

Colburn Community Primary School

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

Inspection dates

20–21 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders, including the governing body, have created a culture of strong teamwork and a desire to do the very best for pupils. They have successfully tackled the issues for improvement from the previous inspection.
- Middle leaders' expertise has been used effectively to support staff, so that teaching is now good and improving.
- Pupils make good progress in reading, writing and mathematics. Good gains are made in science, and artwork is increasingly skilled.
- Well-targeted resources ensure that disadvantaged pupils and those eligible for the service premium make good progress. Anything which may prevent these pupils from learning effectively is promptly addressed.
- Pupils who have special educational needs and/or disabilities are given appropriate support and, as a result, they achieve well.
- Typically, teachers provide work that is well matched to pupils' varying needs and abilities. Learning in English and mathematics builds clearly and logically on what they already know and can do. Teachers' careful questioning means they know what pupils need to do next.
- The most able pupils achieve well overall. However, in some subjects such as history and geography, work sometimes lacks challenge.
- Teaching assistants liaise closely with teachers and consequently provide timely, focused support to pupils who need it.
- Pupils behave well both in the classroom and in the playground. Those who are new to the school say that they are made welcome and they make new friends easily.
- Effective safeguarding procedures and strong relationships with adults mean that pupils feel safe and secure in school.
- As a result of effective leadership, provision in early years has improved and is good. Children settle quickly into the well-established routine.
- The proportion of children achieving a good level of development in the early years has increased. However, too few children exceed the expectations for their age. The most able children are not always challenged enough.
- Opportunities to support early years children to understand the consequences of their behaviour and resolve their disagreements are sometimes overlooked.
- Some subject leaders are inexperienced. The curriculum in their areas of responsibility is underdeveloped. Pupils' skills, knowledge and understanding in subjects beyond English and mathematics are not developed fully effectively as they move up through the school.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching by making sure that:
 - work provided for the most able, including the most able children in the early years, is consistently challenging across all curriculum subjects
 - early years staff improve children’s ability to resolve disagreements for themselves and understand the consequences of their actions.
- Develop the skills of subject leaders and refine the curriculum, so that pupils develop their skills, knowledge and understanding in subjects beyond English and mathematics effectively as they move up through the school.

Inspection judgements

Effectiveness of leadership and management

Good

- All staff fully support school leaders' drive for improvement. They are proud to have been part of the school's successful transformation. There is a desire for continual improvement to ensure that pupils receive the best possible education they can.
- The headteacher's and governors' determination to ensure good teaching means that the performance of staff is rigorously checked upon. Poor performance is not tolerated and procedures are in place to reward those who are effective.
- The recruitment and development of middle leaders have been important factors in improving the quality of teaching. Less-experienced staff and teachers who are newly qualified report that middle leaders' support contributes strongly to their developing expertise.
- Regular, detailed checks are made on pupils' performance. Prompt action is taken to support pupils who are in danger of falling behind. Governors have ensured that those pupils who are supported through the pupil premium or service premium receive well-targeted support to overcome anything which may prevent these pupils from learning well. Consequently, they now make good progress. Leaders' good knowledge of pupils who have special educational needs and/or disabilities means that they too make good progress as a result of carefully targeted funding.
- The primary school physical education and sport premium is thoughtfully targeted and its use is effective. More pupils now participate in a wider range of sports and games, such as cycling. Pupils are encouraged to become safe and successful swimmers. Stereotypes linked to sport are challenged to encourage more participation by girls.
- The curriculum has been designed to broaden pupils' interests and stimulate their engagement through a range of topics. Their personal development is well developed through a good range of visits, including a residential visit for older pupils at an outdoor education centre. Good opportunities are provided to ensure that pupils are well prepared for life in modern Britain, such as through a series of assemblies about tolerance. Tailored programmes are in place for pupils whose progress is slowing in reading, writing or mathematics to help them catch up.
- Some aspects of the curriculum are not as strong. Pupils' skills, knowledge and understanding in subjects beyond English and mathematics, such as history and geography, are not mapped in sufficient detail to ensure that pupils make good progress. Leaders of these subjects are not yet experienced enough to develop the curriculum effectively.

Governance of the school

- Governance is effective. Governors are ambitious for the school and dedicated to ensuring that pupils receive the best possible education.

