

Linton-On-Ouse Primary School

Inspection report

Unique Reference Number	121337
Local Authority	North Yorkshire
Inspection number	358989
Inspection dates	7–8 December 2010
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Mr Derrick Jauncey
Headteacher	Mrs Morag Burke
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed four teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 37 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The skills with which children enter the Early Years Foundation Stage and how well they progress.
- How well lessons meet the needs of pupils of all abilities.
- The contribution all senior staff make to leadership and management.

Information about the school

Linton-on-Ouse is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average. The vast majority of pupils are White British. The majority of pupils are from service families from the nearby Royal Air Force and Ministry of Defence base. Well over half the pupils enter or leave the school at times other than the usual, which is very high compared with most schools.

The school has achieved Healthy School status, the Basic Skills Quality Mark, the Activemark, the Eco Schools Award (bronze), the Sing Up! Award (silver) and the Inclusion and Leading Aspects awards.

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

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils from the day they enter to when they leave. Pupils' excellent personal development has a first-rate impact on their outstanding progress. Pupils' behaviour and attitudes to learning are impeccable. This is because they enjoy school immensely and everyone wants to learn: pupils are friendly and inquisitive and thoroughly enjoy their lessons. They feel very safe. The secret of the school's success is the excellent care, guidance and support it provides, linked to an outstanding curriculum and high quality teaching. 'We appreciate the dedication, conscientiousness and commitment that the whole staff provide,' reflects parents and carers' views.

Pupils of all abilities make rapid progress at every stage of their education, to reach standards of attainment that are above average overall by the end of Year 6. They get off to a flying start in the Early Years Foundation Stage. Although many pupils do not start or finish their primary education in this school, the high quality of assessment and of teaching mean that they quickly fulfil their potential, particularly in English, in mathematics and in many other subjects. Pupils' progress in mathematics has not always been as strong as in English, but the focused improvements to the curriculum have largely addressed this. However, very occasionally, opportunities are missed in mathematics to challenge pupils even more through rigorous marking and detailed feedback. Attendance is high and pupils are punctual. Pupils are fully engaged in their learning and very proud of their achievements.

The curriculum is exceptionally rich, relevant and exciting. It supports pupils' personal development extremely well, has an exceptional impact on their first-rate learning and underpins excellent teaching. Teachers make excellent use of information and communication technology (ICT), role play and many other strategies, to engage and motivate pupils. Leaders and managers listen very carefully to the views of pupils, staff, parents and carers and take appropriate and timely action in response. There is a strong sense of urgency to ensure pupils achieve highly and the leadership team is very talented. They lead by example and ensure that regular and rigorous monitoring and evaluation are acted on in order to raise pupils' attainment. A very clear vision is shared by all those connected to the school. There is excellent teamwork amongst staff and outstanding support from the governing body. The school has very strong partnerships with other education providers and the local community. The school has an outstanding capacity to continue to improve because its self-evaluation is sharp, priorities are exceptionally well focused and there are high expectations of pupils' academic and personal achievement.

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What does the school need to do to improve further?

- Improve pupils' progress even more in mathematics, by ensuring that teachers always make full use of rigorous marking and detailed feedback to guide pupils to consistently improve their work.

Outcomes for individuals and groups of pupils

1

Pupils are very keen and attentive. They thoroughly enjoy learning and are eager to succeed. They work with high levels of concentration and determination. For example, pupils in Year 2 wrote the Christmas story consisting of several chapters, accurately sequencing events and producing well-constructed sentences. In Year 6, pupils rapidly improve their understanding of fractions and percentages because they persist in finding their own solutions to often complex problems based on real-life situations. Pupils are very independent in their learning and rarely rely on the teacher to help resolve simple problems. Instead they use wordlists, dictionaries, ICT and each other as aids to learning. Pupils' behaviour is exemplary and makes an excellent contribution to their learning.

