

# Catterick Garrison, Carnagill Community Primary School

Leadmill Estate, Catterick Garrison, North Yorkshire, DL9 3HN

**Inspection dates** 17–18 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- Pupils achieve well from their different starting points to reach broadly average standards in reading, writing and mathematics by the end of Year 6.
- Pupils read avidly and write well, at length.
- Teaching is consistently good with outstanding practice in Years 2 and 6. Pupils enjoy learning and work hard.
- Children make rapid strides in their learning and development in the Early Years Foundation Stage.
- Behaviour is good. Pupils are polite and take pride in their work and in their school.
- School leaders make sure that pupils are safe and secure. Pupils know how to keep themselves and others safe.
- Good leadership of teaching has secured good teaching across the school. Pupils' achievement continues to improve as a result.
- Governors take a keen interest in the school and ask challenging questions. They make a strong contribution to improving teaching quality and raising achievement.
- The headteacher has created a happy, hard-working school. Pupils say, 'We like everything, especially the really good clubs!'

### It is not yet an outstanding school because

- Achievement in mathematics is not securely good because pupils have gaps in their knowledge and understanding. They do not practise their skills in mathematics very often.
- The role of the mathematics leader is still developing in terms of having a clear plan of action for raising achievement in this subject.

## Information about this inspection

- The inspection team observed 12 lessons or parts of lessons taught by eight teachers, two of which were observed jointly with the headteacher.
- The inspectors held meetings with the headteacher, staff, three governors including the Chair of the Governing Body, and a representative from the local authority.
- The inspectors held meetings with two groups of pupils from Key Stage 2 to discuss their work and their views on school. They talked with pupils in lessons, looked at their work and heard pupils read.
- The inspection took into account 47 responses in the online questionnaire (Parent View). Inspectors also took into account conversations with parents at the start of the school day and on the telephone.

## Inspection team

Lesley Clark, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector

## Full report

### Information about this school

- This school is similar in size to the average-sized primary school.
- The large majority of pupils are White British. A few pupils come from minority ethnic groups. Very few are learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported through the pupil premium is below average. There are too few pupils for their progress to be measured against national statistics. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The large majority of pupils are from service families and are supported through the services premium. They generally attend this school for a maximum of two years.
- The proportion of pupils entering or leaving the school at times other than the usual and at different points during the school year is very high.
- There have been several staffing changes since the last inspection. Staffing levels and pupil numbers fluctuate when regiments leave and are replaced at different stages.
- The school employs a home–school support adviser to support pupils with behavioural and emotional problems or who have problems settling in.
- The school runs a before- and after-school club. This is inspected separately. The report can be found on the Ofsted website.
- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics at the end of Year 6.

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

- Raise achievement in mathematics by:
  - making sure that gaps in pupils’ knowledge and understanding are identified and addressed more quickly
  - increasing the opportunities that pupils have to practise mathematical skills through the day.
- Strengthen the leadership of mathematics by ensuring that there is a clear plan of action for raising achievement that all staff can follow.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from starting points that are typically below the level expected on entry to the Early Years Foundation Stage.
- Newcomers and those supported through the services premium that arrive at different points in the school year in different key stages, also achieve well from starting points that vary widely depending on their previous education, much of which is experienced in other countries.
- Children achieve well in both the Nursery and Reception classes. They make particularly good progress in forming relationships and in developing their speaking, listening and language skills. By the end of the Reception Year, over two-thirds reach a good level of development which is above the national average.
- Pupils continue to achieve well in Key Stage 1. They make good progress in learning how letters and sounds link together to form words (phonics). Their attainment in the Year 1 phonics screening checks in 2013 and 2014 is above average.
- Pupils read and write well in Key Stage 1. The most able pupils read with good understanding and great interest. They write at length and use varied punctuation accurately. Pupils make good gains in learning mathematics from their different starting points.
- Standards in national tests are variable because of the high level of mobility within the school. Overall standards by the end of Year 2 are broadly average with an increasing proportion each year reaching the higher Level 3.
- At Key Stage 2, currently 40% of the pupils are working within the higher Levels 5 and 6 in reading, writing and mathematics. Standards are slightly above average overall.
- Boys and girls read voraciously. They borrow books from the class, school and town libraries, vying with each other as to who can read the most or in the strangest places! They write at length and accurately. Older pupils develop their own individual style, adapting their vocabulary and phrasing for different audiences and purposes.
- Standards in mathematics are generally slightly lower than those in reading and writing. This reflects the many changes in schooling that the large majority of pupils' experience which often leads to gaps in their mathematical knowledge and understanding. This sometimes gets in the way of their making rapid progress because they have not built up skills systematically. In addition, pupils read and write far more often during the day compared to using mathematical skills.
- Disabled pupils and those with special educational needs supported through school action, school action plus or statements of special educational needs consistently make at least good progress. They often do better than similar groups nationally.
- Pupils supported through the pupil premium funding make good progress. They do as well and sometimes better than others in school who are not known to be eligible for free school meals. The school promotes equality of opportunity and tackles discrimination well.

