

Inspection of Linton-on-Ouse Primary School

Linton Woods Lane, Linton-on-Ouse, York, North Yorkshire YO30 2BD

Inspection dates: 4–5 December 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

This is a very welcoming school. It has a friendly atmosphere. Pupils, staff, parents and carers agree the school is like one big family. Staff know the pupils well. They have high expectations for what every pupil can achieve. They are keen to develop pupils' leadership, organisation, resilience, independence and communication skills.

Pupils say that they are happy and feel safe. They have no concerns about bullying. Most are well behaved. They get along well together and are very supportive of one another. Pupils who transfer from other schools have a buddy from their new class. This helps them to settle in quickly.

Staff encourage pupils to try new things. Some pupils play brass or stringed instruments. There are lots of visits, visitors and clubs. One girl was keen to explain that these experiences help her to learn. She said, 'It is good because they take you out of your comfort zone.' There are lots of opportunities to take part in competitive sporting activities. Having a swimming pool helps to ensure that pupils can swim before they leave in Year 6. Many pupils enjoy taking on leadership responsibilities. Roles include: school council representatives, librarians, play leaders, reading buddies and lunchtime monitors.

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

The curriculum covers a wide range of subjects. Plans for some subjects, such as English, mathematics and physical education, show how work is sequenced. It is clear how pupils will build on their learning, year on year. However, the curriculum is not well enough planned and sequenced in some subjects, such as history and geography. Nevertheless, it is clear from leaders' actions that they are in the process of bringing this about.

Reading has a high profile in the school. Leaders have recently introduced a new phonics programme. Staff have had lots of effective training. They make sure that the books pupils use to practise reading are well matched to phonics knowledge. This means that most pupils quickly gain the skills they need to become fluent readers. Pupils who struggle get effective support which helps them to keep up with their peers. Work on unfamiliar vocabulary and comprehension skills helps pupils to understand the books they read. They enjoy listening to the stories and poems their teachers read to them. However, these do not always support work across the curriculum.

The mathematics curriculum has been carefully organised to meet the needs of pupils in mixed age classes. Teachers regularly go over previous topics. This is helping pupils to remember more and to apply their skills to complete more difficult work. Most pupils show a good understanding of their work. They are able to use their skills to solve mathematical problems. Teachers make sure that pupils are able to use these skills in other subjects. This is helping pupils to see that mathematics is important in real life.

The early years curriculum is carefully adapted to make sure that it meets the needs and interests of the children. Resources are well organised, so children can help themselves to the things they want to use. Staff are skilled in using questioning to extend children's learning through play. Songs and rhymes help the children to learn and remember new things.

Most pupils are keen to come to school. Attendance is above the national average. Pupils respond well to the high expectations leaders set for behaviour. They know if they make poor choices, they will get support to put things right. Lessons are not disrupted by poor behaviour. However, some pupils do not concentrate well enough in lessons. Too many pupils do not develop neat handwriting and do not present their work neatly.

Pupils have lots of opportunities for personal development. Drama activities help them to consider moral dilemmas. Other activities are helping pupils to consider and express their opinions in appropriate ways. Pupils learn about different religions and cultures.

Teachers and teaching assistants work well together to make sure that all pupils get the right support. This includes pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who are known to be eligible for the service pupil premium. Pastoral support for all pupils is very strong. The Military Kids Club is open to all pupils in the school.

Leaders and governors have developed very positive relationships with parents and the local community. They involve the pupils in many local events and projects such as entertaining the elderly, litter picking and the annual service of remembrance.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. This means that they understand their responsibilities. The designated safeguarding lead regularly asks staff safeguarding questions. This helps her to be sure everyone will react appropriately in different situations. Staff know the school's procedures well and always follow them. Record-keeping is clear. It shows that leaders follow up all concerns straight away. Pupils say that they feel safe. They learn how to recognise and manage risks in age-appropriate ways. All the parents who responded to Ofsted's online survey, Parent View, say that they know their children are safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan the curriculum in some subjects that they are in the process of bringing this

about. Current outline plans do show what must be taught in each subject in each year group. However, in some subjects, such as history, these need to be expanded upon so that they give more detail and make the sequence of learning clear.

- Pupils are not always able to make links between different areas of learning. This means that they find it hard to use their prior knowledge to help them to learn new things. Teachers need to carefully select the class texts that pupils read, especially in key stage 2, so that they support other work across the curriculum.
- Over time, handwriting has not been taught well enough and teachers have not had high enough expectations for the presentation of pupils' work. The quality of pupils' handwriting and the presentation of their work is variable. Leaders need to make sure that recent improvements to the way handwriting is taught have a positive effect across the school. They need to make sure that all staff always have high expectations for the way pupils present their work.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	121337
Local authority	North Yorkshire
Inspection number	10115209
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	95
Appropriate authority	The governing body
Chair of governing body	Nigel Cross
Headteacher	Davinia Pearson
Website	www.linton.n-yorks.sch.uk
Date of previous inspection	7–8 December 2010

Information about this school

- The current headteacher took up her post in September 2017 following the retirement of the previous headteacher.
- Approximately half the pupils have a parent who is serving member of the military.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the headteacher, early years leader, SEND coordinator and some subject leaders.
- An inspector held a telephone conversation with the English leader.
- An inspector held a telephone conversation with a representative from the local authority.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.

- An inspector discussed the school's records on attendance and behaviour with leaders.
- An inspector analysed the school's self-evaluation document and plans for improvement.
- An inspector met with the chair and vice-chair of the governing body and looked at the minutes of governing body meetings.
- Inspectors talked informally with pupils in lessons and at breaktimes.
- An inspector talked to a number of parents as they collected their children at the end of the school day. Inspectors also took account of the 35 responses to Parent View.
- The subjects considered as part of this inspection were reading, mathematics, physical education and art. Inspectors carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also listened to pupils read and observed a teacher listening to pupils read.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

Richard Knowles

Ofsted Inspector

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