Pupils enter the school with a very wide range of skills, which are overall typical for their age. Pupils attain higher than average standards at every stage in their learning. This is largely reflected in the results of national curriculum tests and other school assessments. Attainment is above average overall. Pupils who attend this school from Reception to Year 6 often reach very high standards from average starting points. The many pupils who enter at a later time, sometimes with below expected attainment for their age, make outstanding progress from their starting points. Pupils' speaking, reading and writing skills are particularly strong. For example, in Year 4, pupils read previously unseen and challenging texts out loud with fluency and expression. Pupils of all abilities spell accurately and use punctuation effectively. Pupils' calculation skills are extremely good and they apply them well. However, very occasionally, pupils are not given sufficient guidance through marking or other feedback to further speed their learning in mathematics. Pupils with special educational needs and/or disabilities make outstanding progress. They quickly build on their basic skills because all staff are sharply focused on helping them successfully achieve challenging targets.

Pupils feel very safe and extremely well cared for. 'The best thing about the school is the teachers because they really look after us,' is typical of their views. They are very involved in setting rules and supporting each other. Pupils with emotional and social difficulties make very good progress in managing their own behaviour as a result of the support of staff and their peers, together with partnerships with local authority specialists. The pupils have an excellent understanding of how to make safe use of the internet, and the Junior Road Safety Officers make a significant contribution to others' well-being. Pupils thrive on taking responsibilities. They are very mature for their age because the staff have high expectations for all. For example, all members of the school council, including Year 1 pupils, keep detailed notes of the meetings, feedback to their class, and lead discussions on key issues. All groups of pupils take full advantage of the myriad opportunities for physical activity through daily exercise routines, physical education lessons, clubs and team games. School meals provide pupils with a very healthy diet. Pupils' excellent preparation for their next school and for life, includes highly developed personal qualities and well above literacy and ICT skills.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' and teaching assistants' expectations are high and pupils strive hard to meet them. Excellent classroom management leads to outstanding relationships, which means that pupils feel they can make a meaningful contribution to the lesson. Detailed and sharply focused lesson plans ensure that the needs of all different groups of pupils are very well met. This is a very good improvement since the last inspection. Lessons are constantly exciting; they are brought to life through poetry, role play, competitions and games. Teachers and pupils make excellent use of ICT to enrich many aspects of learning. Teachers involve pupils extremely well in assessing their progress through the lessons. Marking is generally very effective, especially in English but occasionally, not as strong in mathematics. The school places a very high priority on quickly assessing pupils' skills and ability whenever they start school, and it rigorously tracks their progress. There are very good procedures to ensure this. This is a key reason for the school's success in helping pupils to quickly progress.

The outstanding curriculum is skilfully designed to give pupils maximum involvement in planning and improving their own work. Extremely well planned programmes of work ensure rapid progress in literacy and numeracy. Pupils' investigative and independent learning skills are very successfully promoted through many subjects and the links made between them. Teachers make good use of the partnership with parents and carers to

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extend pupils' skills in many key areas, for example, through the home-school mental mathematics programme and the guided literacy work. Well-planned visits, including residentials, and visitors to the school are often the starting point for further studies and contribute significantly to pupils' personal development. Creative and practical topics often lead to imaginative and high quality work in subjects such as, art and music. The school provides an extensive range of extra-curricular activities from multi fitness activities to art, gardening, drama and cooking. The school promotes pupils' awareness of sustainable development well by organising themed weeks on many countries and continents.

The school takes outstanding care of all pupils. Meticulous record keeping and rigorous monitoring contribute to the safe working environment and ensure high standards of behaviour and well above average attendance. The school has excellent and innovative systems to support the more vulnerable pupils, for example, through the work of the special educational needs coordinator and liaison with local authority support agencies. These have a marked impact on these pupils' high achievement. There are highly successful procedures to ensure that those pupils who join the school at times other than is the norm, settle quickly and make outstanding progress, both academically and personally. The school provides relevant educational opportunities to help parents and carers to support their children's learning. The school also provides detailed information on pupils' progress, what they will be learning each term and how parents and carers can help them.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school constantly seeks improvement. Leaders and managers have great ambition for the school, which is very effectively transmitted to colleagues. Excellent systems for tracking pupils' progress are used to check that individuals make the progress of which they are capable. This ensures that pupils have outstanding equal opportunities to succeed because the school identifies any pupil in danger of underperformance and takes very prompt action. This is particularly crucial given the much higher than average proportion of pupils who join the school part way through their primary education. Adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. This is an example of how well the school tackles discrimination. Extremely rigorous monitoring and support from senior leaders and managers have ensured very good improvements in the quality of teaching. Staff morale is high 'This school provides excellent guidance for its pupils. I am very proud to be part of this very special team,' reflects staff views.

