

# Le Cateau Primary School

Brough Road, Catterick Garrison, North Yorkshire, DL9 4ED

## Inspection dates

2–3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school. because

- Pupils make good progress across school as a result of good teaching, which engages them and allows them to apply and practise their skills.
- Attainment has risen throughout school, particularly in reading and mathematics, where attainment is now in line with the national average.
- The curriculum offers many stimulating activities for pupils, allowing them to enjoy a wide range of spiritual and cultural experiences and to see the links between subjects.
- Children make good progress in the Early Years Foundation as a result of good teaching. They settle quickly, behave well and benefit from the exciting range of activities teachers offer them.
- The headteacher has rigorously and skilfully implemented strategies which have improved the quality of teaching and raised attainment. These include the accurate measurement of pupils' attainment and progress and a highly successful scheme to mentor pupils.
- Senior leaders and the governing body have taken decisive action to eliminate weak teaching.
- There is a highly positive ethos in the school which allows pupils from a range of backgrounds to work hard, behave well and feel extremely safe.
- Pupils' attendance has improved and is now average.

### It is not yet an outstanding school because

- While progress is good and attainment has risen, attainment in writing remains below average, particularly for boys in Year 4. Opportunities are missed for pupils to write at length in a range of subjects.
- Some school policies relating to presentation, handwriting and marking are not consistently applied.
- In some lessons teachers do not ask demanding questions which challenge pupils to develop their ideas.
- Data about pupils' attainment are not well used to ensure that work is accurately matched to pupils' individual skills and abilities.

## Information about this inspection

- Inspectors observed 20 lessons, of which three were joint observations with the headteacher and deputy headteacher. In addition, the inspection team made a number of short visits to lessons.
- Meetings were held with two groups of pupils, members of the governing body, senior and middle managers and the school's Local Authority Educational Development Adviser. Inspectors also spoke informally to parents.
- Inspectors took account of the 25 responses to the on-line questionnaire (Parent View) and the school's own surveys of parental opinion.
- They observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Gordon Potter, Lead inspector	Additional Inspector
Anne Firth	Additional Inspector
Graeme Clarke	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Most pupils are from White British backgrounds. However, a significant proportion of pupils is from minority ethnic groups, most notably pupils from Nepal. For most of these pupils, English is not believed to be their first language.
- As the children of services personnel, most pupils are eligible for the pupil premium. This means that the proportion of pupils in the school eligible for this funding is well above the national average.
- The proportion of pupils known to be eligible for free school meals is well below average.
- The proportions of pupils supported at school action, school action plus or with a statement of special educational needs are below average.
- In some year groups, the proportion of boys to girls is well above that found nationally.
- Many more pupils than is the case nationally start or leave the school during their school career.
- The school has achieved the International Schools and Artsmark awards.
- In 2011, the school did not meet the government's current floor standard for pupils' progress and attainment.

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

- By the summer of 2013, further raise attainment and the rates at which pupils make progress in writing, particularly for boys in Year 4, by:
  - offering even more opportunities for pupils to write at length in a range of subjects
  - using data about pupils' attainment to plan work which is more closely matched to pupils' individual skills and abilities
  - asking questions which encourage pupils to develop their ideas and extend their thinking
  - applying more consistently the school's policies on presentation, handwriting and marking.

## Inspection judgements

### The achievement of pupils

is good

- Outcomes for children in the Early Years Foundation Stage are good and they make rapid progress from their starting points, which are below national expectations. Good teaching allows them to make clear early gains in linking sounds and letters (phonics) and reading. Further outstanding teaching of phonics in Year 1 ensures that progress in reading accelerates in Key Stage 1.
- Attainment at the end of Year 2 is typically average in reading, writing and mathematics. In 2011, attainment in writing was below average.
- Attainment at the end of Year 6 has fluctuated and in 2011 it was below floor standards. Standards improved in 2012 and were in line with national averages in reading, writing and mathematics. Pupils made good progress from their starting points. Inspection evidence indicates that pupils currently in school are in line with national expectations and are making good progress. While pupils in Year 4 are making good progress, they had lower starting points and are below age-related expectations in writing.
- At the end of Year 6, pupils who are the children of service personnel, those eligible for the pupil premium, those from minority ethnic groups, those who join the school at different times in their school career and those for whom English is not believed to be their first language attain in line with similar pupils nationally. Progress for those pupils is good and any gaps between their performance and that of other similar groups of pupils are closing overall. Pupils who have special educational needs make good progress.
- The school's focus on developing pupils' appreciation of the arts and the wider world encourages pupils' good achievement in art, history, geography and science.