- They acted decisively to ensure sustainable staffing when it was required. They have supported the school well since the previous inspection in its journey of improvement. They are now carefully planning how to secure the school's future success. Their plans are based on a thorough and deep understanding of the school and the local community.
- Governors have evaluated their own effectiveness and, as a result, undertaken appropriate training and recruited new members who have the right skills.
- Governors have a thorough, first-hand knowledge of the school, based on regular, well-focused visits. This has supported them to gain a clearer picture of pupils' performance and the quality of teaching, so that school leaders are held rigorously to account. Governors check carefully that finances are used to make the biggest difference to pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Governors and leaders agree that safeguarding is a major priority. Staff are regularly trained and know what to do if there is concern about a child's welfare.
- Governors regularly check that training is up to date and record keeping is maintained to a high standard.
- The deputy headteacher works closely with families and with other agencies to ensure that families and pupils receive appropriate support when they need it.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the last inspection as a result of well-targeted staff training. This has been complemented by support provided by middle leaders. Pupils achieve well, as a result of teaching which is now good. Teaching continues to improve.
- Pupils and teachers have good relationships. The vast majority of pupils listen well and work productively. Their concentration is maintained because teachers plan interesting activities for them to do.
- Teachers' good subject knowledge means that teaching is accurate and precise. For example, pupils understand how to use increasingly complex grammatical vocabulary correctly and apply this knowledge to novels they are reading or stories they are writing.
- Questioning is used well to check on pupils' understanding and adapt lessons if necessary when some pupils may be struggling. Learning builds in logical steps because teachers have a clear understanding of what pupils need to do next to progress well.
- Teaching assistants provide good support, particularly to pupils who have special educational needs and/or disabilities. They know pupils well and, as a result, provide appropriate encouragement and guidance to ensure that pupils progress effectively.
- Teachers carefully check pupils' understanding. Consequently, in most subjects, pupils,

including the most able, do work which is well matched to their abilities. In mathematics, for example, pupils are generally given a good range of problems to solve that challenge them to think more deeply. However, this is not consistently the case. Tasks in history and geography, in particular, do not effectively deepen pupils' knowledge and understanding. Teachers are too focused on developing pupils' style of writing. Work for the most able in these subjects lacks challenge and this hinders their progress.

- Homework is regular and helps pupils to practise what has been taught in class. Teachers check pupils' homework regularly and this adds to their knowledge of what their pupils are capable of.
- The school's assessment policy is generally followed well by teachers and where this is the case, feedback contributes successfully to pupils' learning and progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe in school because of the warm, trusting relationships they form with adults. Parents endorse this view.
- Older pupils take their responsibility of caring for younger pupils seriously, including their role as buddies at playtimes.
- Pupils who are new to the school are welcomed and quickly become part of the school family. They say that they make friends easily and everyone is friendly.
- Pupils have a good understanding of how to keep safe. For example, they understand the dangers of making friends online and how to keep themselves safe when using the internet.
- Participation in initiatives such as 'Bikeability' contributes effectively to pupils' understanding of road safety.
- Support for pupils' emotional and social well-being is effective. Staff know and understand the needs of pupils well and work alongside a range of agencies to ensure that pupils and their families receive appropriate support.
- The breakfast club provides pupils with a welcoming and relaxed start to the day.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. The vast majority of pupils take pride in their work and try to improve it when prompted by a teacher.
- Behaviour around school is good. Clubs, assemblies and lunchtimes are calm and orderly.
- Pupils understand the different forms that bullying can take and know that racism and homophobia are unacceptable. They know that when they report any incidents, these

are dealt with promptly by staff. School records confirm that the very few incidents which do take place are dealt with promptly.

- A few pupils struggle to manage their own behaviour. When difficulties arise, staff successfully support these pupils to overcome them. The learning mentor, in particular, supports pupils to have a calm and successful start to the day.
- The school has a range of high-profile and successful initiatives to promote good attendance. These, coupled with stringent procedures to tackle absence, are paying dividends. Attendance is improving and is now close to the national average. The proportion of pupils with high levels of absence is declining.