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Robust policies and record keeping contribute to good quality procedures for safeguarding that meet requirements. The headteacher and her team have a thorough understanding of the needs of the community and have good links with parents and carers. The school plays an integral role in local events, including historical projects, working with the elderly and holding special celebrations. Through first-hand experiences pupils develop a good understanding of different cultures, which contributes well to the school's good promotion of community cohesion. The governing body is extremely supportive and highly challenging. It has excellent procedures to ensure it is well informed about all aspects of school life and to ensure that resources are deployed very well. As a result, the school gives excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills which are generally typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make outstanding progress. There are excellent induction systems to support children and to quickly settle them in to the Reception class. Very effective links with parents and carers and with other pre-school settings contribute to the children's smooth start.

Excellent welfare arrangements and relationships ensure that children feel very safe and secure. There is a very good balance between adult-led activities and those that children choose for themselves, which contributes significantly to their personal development. The progress children make in their early reading and writing skills is outstanding. This is because teachers make excellent use of well-planned programmes to teach letters and sounds, together with the use of labels and lettering around the classroom. Children are extremely proud of their work and eager to show what they can do. They enjoy exploring

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the range of very stimulating learning activities and exciting role play areas, such as Santa's Workshop. Resources are of high quality and fully accessible to children. The use of assessment to improve children's learning is excellent, and parents and carers feel very well informed about their child's progress. The Early Years Foundation Stage leader is very knowledgeable and clear-sighted. She receives excellent support from all members of her team. They have clear roles and are constantly seeking ways to improve the provision even further. They identify strengths and weaknesses extremely well and act very effectively upon them. As a result, the Early Years Foundation Stage is extremely well-placed to continue to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost a third of parents and carers responded to the questionnaire. Of these, the vast majority are positive in their responses. They are particularly pleased with their children's enjoyment of school, the way the school helps parents and carers to support their children's learning and how well the school helps their children to have a healthy lifestyle. A small minority of parents and carers feel that the school does not deal effectively with unacceptable behaviour or keep them well informed about their children's progress. Inspectors found that pupils' excellent behaviour reflected extremely robust systems to ensure high standards of conduct. They also found that there was ample information available to parents and carers about what pupils learn and how well they were progressing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Linton-On-Ouse Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	41	20	54	1	3	1	3
The school keeps my child safe	21	57	13	35	1	3	0	0
My school informs me about my child's progress	14	38	18	49	3	8	0	0
My child is making enough progress at this school	14	38	17	46	2	5	1	3
The teaching is good at this school	16	43	17	46	0	0	0	0
The school helps me to support my child's learning	15	41	18	49	1	3	0	0
The school helps my child to have a healthy lifestyle	22	59	13	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	46	15	41	2	5	0	0
The school meets my child's particular needs	16	43	15	41	3	8	1	3
The school deals effectively with unacceptable behaviour	10	27	18	49	5	14	2	5
The school takes account of my suggestions and concerns	11	30	18	49	1	3	1	3
The school is led and managed effectively	20	54	14	38	0	0	1	3
Overall, I am happy with my child's experience at this school	20	54	14	38	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



9 December 2010

Dear Pupils

Inspection of Linton-On-Ouse Primary School, York, YO30 2BD

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you, seeing you in your lessons and watching your Christmas plays. These are some of the really good things we found out about your school.

- You go to an outstanding school.
- You feel very safe and appreciate the excellent care that all adults provide for you.
- You make an excellent contribution to the way that the school is run through the school council, buddies, play leaders and junior road safety officers.
- You are very thoughtful and your personal development is outstanding.
- You are extremely well behaved and considerate towards others.
- You make extremely good use of ICT in many lessons and your musical and drama skills are excellent.
- You told us that you enjoy the many clubs you take part in and you have an excellent knowledge of how to live healthily.
- You take pride in your work and reach higher than average standards.
- The quality of teaching and learning is excellent.

To help your school become even better, I have asked your headteacher and the governing body to make sure that teachers always make full use of marking and feedback to help you to make even better progress in mathematics.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Mr Andrew Clark

Lead inspector

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