

Wavell Community Junior School

Inspection report

Unique Reference Number	121343
Local Authority	North Yorkshire
Inspection number	339920
Inspection dates	1–2 March 2010
Reporting inspector	Graeme Clarke

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Mrs Elaine Walton
Headteacher	Mrs Greenaway
Date of previous school inspection	28 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Around half of the time was spent looking at pupils' learning. In addition to short visits to lessons, the inspectors made extended visits to 12 lessons taught by eight teachers or specialist support staff, school assemblies and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at arrangements for safeguarding pupils' welfare, school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also looked at 28 questionnaires returned by parents and carers as well as 19 questionnaires from staff and 98 from pupils.

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

- the current progress made by pupils in all year groups
- the evidence for all aspects of pupils' personal development
- the way the school helps the many pupils joining the school midway through Key Stage 2 to settle and make good progress.

Information about the school

This broadly average size junior school serves mainly army families posted to the garrison. Many pupils join or leave the school during Key Stage 2. The proportion of pupils eligible for free school meals is low. An above average proportion of pupils have special education needs and/or disabilities, although a below average number have a statement of special educational needs. An average proportion come from minority ethnic families, mainly Nepalese, with none at an early stage of learning English. The school holds the Artsmark Gold, Healthy Schools, Activemark, Eco-school, Basic Skills Quality Mark and International School awards.

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

The headteacher, senior leaders and governors successfully foster a strong caring ethos and promote the school's values. They very effectively ensure a good education and high standards of welfare for pupils, many of whom have a parent on active service. An atmosphere of order, calm and consideration for others prevails throughout. Pupils behave well and conduct themselves sensibly. All say they feel safe.

Good quality teaching and good care, guidance and support help pupils participate wholeheartedly in lessons and thoroughly enjoy learning. Almost all, including those pupils with special educational needs and/or disabilities, make good progress and achieve well as they move through the school. In recent years, attainment by Year 6 was below national averages in all subjects. Successful initiatives to improve teaching raised standards to average in English, mathematics and science last year. The school is sustaining this position. In all year groups, most pupils are currently working at or above standards expected for their age. Standards are higher in mathematics and reading than in writing because pupils do not apply technical skills sufficiently well in all their written work. Inconsistencies exist between the way teachers mark pupils' written work in English and other subjects.

A continually improving curriculum extends pupils' skills and develops their good personal qualities. Their spiritual development is particularly strong. Pupils' awareness of the diversity of life in present-day Britain is relatively less well developed than their understanding and contribution to local and international communities. Productive partnerships with parents, the army, community organisations and the local authority augment pupils' learning and development. The headteacher, senior leaders and governors have an accurate knowledge of the school's strengths and key areas for development. Plans for improvement are sharply focused on raising standards further for all pupils. Following recent improvement, the school's capacity to improve further is good.

What does the school need to do to improve further?

- Build on initiatives to raise standards, particularly in writing, by:
 - consistently teaching technical skills of writing throughout all subjects
 - taking the same approaches when giving guidance to pupils and marking their written work in all subjects.
- Ensure that the curriculum provides more opportunities for pupils to develop awareness and understanding of life in present-day Britain.

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Outcomes for individuals and groups of pupils

2

Pupils enjoy taking part in lessons. They are well motivated and become thoroughly involved in activities. They work responsibly on their own, collaboratively in small groups and happily take part in whole-class discussion. They are enthusiastic, want to contribute and confidently offer good extended answers in reply to questions. Most take care to present their written work neatly but, for many, their handwriting and technical skills such as spelling, punctuation, and the sentence construction needed for good writing are underdeveloped for their age.

Many pupils arrive at different times throughout Key Stage 2 with diverse experience from other schools as a result of their parents' service here or overseas. About 40% of pupils join the school without any information from Key Stage 1 assessments. Some begin with standards that are above average. Taken overall, the standards of attainment are predominantly below average when pupils join the school. Intensive work to improve teaching since the last inspection has resulted in pupils making good progress.

