

# Colburn Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121334
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380214
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Irene Cochrane

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

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<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>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Bromfield
<b>Headteacher</b>	Michael Watt
<b>Date of previous school inspection</b>	10 November 2008
<b>School address</b>	Colburn Lane Colburn Catterick Garrison DL9 4LS
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## Introduction

### Inspection team

Irene Cochrane  
Kevin Dodd

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 12 lessons taught by 8 teachers. In addition, inspectors held discussions with pupils, members of the governing body, staff and the school's designated education development adviser. Inspectors observed the school's work and scrutinised a range of documentation, including the school's information relating to pupils' achievement, monitoring and evaluation evidence, and information relating to safeguarding practices. They also observed a range of intervention activities, talked with different groups of pupils about their learning and scrutinised in detail the work in pupils' books. Inspectors took account of the questionnaires returned by 40 parents and carers, as well as those completed by pupils and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

## Information about the school

This primary school is smaller than average. Nearly all pupils are of White British heritage. A few pupils are from minority ethnic backgrounds. Nearly all pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is well above average. The number of disabled pupils and those with special educational needs is below average as is the proportion of pupils who have a statement for educational needs. Government floor standards were not met in 2011. Since the previous inspection, the school has experienced a number of staffing changes and reorganisation. The current headteacher has been in post for four terms. The school holds numerous awards including Healthy School, Eco Schools and Green Flag.

**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

<b>Overall Effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils’ achievement, especially in English at Key Stage 2 and particularly in boys’ writing. The school is not satisfactory because pupils’ overall achievement since the previous inspection has been inadequate; attainment is low overall at the end of Key Stages 1 and 2, and in English by the end of Year 6.
- Inaccurate assessments and weak teaching over time have led to pupils making inadequate progress. As a result of intensive work by the headteacher which has, for example, strengthened leaders’ monitoring and evaluation there is now a clear focus that is driving forward school improvement. This is being supported well by the governing body. Senior leaders and all staff now demonstrate a shared commitment for school improvement which has resulted in improvements in the quality of teaching and more rigorous monitoring of pupils’ progress. Consequently, improvements in progress in mathematics have been made, although pupils’ progress in English, particularly in writing, remains a weakness. The improvements made so far demonstrate the school’s satisfactory capacity to improve.
- The quality of teaching observed during the inspection was satisfactory overall and is improving securely. There is an increasing proportion of good teaching, particularly in Key Stage 2. Although day-to-day teaching is satisfactory and improving, it is not yet good enough to help all pupils to make the accelerated progress that is needed to eliminate previous underachievement. Consequently, pupils’ progress from their starting points is not yet satisfactory. The introduction of individual targets is helping pupils to focus more on improving their work.
- Pupils’ behaviour is good and their positive attitudes contribute effectively to their learning. Pupils are polite and courteous and say they feel safe in school.

- Leadership and management are satisfactory and improving as a result of the clear direction and the high expectations demonstrated by the headteacher. Over the last year, he has quickly involved leaders in identifying and monitoring school improvement actions more rigorously and has improved the quality of teaching. Consequently, there is no longer any inadequate teaching and the proportion of good teaching is swiftly improving. Self-evaluation processes are now more robust. Plans to improve teaching and raise attainment have a very high profile and are already improving the overall quality of teaching.

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

- Raise achievement at Key Stage 2, especially in English and in boys' writing, by:
  - using personalised targets more precisely to provide pupils with clear guidance on how to improve their writing
  - providing more first-hand experiences that engage boys and encourage them to write
  - monitoring outcomes for boys and disabled pupils and those with special educational needs more closely in order to plan to meet their individual needs.
- Raise attainment and accelerate progress in all subjects at Key Stage 1, particularly in reading and writing by:
  - ensuring pupils are clear about the next steps in their learning, so little time is wasted
  - continuing to develop the programme for teaching pupils letters and sounds
  - encouraging the enjoyment of reading through allowing pupils to follow their own interests, especially boys.
- Increase the proportion of teaching that is good or better by ensuring that:
  - all lessons proceed at a good pace
  - effective use is made of the assessment system to plan the next steps in a more timely manner, so that pupils move to the next level at a quicker pace
  - teachers' marking is strengthened
  - the information from assessments is used more rigorously to check pupils' progress and set more challenging targets in order to close gaps in learning.

