

# Colburn Community Primary School

Colburn Lane, Colburn, Catterick Garrison, North Yorkshire, DL9 4LS

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The speed at which pupils learn varies too greatly throughout the school in reading, writing and mathematics.
- From their individual starting points, pupils' achievement is inconsistent. By the end of Year 6, standards attained by pupils are below the national average in reading, writing and mathematics.
- Inconsistency in the quality of teaching is responsible for the variations in the rates of pupils' progress.
- Weak teaching historically has resulted in pupils making slower progress in their learning in lessons because, in the past, teachers inconsistently promoted good learning in lessons.
- Marking by teachers does not always identify what pupils should do to improve their work; sometimes, it only tells them they have done well. Pupils are not given sufficient opportunity to consider the marking or respond appropriately to it.

### The school has the following strengths

- The strong, resilient and determined leadership of the headteacher and members of the senior leadership team has brought about many recent improvements to the quality of teaching and achievement. Standards are rising quickly, particularly in Key Stage 1.
- Pupils in Year 1 make rapid progress in their learning because of effective teaching.
- Teaching has improved. All teachers are now well focused on ensuring improvements in teaching continue to result in better achievement.
- Pupils enjoy attending school and report they feel very safe in school.
- Pupils behave well. Around school, pupils are very polite and welcoming.
- Members of the governing body regularly and robustly check on the work of teachers and ask searching questions of the teachers who lead the school. Governors share a desire for no less than the best for all pupils. Their work has resulted in the improved achievement and teaching since the previous inspection and the school continues to improve.

## Information about this inspection

- Inspectors observed 18 lessons or part lessons, two of which were jointly observed with the headteacher. In addition, the inspectors listened to pupils read and observed a number of teaching assistants and volunteers working with pupils both in and out of lessons.
- Discussions were held with groups of pupils, parents, teachers, four members of the governing body and a representative of the local authority.
- Inspectors took account of the 18 responses made by parents to the online questionnaire (Parent View), one letter from a parent and 18 staff questionnaires.
- The inspectors observed the work of the school and scrutinised plans for improvement as well as documents relating to safeguarding, behaviour and attendance.
- A broad range of other evidence was also scrutinised by inspectors, including pupils' current work in books from all classes and the school's own data and monitoring records of how well pupils progress in their learning. The standards pupils are predicted to achieve at the end of both key stages were also considered.

## Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Fiona Dixon

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- This is a smaller-than-average primary school.
- A below-average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium is nearly double the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been many changes to the teaching staff.

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

- Eliminate the remaining inconsistencies in the quality of teaching so that pupils' achievement is consistently good or better by:
  - helping all teachers to match learning tasks to all pupils' abilities more carefully
  - ensuring all teachers have appropriate expectations of what pupils can achieve and share these fully with pupils
  - eradicating wasted learning time and making sure all pupils are fully engaged in learning
  - making sure teaching assistants fully promote learning throughout the whole lesson
  - always identifying in marking what pupils should do to improve their learning and ensure that teachers give pupils the chance to respond
  - making sure good and better teaching practices are more effectively shared among staff
  - providing even more opportunities for pupils to learn creatively in subjects across the curriculum, to excite and motivate all pupils
  - ensuring that the expertise of the extended school leadership team from September 2013 is used effectively to improve learning even further.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement is not yet good because the legacy of weaker teaching has resulted in gaps in pupils' knowledge and skills in reading, writing and mathematics. Pupils are now making faster progress in lessons than at the time of the previous inspection. This is because of the recent improvements in the quality of teaching. Even so, the proportion of pupils making or exceeding expected progress from their individual starting points varies; it is inconsistent in the majority of year groups.
- From their individual starting points, children in the Early Years Foundation Stage make the expected rate of progress.
- Standards in reading, writing and mathematics at the end of Year 2 are improving. The below-average standards reported in teacher assessments in 2012 are a significant improvement on those reported in previous years. Previously wide gaps between pupils' attainment compared to nationally are now much narrower. This is because pupils are making faster progress. In Year 1, for example, pupils consistently make rapid progress in their learning because of effective teaching.
- Since the previous inspection, standards at the end of Year 6 have also risen in English and mathematics. In 2012 overall, they were below average in English and mathematics. Inspection evidence and school data suggest that, this year, pupils in Year 6 will leave with standards which are also below the national average. However, this represents better progress from these pupils' lower starting points at the end of Year 2.
- Inspection evidence and school data also show that pupils' achievement in most classes is now stronger in reading and mathematics than in writing because of stronger teaching. In Year 1 in 2012, for example, compared to nationally, an above-average proportion of pupils reached the expected standard in a check of pupils' skills in understanding letters and the sounds they make.
- Disabled pupils and those with special educational needs make variable progress in their learning because special programmes of work to support their learning have been disrupted by staff absence. This has slowed the progress made by many pupils.
- Pupils known to be eligible for the pupil premium also make variable progress. In Year 6 in 2012, the overall attainment in English and mathematics of pupils known to be eligible for free school meals was about one term behind that of other pupils in the school and in line with similar pupils nationally. The gap in English, however, was much wider than in mathematics. Even so, pupils made similar progress in both subjects. Although overall, progress for these pupils is at the expected rate, for some, progress is good. As a result, remaining gaps are closing. School leaders have worked hard to promote equal opportunities for all pupils through the provision of additional support. The pupil premium has been spent with the best intentions of supporting these pupils. Some targeted teaching, however, has been disrupted by staff absence, resulting in missed learning opportunities for some pupils.