### The quality of teaching

is good

- Teachers make lessons interesting, explain clearly to pupils what they will learn and how they will know if they have succeeded. They plan effective opportunities for pupils to learn through practical activities, including research, games and investigations. The most successful lessons have a brisk pace which challenges pupils to make rapid gains in their learning.
- In a lesson in a Year 4 class, good teaching, which incorporated the use of information and communication technology, challenged boys to develop their mental mathematics skills and to investigate the properties of shapes. Further stimulating activities encouraged pupils to investigate nets of 3D-shapes.
- In the Early Years Foundation Stage, a wide range of engaging activities, both indoors and outdoors, captures children's imagination, allows them to investigate for themselves and moves their learning on quickly in all areas of their development. There is a successful focus on giving value to the range of faiths and cultures to which the children belong.
- Teachers use questions well to check what pupils already know, although they are less successful in asking questions which challenge pupils to extend their thinking. There are strong relationships, and teachers and teaching assistants interact well with pupils to support and challenge them in their learning.
- Work is well-matched to the needs of groups of learners. Work is less well-matched to the needs of individual learners, particularly in whole-class activities.
- Marking is done regularly and is used well to tell pupils how successful they have been in specific tasks and how to improve their work. However, its effectiveness is inconsistent across school. Likewise, school policies on presentation and handwriting are applied inconsistently and the work of some pupils is untidy.
- The impact of the planned curriculum is good overall. There are many activities which help pupils to see the links between subjects and to develop and apply important skills, including teamwork, research and writing. Pupils' reading is a source of inspiration and is well-linked to topics. For example, work on topics such as tigers, India and castles, including trips to Richmond Castle and the Hindu mandir (temple), develops pupils' understanding of history,

environmental geography and different faiths and cultures.

- There is a strong focus on allowing pupils opportunities to solve problems and apply their skills in mathematics. There is an emphasis on teaching pupils the important features of grammar, spelling and the mechanics of writing. While there are many opportunities for pupils to write at length in subjects across the curriculum, this approach is not extensive enough.

### **The behaviour and safety of pupils** are good

- Pupils enjoy school very much. Pupils respect one another and celebrate their cultural differences. They are also extremely polite to adults. They say that behaviour is good in their lessons. Much excellent behaviour was evident in lessons observed during the inspection and around the school.
- Inspectors analysed the school's records of behaviour over time and talked to many pupils during lessons, at break times and more formally in group discussions. This confirmed that behaviour is consistently good as a result of the successful use of rewards and behaviour management strategies. These clear guidelines enable the few pupils who find managing their own behaviour difficult to respond well to a consistent approach and clear guidance.
- Pupils are aware of different forms of bullying and say that any form of bullying, including cyber-bullying, is uncommon. When it does occur they are confident that it will be quickly dealt with. Pupils feel very safe and know that older pupils as well as the teachers and other adults in school will help with any problems if they arise.
- Pupils state proudly that the school council listens to pupils' concerns and ideas. It has contributed to discussions about school security and been involved in the appointment of new teachers. Playground 'buddies' help pupils play safely and enjoyably together.
- Attendance is average. It has improved rapidly as the result of a concerted effort by the school to engage with parents and to involve pupils fully in their learning.

### **The leadership and management** are good

- The headteacher has rigorously pursued strategies which have effectively improved the quality of teaching, raised attainment and the rates at which pupils make progress, and improved attendance. He is ably supported in the drive for improvement by the governing body and the deputy headteacher.
- The school rigorously analyses pupils' attainment and progress. This enables the swift identification of groups and individuals who need additional support. A highly successful system to mentor all pupils has helped to close any gaps in their learning. Such data are used less well to ensure that work is well-matched to the learning needs of individual pupils.
- Senior leadership provides the school with a clear vision for success and a sharply focused approach to driving school improvement. Effective self-evaluation ensures that the school has a clear understanding of its strengths and is clear about what it has to do to improve further. Safeguarding procedures meet the current government requirements.
- Leaders and managers at all levels welcome the clear delegation of responsibilities that encourages and values their contribution in improving the quality of teaching and raising attainment. Teachers' development is well-supported through the creation of effective teams, well-targeted professional development and the sharing of good practice. Performance management has been used astutely to improve the quality of teaching and to develop leadership across the school.
- The school has a clear commitment to and effective systems for promoting equality of opportunity and tackling discrimination. Funding through the pupil premium has been used extremely skilfully to tackle the learning needs of individual pupils and to broaden pupils' cultural horizons. As a result pupils have well-developed spiritual, moral, social and cultural awareness.

- The local authority has provided effective support for the teaching of mathematics and English which has improved the quality of teaching in these subjects.

- **The governance of the school:**

- The governing body has acted decisively to tackle weak teaching and underachievement. This has led to an improvement in teaching and governors are clearly aware of how this has had an impact on raising pupils' attainment.
  - The governing body has improved its effectiveness through a deliberate decision to offer greater challenge to the school. Alongside procedures to monitor the quality of teaching and the curriculum and their impact on pupils' achievement, it has introduced clear systems to review its own effectiveness.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121338
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	406021

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>	Maintained
<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>	Stephen Down
<b>Headteacher</b>	Grahame Shepherd
<b>Date of previous school inspection</b>	17 November 2010
<b>Telephone number</b>	01748 832292
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