### The quality of teaching is good

- Teaching is consistently good. It is outstanding in Years 2 and 6 where typically pupils choose their own level of challenge and often work far beyond expected levels, especially the most able pupils.
- Teaching is also very effective in the Early Years Foundation Stage where strong promotion of children's personal, social and emotional development and language skills enables children to become capable learners.
- The different learning areas both indoors and outside are very well organised so that children in Nursery and Reception can use the resources imaginatively as when they created 'new foods' from different objects for an impromptu picnic, and pupils in Years 1 to 3 can extend their

learning outdoors.

- Questioning is used effectively to probe pupils' understanding and to check when they are ready to move on to new learning. The systems, including questioning, to check where new pupils have gaps in their learning in mathematics, are less effective.
- Staff's well-organised teaching methods set pupils a good example and, as a result, they learn to work neatly and methodically. Pupils check their work against individual targets and 'success criteria' and so they know how well they are doing and what they need to do next.
- Clear explanations and demonstrations are key features of teaching in all classes. Teaching assistants are used very well to work with different groups of pupils, including the most able. This ensures that everyone has help as and when they need it, which contributes to pupils' confident learning.
- Marking is good. It both encourages pupils and makes clear to them what they need to do to improve their work. This contributes well to pupils' good progress because they act on their teachers' suggestions.

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

- The behaviour of pupils is good.
- Pupils have good attitudes to learning. The large majority are keen to learn and want to succeed. They join in discussions and ask questions when they do not understand. Pupils explained, 'If you get stuck you ask each other before you ask the teacher.'
- Pupils behave well in and around the school. They are polite and know what is expected of them. They walk sensibly and they are tidily dressed. Classrooms are orderly and pupils' written work is neatly presented. They clearly take a pride in their work and in their school.
- Newcomers slot into the school's ways of working because, as they agree, 'Everyone is so friendly.' At the same time, they sometimes take a while to adapt to the school's expectations of behaviour because they have experienced different expectations elsewhere.
- Staff, including the home-school support adviser, manage pupils who have behavioural difficulties, very well indeed and have helped these pupils improve their behaviour. Behaviour at break times and lunchtimes is good, controlled, well-managed and supervised.
- A group of pupils, known as 'Chips' are trained to listen to those who have specific worries, often relating to parents abroad on active service. They give these pupils support, with parental consent. This is clearly effective and extends pupils' speaking and listening skills very effectively.
- The school's work to keep pupils safe and secure is good.
- Pupils agree, 'There's no bullying but we fall out sometimes. There isn't any repeated bullying because it's dealt with straightaway.' Pupils know about different types of bullying, including potential hazards of the internet. They know how to keep themselves and others safe. The school's records and parents' views confirm this.
- Since the last inspection, attendance has risen, persistent absence has reduced and exclusions are rare. Attendance is broadly average.

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

- The following factors have enabled the school to move very quickly from requiring improvement to good: improved systems to track and check pupils' progress; good support from the local authority, including training governors; improved staff accountability; a strong focus on teaching reading, writing, speaking and listening skills; and the appointment of able practitioners as key leaders for each key stage as part of the leadership and management team.
- Members of the senior leadership team work very well together to ensure that the school continues to improve. Together they share the leadership of teaching and this has ensured a high degree of consistency in teaching quality. This is a key factor in pupils' good achievement.
- The school acknowledges that the next step is to have a practical action plan for mathematics to

ensure that all pupils, regardless of when they enter school, make rapid gains in their learning and progress in mathematics.

- Staff are now fully accountable for the progress that the pupils in their classes make. They keep a close check on achievement. Regular meetings to check how well they are doing are used to highlight specific pupils who need extra help. The written records of these discussions are exemplary and show the considerable impact on accelerating pupils' progress.
- The systems to check teachers' performance and effectiveness are good. They are used well to set targets and to identify continuing professional development. Promotion is not automatic and staff effectiveness is closely scrutinised.
- The primary school sport funding is used well. More pupils participate in sport with greater success because of increased sporting opportunities at lunchtimes and better staff skills because they have received training and coaching. Pupils talk enthusiastically about diverse sports such as tri-golf.
- The curriculum makes good provision for pupils' learning and wider educational development. A notable feature is the very varied range of educational visits such as storming a local castle or creating 'tour de Catterick', their own cycling event.
- Safeguarding fully meets statutory requirements.
- **The governance of the school:**
  - Governance has improved immeasurably since the last inspection. Governors now give first-rate support to the school. Their highly structured approach to checking the school's work gives them detailed first-hand information about all aspects of the school. Governors ask pertinent and often challenging questions that hold the school to account for the performance of both staff and pupils. They have an excellent understanding of data and use this to check that pupils, including those supported through the pupil premium, are making at least good progress. In addition, they keep a close eye on the relative performance of children from service families compared to those from civilian homes. Governors have made key decisions that have strengthened the leadership and management and made the school better placed to cope with fluctuating staff and pupil numbers as regiments come and go at different rates.

## 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>	121350
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	442272

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>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Danny Wright
<b>Headteacher</b>	Sandie Fitton
<b>Date of previous school inspection</b>	9 October 2012
<b>Telephone number</b>	01748 833622
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