

Catterick Garrison, Le Cateau Community Primary School

Inspection report

Unique Reference Number	121338
Local Authority	North Yorkshire
Inspection number	313954
Inspection dates	11–12 June 2008
Reporting inspector	Robert Robinson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	361
Appropriate authority	The governing body
Chair	Mr John Younger
Headteacher	Mr G Shepherd
Date of previous school inspection	4 May 2004
School address	Brough Road Catterick Garrison North Yorkshire DL9 4ED
Telephone number	01748 832292
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school situated within the Catterick Garrison. Most of the pupils' families have connections with the army. A high proportion of parents are on active service in Afghanistan or Iraq. Pupils' mobility is extremely high and very few stay for the full primary stage. Children's skills on entry to the Foundation Stage unit are below those normally seen. The number of pupils with learning difficulties and/or disabilities and those with a statement of special educational need is broadly average. An average proportion of pupils are learning English as an additional language, and many of these are at an early stage of learning English. The most common first languages of these children are Nepali and Thai. There have been significant staffing changes during the present and past academic years. The school has gained the Activemark, Basic Skills Quality Mark, Eco Schools Green Flag, Healthy School, and International School awards as well as the local authority Quality Mark for Inclusion and Outstanding Provision in the Foundation Stage Outdoor Classroom awards. The school receives additional funding from the local authority for 'schools in challenging circumstances'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Catterick Garrison, Le Cateau Community Primary School provides a good education for pupils. Its care, guidance and support for the pupils, and their personal development and well-being are outstanding. The school serves its local community, including families from a wide range of army backgrounds, exceptionally well. Parents and the community hold the school in high regard.

The undoubted success of the school is because of the strong leadership and management of the headteacher who is ably assisted by the deputy headteacher, governors and staff. They work persistently together to provide for the academic and pastoral needs of their pupils, many of whom are at the school for only short periods of time. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils build well on their prior attainment and achievement is good. Standards vary from year to year because of often sudden changes of year groups. Overall, standards are broadly average. Progress, including for those pupils at an early stage of learning English, is good, although more able pupils do not always make the fast progress of which they are capable.

The quality of teaching and learning is good. The quality of teaching is improving now that staffing changes have stabilised. A high proportion of lessons are now first-rate. Teachers plan lessons well, based on a good curriculum, though occasionally, activities are not geared sufficiently to challenge higher attainers. Pupils are given plenty of opportunities to discuss their learning with partners or within class groupings. As a result, most of the older pupils are articulate and capable of expressing their views maturely. They are caring and welcome opportunities to assist in the smooth running of the school. They help younger pupils as well as those with disabilities and those learning English as an additional language. Relationships are superb between pupils of different cultural backgrounds. Behaviour both in the classrooms and around the school is good. Pupils benefit from the help of well briefed and capable teaching assistants, the bilingual support assistant and the learning mentor. Pupils report that bullying is not tolerated and that they feel safe in school. They are confident to approach any staff if they have a problem. They enjoy lessons, playtimes and the wide range of extra-curricular activities. This is reflected in their good attendance. Pupils gain a great deal both academically and socially at Le Cateau, no matter how long they are at the school. This prepares them extremely well for the next step in their education.

Senior leaders keep the school at the forefront of local authority and national initiatives. This benefits pupils within the school, as well as staff's expertise being used to assist other schools. For example, the headteacher takes a key role on the national Service Children in State Schools' Committee as well as with the Ministry of Defence and the Garrison community committees and forums. The school has improved since its last inspection and provides good value for money. It is well placed to continue to do so. The school's motto, 'Equally important - Equally different', is embraced by all.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding as is its leadership. Children have a wonderful start to schooling and all groups of children make fast progress in their learning, particularly in their personal, social and emotional development. By the end of the Foundation Stage in

2007, skills were below national expectations but they were higher than this in personal, social and emotional development. The leadership identified calculating, and linking sounds and letters as weaknesses. Modifications to the teaching and curriculum have resulted in improvements in these areas. Present children's skills are broadly average, though their personal, social and emotional development remains strong. The consistency of good or better teaching is backed up by a very well thought out curriculum which embraces particularly well the linking of work indoors with that outdoors. A close knit staff organises the learning extremely well within the Foundation Stage unit. Teachers and teaching assistants have a detailed understanding of each child's academic and pastoral needs. Very effective systems are in place to check and record children's learning. Those children at an early stage of learning English as an additional language are provided with effective help from staff, including the bilingual worker, as well as voluntary adult helpers from their communities. This helps them to grasp quickly a basic understanding of English to speed up their learning in all areas. Parents are very supportive and praise highly the education provided. Members of staff work hard to involve them in their children's learning.

What the school should do to improve further

- Provide more challenge for more able pupils.

Achievement and standards

Grade: 2

High levels of movement of pupils to and from the school result in variations in standards. Over the time pupils are at the school, they achieve well. Pupils with learning difficulties and/or disabilities and those learning English as an additional language achieve well relative to their starting points. However, the progress of more able pupils is not as fast. In the 2007 Year 6 tests, standards were broadly average in mathematics and science but below average in English. The proportion of pupils who gained the higher level was lower than the national average in English, mathematics and science. Present standards in Year 6 are below average because of the lower starting points of a higher proportion of these pupils. Standards in reading, writing and mathematics are similar. At the end of Year 2, in 2007, standards rose. Standards in writing were above the national average reflecting the success of the leadership's initiatives to improve writing skills. Almost all pupils reached the level expected nationally in reading, writing and mathematics. Standards in the current Year 2 are broadly average.

