

Catterick Garrison, Carnagill Community Primary School

Inspection report

Unique Reference Number	121350
Local Authority	North Yorkshire
Inspection number	313960
Inspection dates	13–14 November 2007
Reporting inspector	Les Schubeler

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	180
Appropriate authority	The governing body
Chair	Mrs Julie Livesey
Headteacher	Mrs Sandie Fitton
Date of previous school inspection	6 May 2003
School address	Leadmill Estate Catterick Garrison North Yorkshire DL9 3HN
Telephone number	01748 833622
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Carnagill Community Primary is a smaller than average school serving a residential area of a large army garrison. In the last four years the number of pupils on roll has almost doubled. As a result of the movements of army regiments, there are frequent changes to the school population. Pupils rarely stay at the school for more than two or three years. For example, of the 18 pupils who took the national tests at the end of Year 6 in 2007, only two had spent the entire Key Stage 2 at the school and nine had been at the school for less than two years. Almost all pupils are White British.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory though there are significant strengths in the provision of high quality care and the personal development of the pupils. Coupled with effective teaching, these impressive features enable pupils to achieve satisfactorily in the face of the considerable difficulties that arise from an almost constantly changing school population. Parents place a very high value on the work of the school. They are very appreciative of the school's care and support for their children. Their views are encapsulated in comments such as, 'Since they've been in Carnagill my children haven't stopped smiling' and '.has never been as happy in school as now'. The school is for the large majority of them 'a fun, caring and understanding environment with a team of staff who are dedicated 100%' and has 'a kind, understanding head with a good perception of fair play'.

Pupils are welcomed into a caring and supportive environment from the moment they enter school. Their behaviour and attitudes to learning are good and they share very good relationships with all those around them. They enjoy school and this is reflected in their improving attendance, which now matches the national average. The school works well with other agencies to support those pupils who have social and emotional needs. Very good systems are in place to track pupils' progress, which is crucial in view of the frequent arrivals and departures of pupils. The local authority's Intensifying Support Programme (ISP) is helping the school to apply assessment procedures more rigorously and so focus on the progress of individual pupils more closely. However, there is inconsistency in the use of assessment and therefore its impact on pupils' understanding of how to improve their work is diluted. Procedures to support pupils with learning difficulties and/or disabilities are well planned and effective so that these pupils make good progress from their starting points.

Most pupils have many barriers to overcome in order to make satisfactory progress in their learning, particularly with regard to their fractured experiences in different schools and to their language skills. The school recognises, therefore, that the quality of teaching has to be at least uniformly good. Careful monitoring and evaluation help to ensure that this is the case. The school's good curriculum ensures that pupils are involved in a wide range of interesting activities with plenty of opportunities for practical work. Pupils are clear about what they are to do in lessons and teachers use interactive technology to best effect, making learning fun and effective. Relationships in the classroom are very good. Pupils understand what is expected of them in terms of their behaviour and attitudes. They respond well because they respect and value the rewards systems that are in place.

Pupils' attainment has been consistently well below the expected levels across most areas of learning on entry to Year 1. Improvements in the standards and achievement of children in the Foundation Stage during the last two years are beginning to have a positive effect upon current standards at Key Stage 1 although they remain below average, particularly in the development of writing skills. Standards at Key Stage 2 are below average. There are particular weaknesses in pupils' writing skills, but standards in reading, mathematics and science moved closer to the national average in 2007.

The school faces real difficulties in securing sustained improvement in standards because of the very high proportion of pupils who stay in the school for only a short time. The ISP has been embraced in a positive spirit by the staff of the school. Coupled with the strenuous efforts of staff and the clear direction and determination of the headteacher, it is moving the school

along on the road to improvement, but not enough time has elapsed as yet to see progress better than satisfactory overall.

The quality of leadership and management is good. The headteacher has a good understanding of the school's strengths and weaknesses and has made improvements to some areas of provision which were previously unsatisfactory. Subject leaders are developing their roles well. With the well considered guidance of the headteacher, a common sense of purpose is emerging within a burgeoning, cohesive team. Added to the valuable support that the school receives from the local authority's consultants, this ensures that the capacity for further improvement is good. The school is well placed to face the future with confidence that, despite the high turnover of pupils, staff can develop pupils' learning as well as it does their personal and social skills.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is well led and managed. It has been improving over the last three years. Children quickly settle into school and have a good start. Good teaching both in the Nursery and in Reception enables them to make good progress in all areas of learning but particularly in the development of mathematical, language, personal and social skills. From a below average starting point in those areas, most children now reach the levels expected by the end of Reception. The curriculum is good and children are actively involved in a variety of stimulating activities. The outdoor provision is outstanding and is used to the full to maximise all the areas of learning.

Children have frequent opportunities to make choices and play actively, learning to share with others and be independent. The activities are stimulating and imaginative. Consequently, children are enthusiastic about learning. Systems to assess children's progress are good and children's welfare is promoted well. The school works well with parents, who are successfully encouraged to be involved in their children's learning.