## Main Report

### Achievement of pupils

Since the previous inspection, progress in English has declined and attainment is low by the end of Key Stages 1 and 2. By the end of Year 6 in 2011 many pupils had not closed the gap between their attainment in reading and writing and that of pupils nationally. Attainment in mathematics is improving at both key stages, although it remains below average at the end of Key Stage 1. Pupils in Year 6 in 2011 made satisfactory progress in mathematics. Although progress is improving and attainment is rising, it remains below average in English, particularly in writing. Boys' attainment is lower than girls, particularly so in English.

Pupils enter the Early Years Foundation Stage with skills well below what is expected for their age, especially in their communication, language and literacy skills and personal and social development. They make satisfactory progress overall to enter Year 1 with attainment that remains well below average, particularly in reading, writing and emotional development. A lot of work is being done to address the lower skills on entry and promote opportunities for children to talk in a variety of situations and co-operate and play together. As a result of new leadership, reorganisation of the Early Years Foundation Stage Unit, and support from the local authority, assessments are more accurate assessment and provision is better matched to the children's needs.

The recent work in developing skills and knowledge of letters and sounds (phonics) in the Early Years Foundation Stage is built upon steadily across Key Stage 1. During the inspection, pupils in Year 2 were observed enjoying an active session, using both the indoor and outdoor areas, when they built words and worked co-operatively together. However, the pace of learning slowed when the activities were complete and the pupils were unsure of what to do next. Attainment in reading at the end of Key Stage 1 has been low but inspection evidence shows current attainment is improving and the school's assessments show that pupils are on track to reach broadly average standards. Pupils heard reading in Year 2 showed effective word building strategies and were enthusiastic in their approach to reading. Although boys said they enjoyed reading, there was limited opportunity for them to follow their own interests.

Pupils in Year 6 have generally positive attitudes to reading and particularly enjoy using the recently refurbished library, which they are keen to take responsibility for maintaining during lunchtime. Inspection evidence confirms that pupils' attainment in reading in 2012 is expected to be broadly average.

Disabled pupils and those with special educational needs also underachieve in English. The school provides a wide range of interventions to support these pupils' needs. However, the impact of these interventions on their progress is inadequate. This is because information on how well the interventions are working is not used well enough to re-shape pupils' learning, to help them move on to their next steps, particularly in their literacy development.

The vast majority of parents and carers say their child is making good progress and that their particular child's needs are met. Inspectors found that pupils' progress is inadequate; however, inspectors agree that pupils are now making better progress because of the improved teaching they receive.

## **Quality of teaching**

Inspectors found that teaching has had an inadequate impact on pupils' progress over time. Teaching is now satisfactory, though not enough is consistently good. The quality of teaching is improving securely as a result of more frequent and rigorous monitoring of lessons, and because teachers' expectations have been raised. The proportion of good and occasionally outstanding teaching has increased. Previous inadequate teaching has been swiftly eliminated and teaching is leading to satisfactory and sometimes good progress, in an increasing number of lessons. All parents and carers who responded to the inspection questionnaire considered that their children were taught well. Several comments were very positive about the progress their children have made and the dedication of the staff.

In the best lessons, teachers engage pupils with interesting activities that promote active learning and independence and which are well matched to their needs. Teachers have high expectations and use questioning throughout lessons to ensure pupils' learning is on track and moves at a brisk pace. In satisfactory lessons, the pace of learning slows when teachers talk for too long. Opportunities to extend pupils' learning are missed when assessment information is not used effectively to build on the next steps at a quicker pace. The recent introduction of personalised targets is starting to have a more positive impact in helping pupils understand what they have to do to achieve the next level in their work. However, these personalised targets are not always used effectively across the school, particularly for reading and writing, and are not always available for pupils to refer to and use to support their independent learning. Most pupils take pride in their work which is generally well presented. Pupils' work is marked regularly but teachers do not consistently provide specific guidance on how pupils can improve their work.