Personal development and well-being

Grade: 1

Parents remark how well their children enjoy school and this reflects pupils' views. 'Play buddies' are valued by pupils. They ensure all are involved in active and safe play during breaks. Pupils are enthusiastic learners. The work maintaining the Activemark, Eco and Healthy School awards encourages a positive understanding of how to lead healthy and responsible lifestyles. For example, a cycle day was organised and over 300 pupils participated as well as many parents. The gardening club helps pupils to understand where food comes from and to care for the environment. 'Activate' sessions engage pupils in physical activity prior to settling down to lessons. Pupil junior road safety officers play an active role in developing safe practices. Cultural diversity is fostered extremely well through close links with local churches and the local Hindu temple. The school council is an active forum for pupils to sound out their views and aspirations. They eloquently debate and are unafraid to express respectfully their ideas of how to improve

the school. Through activities, such as the 'Fair Trade' caf,, pupils gain a better understanding of and empathy for others as well as opportunities to manage a budget.

Quality of provision

Teaching and learning

Grade: 2

Over time, pupils make good progress because of effective teaching. Lessons range from a few that are satisfactory to the majority that are outstanding. The teaching is very well organised with good support for pupils learning English as an additional language and those with learning difficulties and/or disabilities. Resources, such as laptop computers and interactive whiteboards, maximise learning. In the best lessons work challenges pupils at all levels of attainment and questioning is specific to individuals. In the less effective lessons there is lack of challenge for higher attaining pupils and activities occasionally are mundane. As a result, a few pupils lose interest and engage in minor acts of misbehaviour. In most lessons pupils are highly motivated and work with partners extremely well to assist each other's learning. Highly competent teaching assistants provide effective support for pupils. The marking of pupils' work, particularly in writing, is detailed and clearly identifies strengths and areas for development.

Curriculum and other activities

Grade: 2

Throughout the school there is a strong emphasis on the development of basic skills in English and mathematics. Recently, opportunities to extend writing in other subjects are beginning to raise standards. Banks of computers, introduced this year, are also providing pupils with increased practice in information and communication technology as well as aiding their research skills and the presentation of work. The linking of subjects together into themes is well advanced. Themes, such as Romans, are skilfully designed to reflect the locality and pupils' interests. The home backgrounds of many of the pupils learning English as an additional language are celebrated through a study of the life and culture of Nepal. The curriculum is enriched further by visitors and visits including a residential experience. In addition, a wide range of extra-curricular clubs are enthusiastically attended by pupils.

Care, guidance and support

Grade: 1

Procedures for safeguarding, risk assessment and health and safety are in place. These meet government requirements and promote a safe learning environment. Outside agencies' expertise is used well to support pupils' individual needs. The bilingual support assistant plays a key role in helping the pupils at an early stage of learning English grasp basic skills in English. Close tracking of pupils' progress in reading, writing and mathematics is used very well to spot any underachievement. As a result, the progress of more able pupils has been identified as an area for improvement. Already, arrangements have been made for some gifted writers to attend a summer school. Year group action plans, based on the analysis of pupils' progress, are written focusing on those who are not making good or better progress. The achievement of pupils with learning difficulties and/or disabilities is checked closely and detailed, effective plans put in place to help these pupils reach the next step of learning.

Leadership and management

Grade: 2

The good leadership and management result in pupils making swift academic progress. The leadership also fosters outstanding care, guidance and support for pupils and their personal development is also first class. The headteacher leads the staff extremely well and is supported admirably by a dedicated and competent governing body. The recently extended leadership team fulfil their roles effectively and set a high standard in the quality of their teaching for others to aspire to. The professional development of all staff is a strong feature of the school and benefits pupils' learning because of its positive impact on the quality of teaching. The school's judgement on its overall performance is accurate, though modest, for the quality of teaching and the pace of pupils' learning. Problems relating to high levels of unavoidable staff changes have now been resolved. The quality of teaching has improved and pupils' progress has accelerated. The leadership is dedicated to pushing on pupils' learning at a fast pace, no matter how long individuals are at the school. A recent strategy of teaching daily target groups is already impacting well on pupils' progress, including that of more able pupils. Good leadership at all levels and effective teaching provide the school with good capacity to continue to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the team of inspectors to your school and for being so polite and friendly. We enjoyed talking to you, including the Year 5 and 6 school councillors who expressed clearly their positive views of the school and suggestions of how it could be improved. We want to share with you what we thought about your school.

It was a privilege to inspect Le Cateau as it provides you with a good education. This is because it is led and managed well and you achieve well. The school cares for you extremely well and this results in you making outstanding progress in your personal development. Your behaviour is good and you show great enjoyment and interest in your learning. You told us you were proud of your school and feel safe. Your attendance is good. The headteacher and other staff look after you extremely well and we were pleased that you all get on so well together. The standard of your work by the time you leave the school at the end of Year 6 is broadly average. This is because you are taught well so you make quick progress in your learning. Those of you who find learning difficult and pupils who are learning English as an additional language make good progress but those of you who are more able could reach higher standards. So the team have asked the school to provide more challenge for more able pupils.

The team appreciated talking to you about your work and watching you learn. On behalf of the team, I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.