

Inspection of Colburn Community Primary School

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

Inspection dates: 14 and 15 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils do not do well enough at Colburn Community Primary School. Specifically, they do not make enough progress when learning to read. The curriculum in some subjects is not good enough. In addition, there is a small, but not insignificant, number of pupils who are unkind to others.

Nonetheless, Colburn Community Primary School is a welcoming and vibrant place to be for many pupils. Most pupils are confident and friendly. Many pupils say that they would recommend their school to a friend. Relationships between staff and pupils are positive and respectful. Teachers in early years know children well, even though some children have only been in school for a short time.

Leaders do want pupils to achieve well. Currently, many subject leaders are new to the role and are still working on reviewing the curriculum in their subject. While some areas of the curriculum require further development, particularly early reading and phonics, there are some strengths for leaders to build on.

Leaders understand the context of the local community. They want the best for pupils and are keen for them to access a wide range of experiences during their time in school. Pupils speak enthusiastically about trips and after-school clubs.

The new headteacher has already had a positive impact, and governors, staff and pupils are excited about the future of the school.

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

The headteacher is new to the school this term. He has identified the key areas of the school that need improvement and has already implemented some changes.

Leaders understand that teaching pupils to read needs to be a priority. However, pupils do not learn to read quickly enough. The quality of the teaching of phonics is inconsistent. Some teachers do not address pupils' misconceptions during lessons. Some 'keep-up' programmes that are matched to pupils' gaps in knowledge are in place. The pupils who access these soon catch up with their peers. Reading books are matched to pupils' ability. Pupils can talk about their favourite books and show enjoyment of reading. Older pupils say that they do not read very often in subjects other than English.

In some subjects, for instance mathematics, leaders have carefully planned what pupils will learn and when. Teachers present subject matter clearly, and pupils remember what they have been taught. In early years, children are learning to recognise numbers through carefully planned activities. In other subjects, such as history, leaders have not thought enough about what exactly pupils need to know and remember. This makes it difficult for teachers to check what pupils know. Leaders have not ensured that what pupils learn in Year 1 builds on what they have

learned in early years. This means that sometimes, pupils repeat what they have done before.

Most pupils behave well both in lessons and at breaktimes. Children in early years are beginning to understand behaviour expectations and routines. However, repeated incidents of bullying are a problem in the school. Pupils were clear that adults do deal with bullying and said that this does stop it for a short time, but that it often reoccurs because adults do not check up on it.

Until recently, systems were not in place to monitor attendance and punctuality effectively. Too many pupils do not attend school often enough. Newly introduced systems allow leaders to identify pupils who are frequently absent or late. Leaders then work with their families to address the reasons. The headteacher is keen to build positive relationships with families.

Leaders provide pupils with a range of experiences, such as trips. Pupils talk about these with enthusiasm, such as the Year 2 visit to Beamish Museum. However, pupils are not always clear about what they have learned as a result of taking part in these visits. Pupils enjoy attending the range of after-school clubs on offer, including the healthy cooking club for younger pupils in the school.

Pupils know that it is wrong to discriminate against people because of, for example, their race or religion. They cannot always say why this might hurt other people's feelings.

The provision for pupils with special educational needs and/or disabilities (SEND) is generally matched well to individual needs. Children in early years who may have additional needs are identified quickly. Leaders are determined that SEND should not be a barrier to achieving highly. Skilled support staff deliver effective interventions. The provision in classrooms is less effective because support plans do not give staff enough detail about the precise support pupils need.

Over time, the way in which leaders have been challenged by governors has not been strong enough. The local authority is currently working on making governance of the school more effective. The new headteacher is determined to bring about rapid improvements and he has the full support of both staff and governors. He has already got an accurate view of the strengths and weaknesses of the school.

Safeguarding

The arrangements for safeguarding are effective.

Adults in school know the signs that indicate a pupil may be at risk and the importance of reporting those concerns quickly. Where a pupil is at risk, leaders take steps to make sure that pupils get the help they need. Leaders recognise that pupils with SEND are among the most vulnerable pupils, and additional time is spent with these pupils, teaching them how to keep themselves safe. Leaders are aware of the

contextual risks to pupils. They have formed positive links with external agencies such as the police in order to improve pupil safety outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of phonics does not enable pupils to learn to read quickly. Teaching is not of an equal standard in all lessons. Some teachers do not address errors and misconceptions within lessons. This means that some pupils are waiting for the next assessment point before gaps in knowledge are identified. Leaders should ensure that all staff are trained to the same standard in the teaching of phonics. Leaders should also make sure that teachers are more consistent when checking how much pupils know in lessons to prevent pupils falling behind the pace of the programme.
- The curriculum in the foundation subjects does not enable pupils to build knowledge over time. While some thought has been given to the sequencing of topics in and across year groups, leaders have not identified precisely what it is that pupils should know by the end of a topic, and nor have they identified the small steps of learning that will enable pupils to acquire this knowledge. Leaders should ensure that curriculum plans set out exactly what knowledge pupils should learn and the steps that will be taken to ensure that they do so.
- Systems to deal with bullying are not effective. When bullying happens, adults do not take steps to prevent it reoccurring. Leaders should ensure that when bullying occurs, the steps taken are effective and stop it from happening again.
- The governing body does not provide sufficient levels of challenge to leaders, particularly in relation to attendance and pupil achievement. This means that over time, pupils' attendance and how well they achieve have not improved fast enough. Governors should ensure that they have processes in place to be able to hold leaders to account for school improvement.

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.

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	121334
Local authority	North Yorkshire
Inspection number	10228358
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	Local authority
Chair of governing body	Angela Dale
Headteacher	Yousef Abdo
Website	www.colburn.n-yorks.sch.uk
Date of previous inspection	20 and 21 June 2017, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been two new headteachers appointed to the school. The current headteacher only took up post on 1 September 2022.
- The school does not make use of any alternative provision.
- The school provides Nursery provision for children from the day after their third birthday, as opposed to the term after their third birthday.
- The school runs a breakfast club for pupils.

Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the senior leadership team. Inspectors also met with subject leaders, the special educational needs

coordinator, representatives of the local governing body and the senior education adviser from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the curriculum for personal, social and health education, relationships and sex education and health education.
- Inspectors observed pupils reading to familiar adults.
- Inspectors observed the behaviour of pupils in lessons and during breaktimes.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- Inspectors considered the responses made by parents and carers to Ofsted's online questionnaire, Parent View. This included any free-text comments. Inspectors also considered the responses to the staff survey.

Inspection team

Philippa Kermotschuk, lead inspector His Majesty's Inspector

Steve Wren His Majesty's Inspector

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