Standards have improved overall and markedly in mathematics last year. In English and in mathematics especially, an above average number of pupils gained the highest level. The school met its statutory targets for English and mathematics. Boys do well. Very effective support helps pupils with special educational needs to make good progress. Pupils from minority ethnic backgrounds do better than their counterparts nationally. Standards in mathematics and reading continue to be higher than for writing. Such good learning and progress represent good achievement.

Pupils say they feel very safe in school and appreciate the arrangements the school makes to look after them. Although a few parents voiced concerns about bullying, all pupils are adamant that bullying is not an issue and they know who to turn to for help and support should any occur. Pupils follow routines well and good behaviour is seen throughout. Pupils know the importance of a healthy diet and exercise, reflected by their keen participation in physical activities. Their moral, social and cultural development is good. Pupils' spiritual development is outstanding. Pupils contribute effectively through the school council, playground buddies and involvement in activities within the local community. Through their charitable work, pupils show they care about others less fortunate than themselves. They have a strong understanding of cultures other than their own through the way the school studies life in other countries and forges international links. The school is harmonious and all pupils, whatever their background, relate exceptionally well to each other. However, their understanding of life in Britain beyond their locality is less well developed. Pupils' well-developed social skills and adequate basic skills equip them satisfactorily for future life. Attendance is just above average with little persistent absenteeism.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Initiatives focused on developing aspects of teaching, such as raising expectations, sharing success and giving pointers to improve, have resulted in consistency and effectiveness. Teaching is good throughout and leads to pupils' good learning and progress. Teachers plan lessons assiduously with teaching assistants and use information about pupils' attainment well to design activities to help understanding. A lively pace and skilfully managed discussion and questioning sustain pupils' involvement and enjoyment. Pupils who have special educational needs and/or disabilities and those who are gifted and talented benefit from closely aligned activities and expert assistance, which helps them make good progress. Arrangements to harness and exploit information about individual pupils' abilities are developing well especially in mathematics. Here, systematic teaching which consolidates mathematical skills is paying dividends. Similar arrangements are at an early stage of implementation in English. Teachers' marking of written work is helpful in English. Teachers set pupils clear objectives, let them know when targets are met and give pupils useful pointers to bring about improvement. However, the same approach is not used in pupils' written work in other subjects to reinforce their use of technical skills for good writing and to make their learning fully effective.

The curriculum very successfully strengthens links between subjects and emphasises literacy, numeracy, and information and communication technology. Many awards reflect the richness of opportunities it affords pupils. A thoroughly well-structured approach to personal, social and emotional aspects of learning plays a key part in fostering aspects of pupils' good attitudes to health and their spiritual, moral, social and cultural

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development. Visits, specialist visitors and participation in initiatives substantially extend pupils' experience and widen horizons. For example, the depth of pupils' reflection and the quality of their perceptive and emotive work through involvement in the 'Behind the Wire' initiative truly reflect an exemplary partnership between the school, the army and local museums and libraries. It promoted excellent spiritual development and community cohesion. International links with Europe and further afield widen pupils' grasp of community cohesion, although insufficient opportunities are offered to promote their understanding of life in present-day Britain.

The school makes sensitive arrangements which support its vulnerable pupils very well. It offers a safe, caring environment where pupils are happy, confident and at ease with one another. Well-thought-through procedures provide emotional support and help pupils cope with separation or loss whenever necessary. The very successful mobility coordinator initiative is central to helping the large number of pupils joining mid-year to settle into the school as well as aiding the transfer of those moving elsewhere. Well-trained teaching assistants support pupils with specific learning needs to make good progress, behave well and develop confidence. Multi-agency partnerships provide specialist help precisely where it is needed. Effective arrangements encourage regular attendance and successfully reduce persistent absenteeism.

These are the grades for the quality of provision

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

How effective are leadership and management?