Outcomes for pupils

Good

- As a result of determined actions by school leaders and teaching which is now good, pupils' achievement across all key stages in the school has improved. An analysis of current pupils' work, alongside the school's own performance information, confirms that pupils are making good progress in reading, writing and mathematics.
- In Year 2 in 2016, an above-average proportion of pupils reached the standards expected in reading, writing and mathematics. This represented good progress from their previous starting points. A review of pupils' work currently in Year 2 indicates that these good standards are being maintained.
- In Year 6 in 2016, the proportion of pupils reaching the expected standard in writing and mathematics was close to average but below average in reading. A review of current pupils' work in Year 6 indicates that higher proportions are working at the expected standard this year in reading, writing and mathematics. Pupils in key stage 2 are making good progress.
- In subjects beyond English and mathematics, pupils' achievement is more variable. In science, pupils do well. They learn how to conduct investigations using increasingly complex scientific concepts. Similarly, in art, pupils' drawing skills become increasingly sophisticated. Nearly all pupils learn to swim at least 25 metres before they leave the school. However, pupils' skills and knowledge in subjects such as history and geography do not develop at a consistently good rate. The curriculum does not yet ensure that pupils effectively deepen their knowledge and understanding as they move up through the year groups.
- Different groups of pupils achieve well. Well-targeted and effective use of the pupil premium funding enables disadvantaged pupils to make good progress. The proportion of disadvantaged pupils reaching the standard expected of them in all year groups is rising. Pupils who are eligible for the service premium also make the same good rates of progress.
- Effective support and close guidance help pupils who have special educational needs and/or disabilities to make good progress from their different starting points.
- In Years 2 and 6 in 2016, the proportions of pupils reaching greater depth and the higher levels of attainment in reading, writing and mathematics were below average. Although inspection evidence confirms that the most able pupils currently in school are achieving well in these subjects, they do not do as well in other subjects, such as history and geography. Work is sometimes not challenging enough for them to reach

their full potential.

Early years provision

Good

- As a result of effective leadership and management, since the previous inspection provision in the early years has improved. Teaching is now good and, as a result, from their starting points, children achieve well.
- Children begin Nursery at varying stages of development, although most have communication and social skills that are lower than those typical for their age. They settle quickly and, supported by skilled and caring staff, make good progress. The proportion of children reaching a good level of development by the end of Reception Year has been on a rising trend and the large majority now do so. Children are ready for learning in Year 1.
- Teaching is good. Resources and equipment are thoughtfully selected and organised to encourage exploration and development of children's understanding. For example, a set of balances placed next to different types of fruit encouraged children to use their senses, develop their knowledge of fruit and experiment with making loads heavier or lighter.
- Adults create opportunities for children to work together and solve problems, such as building a bridge with blocks for the 'Three Billy Goats Gruff' to trot across. Children are encouraged to think for themselves and to find their own solutions to problems, guided by adults who know them well. Adults skilfully extend and engage children in play and learning by asking thoughtful questions and making relevant suggestions.
- Children's academic skills are developed through well-structured, purposeful tasks. Children's good progress in writing is aided by the good start they receive in learning phonics.
- Typically, adults take good account of what children know and can do to plan and provide activities that meet children's varying learning needs, abilities and interests. Occasionally, however, the most able children are not stretched enough. Tasks sometimes lack challenge. Consequently, few children exceed the expected levels for their age and stage of development.
- Adults ensure that children learn rules and routines quickly. New starters learn from the good examples set by their older classmates. Children generally behave well as a result. Sometimes when children have a dispute, they are not always supported to resolve them for themselves or to understand why some behaviour is not acceptable. At these times, opportunities to develop children's understanding and develop their social skills are missed.
- The early years leader has strengthened the quality of early years provision. Arrangements to assess how well children are learning are now effective. She has an accurate understanding of the strengths of the provision, as well as the areas to develop further and how to tackle them. She provides effective support to staff to improve their teaching practice, such as helping them to develop their questioning skills.

School details

Unique reference number	121334
Local authority	North Yorkshire
Inspection number	10031965

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Angela Dale
Headteacher	Michael Watt
Telephone number	01748 832676
Website	www.colburn.n-yorks.sch.uk
Email address	admin@colburn.n-yorks.sch.uk
Date of previous inspection	10–11 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is slightly smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is above the national average. A minority of pupils are also supported through the service premium. This is funding to support pupils whose parents are or have been in the armed forces.
- Most pupils are White British.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below average.
- In the early years, children attend the Nursery class for five mornings or five

afternoons each week. In the Reception Year, children attend full time.

- The school provides a breakfast club.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- All middle leaders have been appointed since the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons in every class. One of the observations was undertaken jointly with the headteacher.
- Inspectors spoke with pupils about learning and school life, both individually and in groups.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books. The deputy headteacher participated in analysis of some of the samples.
- Discussions were held with members of the governing body and a representative from the local authority.
- Inspectors looked at the school's review of its own performance, its improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Informal discussions were held with parents. The 16 responses to the online questionnaire for parents, Parent View, and the school's own parent questionnaire, were analysed.
- There were 15 questionnaires completed by staff and considered by inspectors.

Inspection team

Susan Waugh, lead inspector

Ofsted Inspector

Ian Dawson

Ofsted Inspector

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Manchester
M1 2WD

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