Teachers effectively promote pupils' spiritual, moral, social and cultural development. Pupils' positive attitudes to staff and willingness to learn collaboratively are strengths.

### **Behaviour and safety of pupils**

Behaviour observed in lessons and around school is generally good. Occasionally, pupils become restless in lessons when they are less engaged in their learning, usually when teachers talk for too long, or pupils are unsure of the next steps in their learning. Children's behaviour in the Early Years Foundation Stage is good. Children enjoy activities outdoors but occasionally some are boisterous and do not realise how this may affect others. Parents and carers agree with inspection findings that behaviour is typically good and that their children are safe. Staff and pupils comment that behaviour has greatly improved. Pupils are knowledgeable about different types of bullying, of which they say there are very few instances. Pupils are confident that any inappropriate behaviour is dealt with swiftly. They are willing to take on responsibilities, such as being 'buddies' and members of the school council. Pupils have positive attitudes to learning, especially when teachers provide first hand enjoyable experiences in which they can engage productively with their peers.

Pupils say they feel safe in school and are confident that an adult will sort out any problems they may have. Staff and pupils acknowledge the recent significant improvements to the school site to enhance security. Attendance has improved and is currently above average. This is as a result of strong partnership work between the home-school link worker and parents and carers and through the introduction of a new reward system. The number of pupils excluded has substantially reduced over the past year.

### **Leadership and management**

The headteacher provides the school with a clear and determined vision for improvement. Since his appointment, he has noticeably improved pupils' behaviour and reduced the number of exclusions. Staff fully appreciate the clear direction and common sense of purpose. The more rigorous monitoring of lessons is improving their quality rapidly and raising expectations of teachers. Action plans include relevant training and support for staff. Expertise within the school has been used to share good practice, and help improve the quality of teaching. However, action plans do not always indicate clearly enough how quickly improvements should be brought about. Equally, the ways of measuring their impact on pupils' outcomes are not always precise.

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Professional development work with consultants from the local authority has been used effectively to identify and bring about changes in teachers' practice in all key stages, with a major focus on improving the learning environment. Visits to local schools by subject coordinators to develop their subject knowledge and understanding are improving the effectiveness of their leadership.

The governing body is highly supportive of the school and has a clear understanding of the school's strengths and areas for development. It has recently increased the rigour with which it holds senior leaders to account for the school's performance.

The curriculum is broad and balanced and is enhanced by visits and visitors to the school. The introduction of a range of strategies such as 'Basic Maths skills' has sharpened assessment in this subject and helped to improve teachers' lesson planning. An increase in the amount of time for daily phonics development and guided reading sessions is improving pupils' acquisition of basic skills. The themed approach to curriculum planning provides many opportunities for pupils to enhance their spiritual, moral, social and cultural development through different subjects.

Leaders and managers at all levels, including the governing body, ensure that safeguarding procedures meet statutory requirements. The school's promotion of equality of opportunity is inadequate, however, because too many pupils do not make enough progress in English, including disabled pupils and those with special educational needs.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



8 March 2012

Dear Pupils

**Inspection of Colburn Community Primary School, Catterick Garrison, DL9 4LS**

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed looking at your work and what you said helped us with our findings. You told us that you feel safe and happy to come to school and enjoy your work. We were impressed with your good behaviour and noticed that your attendance has greatly improved.

We judged that you are not achieving as well as you should because results in English have gone down since the school was last inspected. Consequently, we have issued your school with a notice to improve. Inspectors will call again soon to check that things are improving. We judge that recent improvements show that the headteacher, the governing body and the staff can help you achieve more success.

We have asked leaders and managers to improve the following areas:

- improve your attainment in all subjects, and particularly reading and writing at Key Stage 1
- improve your progress in English so that you attain more highly by the end of Year 6
- increase the proportion of teaching that is good or better across the school.

I know you will want to help your school improve and you can do so by working as hard as you can to improve your reading and writing as well as continuing to regularly attend school..

Yours sincerely,

Irene Cochrane  
Lead Inspector

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