Under the strong leadership of the headteacher, the senior leadership team drives improvement with commendable dedication. Their well-developed team spirit and clear ambition to raise standards and achievement are vital strengths. A common vision and approach embrace the education and care of pupils and ensure equality of opportunity. Staff with leadership roles diligently monitor and review the school's work which leads to an accurate and well-informed evaluation. Development planning rightly focuses sharply on raising standards and well-thought-out activities are closely aligned to this aim. Governors are well informed and make good use of their expertise both to support the school and to hold it to account. They benefit from analytical reports senior staff provide. Their arrangements to gain for themselves a first-hand perspective of the school's work are developing well. They have a clear view of the school's strengths and a strong desire to assist with further improvement.

Through many avenues, including the use of new communication technology, the school

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fosters a very strong partnership with parents. By promoting this and partnerships with the army authorities, the local authority, community organisations and heritage centres, the school makes a good contribution to community cohesion. These partnerships successfully help pupils strengthen the school's own identity and sense of community. The school carefully ensures all groups of pupils participate fully without discrimination. Governors and the school ensure that procedures for child protection, recruitment, risk assessment and attention to health and safety combine to meet requirements for safeguarding pupil's welfare. Given pupils' good progress and achievement, together with their good personal development, the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Relatively few parents responded using the questionnaire. Most were overwhelmingly supportive. All replying were particularly pleased with their children's progress and opportunities to promote a healthy lifestyle. Among the written comments were some that were very positive and a few which expressed individual concerns about safety and bullying. Inspectors found that pupils feel that bullying is not an issue and that they feel entirely safe in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wavell Community Junior 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	50	10	36	4	14	0	0
The school keeps my child safe	13	46	11	39	1	4	3	11
The school informs me about my child's progress	8	29	15	54	5	18	0	0
My child is making enough progress at this school	7	25	19	68	1	4	0	0
The teaching is good at this school	12	43	14	50	2	7	0	0
The school helps me to support my child's learning	6	21	18	64	4	14	0	0
The school helps my child to have a healthy lifestyle	9	32	18	64	1	4	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)	6	21	15	54	4	14	0	0
The school meets my child's particular needs	9	32	14	50	5	18	0	0
The school deals effectively with unacceptable behaviour	10	36	11	39	3	11	3	11
The school takes account of my suggestions and concerns	9	32	12	43	3	11	2	7
The school is led and managed effectively	14	50	9	32	1	4	3	11
Overall, I am happy with my child's experience at this school	12	43	12	43	1	4	2	7

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



3 March 2010

Dear Pupils

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

My colleagues and I really enjoyed our visit to inspect your school. Thank you for helping us when we came to see you at work in your lessons and assemblies. You were very polite and we did enjoy talking with those of you whom we met. We know the headteacher and all the staff are very proud of you. We were delighted to see how much you like to take part enthusiastically in activities. You are well behaved and considerate towards others in lessons.

Yours is a good school. All the adults in the school look after you really well and keep you safe. They help you settle in whenever you arrive. You make good progress because your school gives you a wide range of activities with special projects, visits and visitors. We were very impressed by the work you have done for the 'Behind the Wire' project. Results in tests you all have to take in Year 6 have improved a lot since 2007. Those of you needing extra help do very well. From our visits to lessons, looking at your books and analysing teachers' assessments of your work we found many of you are making good progress. You are doing better in mathematics and reading than in writing. We have asked your teachers to help you improve your skills such as spelling, punctuation and sentence construction whenever you have to do some written work. We liked the way your teachers let you know what they expect you to learn, how well you are doing and how you can do better. We were pleased with the way you help make your school an enjoyable place to be, and the way you contribute to your local community. We were impressed with some of your international links but we have asked the school to help you improve your knowledge of life elsewhere in Britain.

You have many opportunities at Wavell Junior School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

Mr Graeme Clarke

Lead inspector

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