern technology competently. On the other hand, pupils do not always present their work with care and occasionally, when the pace of work slackens, they lose concentration.

Boys and girls currently in the school are making the expected rate of progress and the standard of their work is average overall. This includes those pupils with special educational needs and/or disabilities. This is a better picture than given by recent results for pupils at the end of Year 6, whose progress was less than expected, especially for girls and in mathematics. The difference is explained by the effect of more challenging teaching on more settled cohorts. Attendance has dipped recently, despite firm and supportive action which has reduced persistent absenteeism.

While outcomes for pupils are satisfactory overall, there are considerable strengths, for example, in pupils' understanding of shared values and ready appreciation of each other's achievements. Pupils mix well, look after each other and respect differences. They are proud of their responsibilities as buddies for newcomers or as spokespeople in formal school council meetings. They have a stronger-than-typical interest in the wider world. Their apparent enthusiasm for being fit is backed up by some health-related outcomes which compare well with similar schools.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

The school's outstanding care, guidance and support play an essential part in securing pupils' overall satisfactory progress. The school's context means that many pupils change school often, even within the school year, and a significant minority of pupils are very vulnerable. Yet each pupil is very well known by all staff and supported throughout their time in school. Excellent work, very well-coordinated by the Inclusion and Equality Team, means that pupils' all-round progress is closely monitored and expert help is there when needed. The school uses good partnership links to search out effective solutions for the well-understood needs of its community. For example, it has begun to send information on pupils' attainment electronically so it arrives in good time at their next school. The breakfast club provides a warm welcome and a purposeful start to the day. Staff build good relationships with families, including those whose home language is not English or whose children have problems with behaviour. They have prepared themselves with the skills to help the increasing number of families coping with stress. Parents and carers strongly value this caring school. One wrote: 'I wish I had been to a school like this', reflecting the appreciation expressed by many for the school's openness and inclusivity.

The broad, balanced curriculum is tailored to the school's context. It embeds the learning of basic skills in themes and activities which take advantage of the pupils' very varied experiences. Visits and events stimulate pupils' interest in topics and broaden their understanding of the diversity of cultures and beliefs in this country. Modern technology is

**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

used widely and in relevant ways. Teachers are working together well to develop the curriculum, for example by improving continuity from the Early Years Foundation Stage into Year 1. Better targeted interventions are showing signs of accelerating pupils' progress. Extended activities, such as the steel band and sports, chess and Nepali clubs, involve a really wide mix of boys and girls in enjoying learning together and making a positive contribution to the local community.

The quality of teaching is satisfactory overall. Strengths seen in good lessons include clear explanations, effective use of resources and activities which are relevant, practical and imaginative. Positive relationships with adults create a harmonious climate for learning and lead to good behaviour. Some good opportunities for pupils to investigate or solve problems were observed: for example, when Year 4 pupils worked out how to make nets for 3D shapes. Some small-group work is well focused on pupils' specific needs. However, in quite a few lessons, an imbalance between teacher- and pupil-directed activities limits progress. More time is spent on shared discussion than on independent work, restricting the pace of learning. Activities are not always finely matched to the different needs of pupils, leading some pupils to lose interest. Teachers in some instances use assessment well to clarify pupils' starting points for learning, to share clear intentions, mark constructively and involve pupils in evaluating their progress. However, because this is inconsistent, some pupils lack a clear sense of what they need to do next to reach their targets.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

Through their strong commitment and foresight, leaders at all levels have sustained a happy, inclusive school community against a background of complex and in some ways increased difficulty. Well informed about the varied communities it serves, the school has developed an extensive and imaginative programme to promote community cohesion, locally and internationally. The representative Parents' Forum, an on-line learning platform and the personal links made by staff successfully connect a wide range of parents and carers with the school and help many to support their children's learning. The school takes equality seriously. It supports other schools by sharing its expertise in inclusion. Pupils speak up for and try to live by its guiding principle: 'Equally important, equally different'. However, girls achieve less well than boys, although recent assessments suggest the gap is being narrowed.

Leaders and managers understand the school's strengths and weaknesses better than previously because they have improved systems to track and analyse pupils' progress. The

**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

governing body, too, is organising itself better to challenge the school on its performance. Leaders have taken opportunities to appoint and deploy staff strategically to drive improvement. As a result, challenge for higher-attaining pupils has improved, with some positive impact on their progress, including in mathematics. The pace at which achievement has improved is not rapid, but it is satisfactory given the school's unusual circumstances. The school's improvement plan gives suitable priority to attainment and achievement and identifies key features of provision to improve. However, the plan lacks clear expectations to focus effort at all levels. While teaching has been monitored, records show insufficiently rigorous focus on the quality of learning and pupils' progress, leading to a lack of effective guidance.