### The quality of teaching

### requires improvement

- There is some good teaching, for example, in Year 1, but not enough overall to ensure good progress over time. Inconsistencies in teaching remain and, as a result, teaching requires improvement.
- In a few lessons, the speed at which pupils learn is too slow. Learning time is sometimes wasted because pupils are not always fully engaged in their learning. A small number of teachers do not always match the work they expect pupils to complete to their varying needs and abilities. This means it can be too hard or too easy for the pupils.
- Teachers do not always have high enough expectations of what pupils are capable of achieving. When explaining what pupils are expected to do during lessons, for example, a few teachers are not always clear enough. Therefore, not all pupils understand fully.

- In many lessons, teaching assistants support pupils well. In one lesson, for example, a teaching assistant used a literacy display to help a lower-ability pupil find a word to use in the story he was writing. Towards the end of lessons, such as when teachers check on what pupils have learnt, teaching assistants often sit passively; opportunities for further learning are missed.
- Many teachers mark pupils' work well. However, pupils' books reveal this is inconsistent over time. Some marking is celebratory. Not all teachers highlight what pupils should do to improve their learning or give their pupils the chance to respond to their comments. When they do, teachers do not always follow up pupils' mistakes. In a Key Stage 1 mathematics book, for example, a teacher asked a pupil to double their answers. The pupil wrote  $11+11=11$  and  $22+22=22$ ; this was not corrected by the teacher.
- Where teaching is good, learning progresses at a fast rate. Teachers question pupils well to check their understanding. They use information and communication technology well to support learning. However, opportunities for good teachers to share their skills with weaker colleagues are underdeveloped.
- Most teachers now plan and teach exciting and motivating lessons that enthuse pupils. One group of pupils, for example, were observed excitedly finding out about rainforests and the different types of plants found in them. Such activities are helping to accelerate pupils' progress and improve their skills.
- Pupils are now taught to read well. Younger pupils have developed a good understanding of the sounds letters make and this gives them a good start in their reading. Reading is promoted well among older pupils, who develop a love of reading books.

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

- Pupils behave well around school. They are polite and exceptionally welcoming of visitors. They take a pride in their work and in their school.
- In most lessons, pupils behave well and listen attentively to teachers. Occasionally, there is a little disruption to learning because of minor misbehaviour. Even so, teachers manage it effectively and so it does not escalate.
- Pupils explained that behaviour has improved since new teachers have started at the school. Parents and staff agree that there is a good standard of behaviour.
- Pupils are keen to attend school and enjoy learning. Attendance has improved since the previous inspection and is now broadly average. School leaders are working effectively with parents of pupils that have been regularly absent from school to ensure they improve their attendance even further.
- An exceptionally small number of short-term exclusions have been used successfully to improve the behaviour of pupils that previously found it hard to behave appropriately in lessons. These pupils have settled back into school routines well. There have been no recent exclusions.
- Pupils report that bullying, which occurs infrequently, is dealt with effectively by staff. They explain incidents are fully resolved to their satisfaction.
- Pupils have a good understanding of the different forms of bullying, such as name-calling or cyber-bullying, and of how to keep themselves safe. They report they feel very safe in school.
- Pupils successfully take on many responsibilities in school. A weekly assembly is led by pupils where success is celebrated. During an assembly, all pupils sat and listened attentively as certificates and prizes were distributed for hard work and achievement during the week.
- The school council works proactively to improve the school. Members undertook a project to re-develop the library, working successfully with the local community and contractors to create a stimulating and exciting environment where pupils can develop a love of books and reading.

**The leadership and management are good**

- The governors, headteacher, the deputy headteacher and members of the senior management team have securely improved the school since the previous inspection. They share the view that only the best is good enough for the pupils at Colburn. They have resiliently tackled underachievement and weak teaching, so much so that no inadequate teaching remains and the proportion of good teaching is improving quickly.
- In the past, although weak teaching was identified, it did not improve quickly enough despite additional support being provided. Leaders, therefore, took very decisive action and new teachers were appointed.
- Those now responsible for managing the teaching of literacy and numeracy throughout the school monitor the work of their colleagues regularly and robustly. They support their colleagues well and provide them with many ideas about how teaching could be further improved.
- Leaders have a clear understanding of the school's strengths and weaknesses. They check on the work of teachers very carefully. Plans for improvement are, therefore, well informed and focus on the correct actions to improve pupils' achievement and teaching further.
- Since the previous inspection, improvements to the curriculum have been helping to ensure that pupils make better progress. For example, there are now more creative and exciting topics for all year groups. This aspect, however, still requires further improvement.
- In order to strengthen the senior leadership team's focus on ensuring all pupils make consistently good progress, an assistant headteacher has been appointed to start in September 2013. Leaders are planning very carefully so that this additional expertise is used well to bring about further improvement.
- Parents spoke about how well the school keeps them informed. With the many changes to teaching staff in specific year groups, they fully understand why the changes were necessary. They feel the school is helping their children to make better progress.
- The school carries out safeguarding checks well to ensure pupils are kept safe. Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
  - Governors have an exceptionally good understanding of the progress made by pupils in the school, compared to other schools. They are regularly briefed, at governing body meetings, by teachers who lead specific subjects like literacy and numeracy. These meetings give members of the governing body good opportunities to question the headteacher and teachers about standards attained by pupils, pupils' progress in lessons and the quality of teaching. Governors are a little less sure of the impact of the allocation of the pupil premium funding on the achievement of this group of pupils but have plans to increase their understanding. The performance of staff is managed well. Good teachers and those who take on additional responsibility are appropriately rewarded.

## 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>	121334
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	408867

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>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Bromfield
<b>Headteacher</b>	Michael Watt
<b>Date of previous school inspection</b>	6 March 2012
<b>Telephone number</b>	01748 832676
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