



Colburn Community Primary School

Inspection Report

Unique Reference Number 121334
LEA North Yorkshire
Inspection number 280987
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Mr Ralph Higgs CfBT Lead Inspector

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

Type of school	Primary	School address	Colburn Lane
School category	Community		Colburn
Age range of pupils	3 to 11		Catterick Garrison, North Yorkshire DL9 4LS
Gender of pupils	Mixed	Telephone number	01748 832676
Number on roll	281	Fax number	01748 836769
Appropriate authority	The governing body	Chair of governors	Mr K Jeffery
Date of previous inspection	11 October 1999	Headteacher	Mr G Else

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large primary school for pupils aged 3 to 11 is situated in a semi-rural location in Colburn near Catterick Garrison. Almost all pupils are from white- British backgrounds and the proportion claiming free school meals is well above average, reflecting significantly disadvantaged family circumstances. Their attainment on entry is very low and the proportion with learning difficulties and/or disabilities is above average. The school has an excellence award as a 'Welcoming School', and hosts a new Children's Centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory education with several good features. Inspectors agree with the school's view of its overall effectiveness. Standards are exceptionally low, despite rising national test results in Year 6, but pupils make satisfactory progress from their starting points on entry. Teaching is satisfactory with good elements but lacks consistency, for example, in teaching literacy skills, and in helping pupils understand how to improve their learning. Pupils' personal development is good, encouraged by an enriched curriculum, high quality care and a positive ethos. Their behaviour is mostly good; they enjoy school and are learning to be healthy and stay safe. Parents have confidence in the school, although more could be done to establish a productive partnership with them to promote higher standards.

Provision for children in the Foundation Stage is satisfactory with several good features. Children make at least satisfactory progress from their very low attainment on entry to Nursery because of a well-designed curriculum, good levels of support and improving systems to assess their learning.

Leadership and management are satisfactory. Improvement since the last inspection has been satisfactory but slow in several respects. The school evaluates itself honestly; senior leaders understand what needs to improve and have established a clear direction. New systems to track pupils' progress have been effectively introduced and underachievement in English is being tackled well. Governors discharge their responsibilities satisfactorily and share the staff's commitment to move the school forward more quickly than has been the case. Financial management is good and the school provides satisfactory value for money.

What the school should do to improve further

- Raise standards of attainment overall, particularly by focusing on how pupils can improve their literacy skills.
- Improve the quality of teaching so that work is more consistently demanding and interesting so that pupils are involved and develop as independent learners.
- Ensure that new systems of monitoring progress are used effectively to help pupils understand their targets and what they need to do to improve.
- Encourage the more active support of parents in order to involve them more in their children's learning, secure better attendance and reduce unauthorised absence.

Achievement and standards

Grade: 3

In 2005, the school secured its highest ever results at Key Stage 2, with continued increases in English, mathematics and science, representing a recent rate of improvement a little above the national trend. However, standards remained exceptionally low taking account of results at Key Stage 1. Standards in English were

the weakest of these core subjects. Current standards as seen in pupils' work are broadly similar, although standards in English are a little higher than they were.

Pupils make satisfactory progress overall. They enter the school with very low attainment, particularly in language and literacy, and with poor personal and social skills. Many have learning difficulties and/or disabilities, which means they require extra support. Pupils make at least satisfactory progress in the Foundation Stage and Key Stage 1. They build on this in Key Stage 2 and most secure results in national tests that are in line with expectations. There are no significant differences in the achievement of boys and girls, or pupils with learning difficulties and/or disabilities, compared to similar groups nationally.

The school has responded effectively to the significant underachievement in English in 2005, introducing a number of well-considered measures that are bringing about improved progress as observed in lessons and pupils' work. Targets have been revised upwards, reflecting increased staff confidence in new strategies of target-setting and grouping of pupils by ability.

Personal development and well-being

Grade: 2

The school evaluates this area of its work as good and inspectors agree. Pupils' attitudes and behaviour are mostly good. They usually work hard in lessons and respond willingly to activities. However, there is occasional challenging behaviour from a tiny minority of pupils. Pupils feel safe in the school and keep to routines to ensure their well-being. Relationships are good. Pupils say there are many adults whom they can approach if they are upset or in difficulty, and incidents of bullying are dealt with quickly. They enjoy school, especially the wide range out-of-school activities and frequent visits into the community. However, attendance is below average and the punctuality of a small minority is poor. Unauthorised absence is high amongst a few pupils despite the close contact with families made by the home-school worker.

Pupils respond well to the many opportunities designed to enhance their personal development. The school council plays a very active part in the life of the school. For example, it has recently focused on introducing friendship benches in the playground and riding bicycles safely. Pupils generally select healthy foods and take regular exercise encouraged by events such as the skipathon sports day. Their spiritual, moral, social and cultural development is good. The strength of pupils' cultural development was shown in an assembly featuring their links with the Indian village of Mattupalayam.

