

Inspection of Wavell Community Junior School

Wavell Road, Catterick Garrison, North Yorkshire DL9 3BJ

Inspection dates: 28 and 29 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy at this school. They talk about how teachers look after them and keep them safe. They have a comprehensive knowledge of how to stay safe online and offline. Pupils are respectful of each other and the adults they work with. Relationships are positive. Pupils told us that bullying is not a problem at their school and parents agree with this.

Behaviour is good at Wavell Junior School. Most pupils try their best in lessons and are proud of their work. Pupils play together well at breaktime and lunchtime. In the breakfast club and after-school club, pupils are content and actively participate in the activities on offer. There is a calm and purposeful atmosphere throughout school.

This school experiences a high proportion of pupil movement. Leaders recognise this. They strive to be a warm and welcoming place for families when they first move to the area. Parents are very appreciative of the support they receive on arrival. Parents of pupils with special educational needs and/or disabilities (SEND) are particularly positive about the support they receive.

Learning is not as well planned as it could be in all subjects. Some pupils' reading knowledge is not sufficiently well developed. Because the curriculum is not well planned, in some cases, expectations of what pupils can achieve are not high enough. Leaders have begun to make changes to address this. This includes a new approach to how the curriculum is organised in order to support pupils to achieve more in all subjects.

What does the school do well and what does it need to do better?

This school has been through a difficult time. The COVID-19 pandemic has had a negative impact on the school community. Much of the school community was deployed as part of the COVID-19 Support Force and a number of families moved away to live with their extended families. The staff team experienced extended periods of absence due to long-term illness.

The headteacher has worked closely with governors and leaders to stabilise the staff team. Since September, there has been a senior leadership team in place across the federation of the infant and junior schools. Together with the wider school staff, this team is working to make improvements. Staff report that throughout this period of change, the current leadership team has considered their well-being. However, many of these changes are new and have not yet led to improvements in the quality of education that pupils receive.

The curriculum leader is working with subject leaders to develop curriculum planning across all subjects. In personal, social, and health education (PSHE) and relationships and sex education (RSE), the curriculum is well planned and supports

pupils to know and remember more. It prepares them for the next stage in their education. Leaders are using this as a model to develop all subjects.

In subjects, such as mathematics and science, pupils can talk with some confidence about their learning. They answer questions well and use appropriate vocabulary accurately. In other subjects, the curriculum is still in its infancy. Pupils' knowledge is patchy and disjointed. Lesson visits showed a lack of consistency in the delivery of the curriculum. Monitoring and evaluation of how well the curriculum is planned and implemented are weak.

Leaders are developing the curriculum for reading. Fostering a love of reading is a priority in school. All classes have daily whole-class reading time and each year group has a class novel. Pupils enjoy time reading with their peers and can talk with confidence about the books they have read. They enjoy the opportunities to read longer texts. Leaders are working with the English hub to develop a list of class texts. This will provide pupils with the opportunity to experience higher quality novels and books.

Some pupils join the school with reading skills and knowledge below where they should be. Staff teach these pupils phonics to help them to catch up. However, this is not yet delivered with fidelity to the chosen scheme and is not followed up with appropriate support in the classroom.

The support for pupils with SEND is carefully considered. Pupils can access the curriculum and learn alongside their peers. Pupils have individual plans which are tailored to their needs and support them in making progress. Despite this, expectations of what pupils with SEND can achieve in the classroom are not always ambitious enough.

The PSHE and RSE curriculum is a strength of the school. Leaders monitor this and check pupils' progression from year to year. As a result, pupils have an appropriate understanding of equality. Leaders are unafraid to adapt this curriculum as needed and address issues as they arise. Pupils are fully prepared socially, emotionally and culturally for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure there is a strong culture of safeguarding to keep pupils safe. All staff are vigilant to possible concerns. Leaders have provided staff with up-to-date training on the latest government guidance. They have a clear understanding of the local risks to pupils, and this is built into their curriculum design in PSHE.

Leaders check pupils' attendance, behaviour and safeguarding records to spot pupils who might be at risk. Staff develop close relationships with families. They provide

help and support as soon as concerns are raised. There are clear systems in place that ensure that every pupil in this school is seen and heard.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is well planned in PSHE, mathematics and science. In other subjects, there is not the structure and detail in place to build pupils' knowledge and skills. As a result, pupils do not receive a consistently good quality of education. Leaders need to build on the successful model they have used in PSHE and mathematics. They need to design a curriculum that is carefully sequenced in all subjects. This will support all pupils to achieve the best possible outcomes whenever they start or leave the school.
- There are inconsistencies in the leadership of each subject area. In most subjects, leaders have not checked that teachers are delivering the curriculum well enough. This means that pupils are not achieving as well as they might. Subject leaders should monitor the delivery of the curriculum more closely. They should identify weaknesses and provide the right support and training for teachers.
- Pupils who have not passed the phonics screening check in key stage 2 are not receiving the help they need quickly enough to improve their reading. Many members of staff do not understand the whole-school approach to teaching pupils to read. Leaders should ensure that all staff receive training in the school's chosen phonics approach. A sharp focus on early reading is needed to support leaders in implementing the new programme with consistency.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121343
Local authority	North Yorkshire
Inspection number	10200667
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	Local authority
Co-chairs of governing body	Elaine Richardson and Linda Wilson
Executive headteacher	Gillian Crouch
Website	www.wavell-jun.n-yorks.sch.uk
Dates of previous inspection	23 and 24 January 2018, under section 5 of the Education Act 2005

Information about this school

- This is an average-sized junior school. It federated on 16 July 2019 with Wavell Infant School, which is located on the same school site.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID 19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive head teacher and the senior leadership team. Inspectors also held meetings with the curriculum leader, subject leaders, the special educational needs coordinator, the joint co-chairs of the local governing body and a representative from the local authority.
- Inspectors visited lessons, looked at pupils work and listened to pupils reading to familiar adults in school.

- Inspectors observed pupils' behaviour in lessons, around school and during lunchtime. An inspector visited the school's breakfast club and after-school club.
- Inspectors carried out deep dives in reading, mathematics, history and science. Inspectors reviewed curriculum plans for a range of other subjects with school leaders.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff.
- Inspectors considered the views of parents by reviewing the 12 responses to Ofsted's online survey, Parent View. They also spoke with parents as they brought their children to school.
- Alongside the 16 responses to the online surveys for staff, inspectors also considered views by meeting with various groups of staff.
- Alongside the 28 responses to the online surveys for pupils, inspectors also considered views by meeting with single sex and mixed groups of pupils.

Inspection team

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

Susan Waugh

Ofsted Inspector

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