Arrangements to keep pupils safe in some ways exemplify best practice, though overall safeguarding is satisfactory. The governing body has taken reasonable steps to overcome difficulties with the site to improve the safety of pupils and staff.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills generally below those expected for their age. They make good progress towards the early learning goals and achieve good outcomes. Thorough systems are in place to identify children's individual needs and starting points; equally to plan the next steps in their learning and to evaluate their progress. Great emphasis is placed on developing children's personal, social and emotional skills to ensure a strong foundation for learning. Adults plan purposeful activities that engage and interest children and build on what they already understand and can do. The very good continuous provision, including very effective use of the outdoor learning environment, further promotes progress through all six areas of learning. There is a good balance between children making purposeful choices about their activities and adults



**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

directing what they do. Children behave well, work independently, take responsibility, follow instructions and respond well to questions. They form friendships and play sensibly with one another. As a result, all children are becoming confident, active learners who are inquisitive and enjoy their learning.

Clear roles are established for all adults, who work well together to ensure all children make good progress. Staff reflect together about how to improve provision and outcomes for children. However, systems to monitor the staff's performance to ensure their skills are fully utilised and extended are not fully effective. Good relationships are maintained which encourage parents and carers to share information but systems to involve parents and carers in their children's learning and development are not fully developed. Policies and procedures are adhered to by all adults to ensure children's safety and well-being and robust steps are taken to safeguard children.

*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**

Parents and carers are overwhelmingly positive about the school. Several wrote about how well the school settles in newcomers and children who are anxious about school. Parents and carers had nothing but praise for the competent support given to children with special educational needs and/or disabilities. Others let the team know how well the school had helped the whole family cope with extremely difficult times.

There was a very small number of concerns. Very few parents or carers have worries about their children's progress but some feel the school could keep them better informed and able to help. Some comments suggest that keeping in touch is more of a problem for parents whose work or family commitments make it harder to catch a quick word with a member of staff. The school's computer-based learning platform is proving useful to some in the same position, but there is scope for the school to check how well their systems work for everyone. Two comments expressed concern about particular aspects of arrangements for ensuring pupils' safety. Inspectors investigated these worries and discussed the issues with senior staff. The available evidence indicated that the school is taking reasonable steps to ensure pupils' safety, but needs to check more rigorously that its well-conceived systems work reliably.

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

Ofsted invited all the registered parents and carers of pupils registered at Catterick Garrison, Le Cateau Community Primary 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 218 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	58	87	40	5	2	0	0
The school keeps my child safe	134	61	82	38	1	0	0	0
My school informs me about my child's progress	104	48	94	43	14	6	1	0
My child is making enough progress at this school	102	47	103	47	7	3	0	0
The teaching is good at this school	122	56	91	42	2	1	0	0
The school helps me to support my child's learning	109	50	95	44	7	3	0	0
The school helps my child to have a healthy lifestyle	122	56	93	43	2	1	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)	83	38	116	53	8	4	1	0
The school meets my child's particular needs	109	50	96	44	7	3	1	0
The school deals effectively with unacceptable behaviour	101	46	105	48	9	4	0	0
The school takes account of my suggestions and concerns	95	44	102	47	4	2	4	2
The school is led and managed effectively	123	56	84	39	7	3	1	0
Overall, I am happy with my child's experience at this school	141	65	68	31	7	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



19 November 2010

Dear Pupils

**Inspection of Catterick Garrison, Le Cateau Community Primary School,  
Catterick Garrison, DL9 4ED**

Thank you all for the very warm welcome we received when we visited your school. The inspectors are particularly grateful to all of you who gave your time to speak to us in meetings, in lessons and around the school.

We consider that Le Cateau is a satisfactory school. You are making the expected progress during the time you are at the school and achievement is satisfactory. The school has some special strengths. You made it clear that most of you settle in well and make friends because the school offers a big-hearted welcome to everyone. You trust the adults who care for you and feel they help you overcome any problems you can't sort out yourselves. We consider that the care, guidance and support you receive are outstanding, although you do need to follow all the rules made for your safety. You yourselves are helping to make school a great place to be through your respect and kindness for one another. The staff work hard to provide you with interesting lessons, visits and clubs. Your keenness to make the most of these good opportunities shows in your punctuality and good behaviour, although your attendance is only average.

In order to make your school even better we have asked the governors and staff to focus on a few key areas. We would like them to help you make the best possible progress in lessons so that you can all achieve as much as you can. We would like them to make sure your work sets you the right level of challenge and that you are given good opportunities to practise your skills and learn independently. We would also like your school leaders to look more closely at how well your teachers help you to learn and make progress. We have asked the governors and staff to ensure plans the school has made for further improvements are made clearer.

I know you all care about your school, so I am sure you will help the headteacher and all the staff to make these improvements by sharing your views and opinions. Please accept the best wishes of all the inspection team as you prepare for the future.

Yours sincerely

Susan Bowles

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**