Quality of provision

Teaching and learning

Grade: 3

The school evaluates teaching and learning as good but inspectors assess them as satisfactory with good features. In the Foundation Stage, teachers show good understanding of how young children learn, appropriately emphasising communication

and learning skills. In Years 1 to 6, the quality of teaching and learning varies but is satisfactory overall. A very few lessons are inadequate, but some are good. Most lessons are planned well with activities tailored to pupils' needs. Expectations are made clear and pupils' progress is checked. In good lessons, the pace is brisk, drawing high levels of concentration and effort from pupils. A dramatic visit to the Enchanted Forest was a key feature of one such Year 2 literacy lesson. In weaker lessons, pupils' attention drifts and progress slows, because activities are not well matched to their needs and the teaching is not sufficiently interesting. Most lessons have a good balance between whole-class and independent work with an emphasis on developing literacy skills but, in a minority, independent work is restricted due to overlong introductions, so that pupils remain too passive.

Teachers are conscientiously implementing new assessment procedures, but they are at an early stage and pupils do not yet understand their targets and what to do next to improve. Teaching assistants make a strong contribution to learning, particularly in leading small groups of pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The school judges this area of its work to be good but inspectors assess it as satisfactory with good features. The curriculum is well planned and complies fully with statutory requirements. To meet pupils' particular needs, there is an emphasis on practical and creative activities to promote self-esteem and enjoyment. Recent steps have been taken to tailor the provision for literacy to promote better progress. This is particularly evident in the Foundation Stage and in Key Stage 1 but the impact on raising standards overall has been slow to occur as the new strategies have not taken root across the curriculum. Provision for numeracy, and information and communication technology (ICT) is improving and leading to satisfactory progress in these basic skills.

Good enrichment, including a wide range of out of school activities and residential visits for older classes, helps open pupils' eyes to the wider world. The importance of staying safe and keeping healthy is emphasised well in several subjects and school assemblies.

Care, guidance and support

Grade: 3

The school evaluates this section as good but inspectors judge that is satisfactory with good features. The good features include the quality of welfare, pastoral and emotional support to pupils, which is of a very high standard. Good recording and reporting systems for health and safety are also evident. Child protection procedures are clearly understood and applied by staff. All staff are strongly committed to pupils' well-being. Consequently, pupils say they feel safe and secure.

The school has an effective partnership with external services to provide good levels of support and guidance to vulnerable pupils, and those with learning difficulties and/or disabilities. However, some important aspects of support for learning are

adequate, but could be much better. The use of assessment information to improve standards and achievement is not fully established. Pupils are not always clear about their targets and the identification of areas for improvement in annual reports is inconsistent. Systems to encourage improved attendance are insufficiently rigorous. In both cases, opportunities are lost to more fully develop a partnership with parents to encourage better learning and progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and senior leaders share a clear vision for the school that is beginning to move it forward, so that pupils are now improving their standards more quickly. The school is taking advantage of its close working relationship with the local authority to step up its efforts to improve standards by adopting a more rigorous programme of monitoring pupils' progress to ensure they get help at an earlier stage. Parental responses to the inspection questionnaire are positive and pupils are encouraged to have a voice in the school, but there is not a strategic approach to taking their respective views into account.

Although sound monitoring systems are in place, evaluation has not been sufficiently robust to consistently pinpoint weaknesses. For example, in several areas, the school has judged its provision inaccurately. The evaluation of teaching and learning has not been rigorous enough to bring necessary improvement. However, evaluation of pupils' literacy has indicated how teachers can improve it. Recent closer analysis of performance data has identified appropriate areas for action and has resulted in, for example, the introduction of a new whole-school system of target setting and progress monitoring. These are areas where the impact of sharing good practice and raising the quality of provision has not yet had time to be fully realised.

The school is run efficiently. Staffing levels are good and resources are well used. Good financial management has ensured satisfactory value for money taking account of the school's effectiveness. Governors are supportive and share the vision for increased success. The school has made satisfactory progress since the last inspection and its readiness to embrace new strategies to raise standards shows the capacity to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the friendly welcome you gave the inspection team last week. We found your views very interesting and they helped us a lot to understand your school. These are the main things we found out during our visit.

Colburn Primary School provides you with a satisfactory education with some good features. Your headteacher, staff and governors are all working hard to improve your education but there are some things that could be done better.

Your behaviour is good, although a few of you can be naughty and difficult. We noticed how hard most pupils worked in lessons, and that you get on well with one another and with adults (and visitors) during playtimes and lunchtime.

We agree with you that school is mainly enjoyable because staff try hard to provide you with interesting lessons and out of school activities. Teachers plan a good range of subjects and topics for you to learn, which helps you make progress and learn useful skills. You know how to keep safe and fit and which foods and drinks help you keep healthy. The school cares for you well and provides help when you need it.

You make satisfactory progress but we think your school is able to help you do even better and will be working very hard to achieve this. Your teachers will be helping you even more with your learning, particularly in English, and will be checking your progress more carefully. We also think more should be done to encourage some pupils to attend school better and involve your parents or carers more in your education.

Once again, thank you for talking to us and being helpful during the inspection.