What the school should do to improve further

- Accelerate pupils' rate of progress in all subjects across the school, especially in writing.
- Ensure consistency in the use of assessment procedures so that pupils have a better understanding of how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are below average and achievement is satisfactory overall. At the end of Year 2 standards have been below or well below average during each of the last five years. In 2007, standards overall at the end of Year 6 showed some improvement but remained below the national average. In English they were well below average, the main weakness being pupils' work in writing. A school focus on the development of writing skills led to a higher proportion of pupils reaching the nationally expected levels in 2007, but standards still did not reach average levels overall. Nonetheless, as a result of good teaching and high quality care and support, pupils achieve satisfactorily while they are in the school. The targets set for the current Year 6 are challenging but realistic, and the school is implementing a range of strategies intended

to ensure that they are met. Pupils with learning difficulties and/or disabilities make good progress against their individual targets. The small number of pupils who speak English as an additional language is effectively supported and they make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and is underpinned by an inclusive ethos where everyone is treated with equal respect. Consequently, pupils feel safe. Pupils take account of the feelings of others and learn to understand the difference between right and wrong. They accept responsibility and contribute well to the community. As part of their good contribution to school life some pupils are trained to act as buddies, which helps to ensure secure relationships. School councillors take their role seriously and their voice makes itself heard. They are very proud of their contributions to the support of chosen charities and to the development of the school's grounds. Pupils feel that they are listened to and their opinions respected. They trust staff and are confident to approach them if they are troubled. They have a good understanding about how to eat properly, stay fit and adopt healthy, safe lifestyles. The pupils' development of numeracy, literacy and information and communication technology (ICT) skills prepares them satisfactorily for the next steps in their education.

Quality of provision

Teaching and learning

Grade: 2

Classes are well organised and are bright, informative areas for learning. Teachers' planning is thorough and takes account of pupils' interests and abilities. The quality of the marking of pupils' work is often good, but there is inconsistency in some classes as there is too strong a focus on giving praise for effort rather than linking comments to pupils' learning.

Teachers are skilled at posing probing questions which help pupils to understand new concepts. They encourage pupils to talk purposefully with partners, so raising their self-esteem and improving speaking and listening skills. Teachers have very good relationships with pupils, whose behaviour is good because they understand what is expected of them. Teaching assistants are well trained and well briefed before lessons so that they provide effective support for all pupils, including those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

A good range of experiences is provided for the children that captures their interest and motivates them to learn. 'Activate' sessions, in which pupils engage in physical exercises at the beginning of morning and afternoon lessons, are popular and ensure that pupils are ready to learn. ICT is a strength of the school and fully supports other subjects. A good range of clubs, activities and visits enriches the pupils' experience, enabling them to appreciate the wider world and develop new skills. For example, pupils in Years 3 and 4 benefit from guitar tuition and older pupils enjoy residential visits to an outdoor activities centre.

There is a strong commitment to personal development and the learning of life skills. This is effective, as seen in the good standards of behaviour. The curriculum for pupils with learning difficulties and/or disabilities is well planned and meets their needs well. Pupils gain a good

understanding of the need to keep safe and healthy through the programme for personal, social and health education. Links between subjects to consolidate learning, such as writing skills, are not yet fully in place in every class.

Care, guidance and support

Grade: 2

The school's consistent focus on rewarding good behaviour and having high expectations is successful and the school is a calm, orderly environment. In some classes pupils are beginning to understand their targets and what they need to do next to improve their work. However, this practice is not yet fully embedded throughout the school. Procedures for safeguarding pupils are in place. All staff are committed to promoting equality of opportunity, and pupils with learning difficulties and/or disabilities are included fully in school life.

Leadership and management

Grade: 2

Self-evaluation is mostly accurate and the process has been effective in enabling leaders to identify areas of performance that need to improve. Since the previous inspection, pupils' behaviour and rates of attendance have improved but standards have remained stubbornly below, or well below, average. Some of the school's assessment procedures have improved and are now leading to more accurate judgements about pupils' levels and progress. Signs of improvement are beginning to emerge, particularly in mathematics and reading.

A strongly committed minority of the governors are well informed and supportive, helping the school to provide good value for money.

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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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

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?	2

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	3
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	3
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**

Inspection of Catterick Garrison, Carnagill Community Primary School, North Yorkshire, DL9 3HN

Thank you for the warm welcome you gave to the two inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and listening to your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and other staff. Carnagill is a satisfactory school with a number of good features.

We think your teachers and teaching assistants care for you and look after you very well. This helps you to keep safe and healthy. We know that many of you have spent time at other schools before coming to Carnagill, so it was particularly pleasing to see that you settle in so happily and get on well with one another and with all the adults who work with you. We found that most of you make satisfactory progress despite the frequent changes of school that many of you experience.

To help your school to become even better, we have asked your headteacher and the other staff to help you make progress more quickly, particularly in writing. You can help, too, by making sure that you understand what you need to do next to improve your work.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make Carnagill an extremely successful school in the future.