

# Linton-on-Ouse Primary School

## Inspection report

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<b>Unique Reference Number</b>	121337
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313953
<b>Inspection date</b>	21 February 2008
<b>Reporting inspector</b>	Lesley Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derrick Jauncey
<b>Headteacher</b>	Mrs Morag Burke
<b>Date of previous school inspection</b>	15 November 2004
<b>School address</b>	Linton Woods Lane Linton-on-Ouse York North Yorkshire YO30 2BD
<b>Telephone number</b>	01347 848234
<b>Fax number</b>	01347 848115

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement in writing; the quality of teaching and learning; the curriculum and other activities; and the quality of care, guidance and support. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, observations of the school at work, discussions with pupils and representatives of senior staff and the governing body, a scrutiny of school documents, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form were not justified and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average primary school. Two-thirds of pupils come from the neighbouring 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 a very high proportion. Many pupils have one parent serving extended periods overseas in war zones. Very few pupils are from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average but does fluctuate considerably as pupils come and go. There have been several changes of staff in the past two years with an increase in part-time and temporary staffing at the start of the autumn term to cope with a sudden increase in numbers. The school has two Leading Aspects Awards for links with other schools, the Activemark, the Basic Skills Quality Mark and Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which is well led and managed. Pupils thoroughly enjoy being here and those new to the school quickly settle in and begin to work hard. Parents fully appreciate the school's 'welcoming atmosphere' and comment that their children 'who have been to various primary schools already feel more at home here and part of the family than at any other school they have been to.' Attendance and behaviour are exceptionally good. Pupils arrive early so they can play with their friends and get started on their various jobs around school. Older pupils have many responsibilities which they take very seriously, such as looking after younger ones or new arrivals. This makes a substantial contribution to the 'family' atmosphere.

Standards are above average in English, mathematics and science and pupils achieve well from their broadly average starting points because they are well taught. Pupils with learning difficulties and/or disabilities make good progress because the school caters well for their individual needs. Similarly, because those who are gifted and talented receive extra provision to develop their special talents they also make good progress. Well thought out projects involving working with students from the high school alongside high-flying youngsters from other local primary schools provide pupils with additional challenges and stimulation. Teachers' questioning and the many opportunities they give pupils to learn practically are considerable strengths. This is an improvement since the last inspection and is why standards in reading, mathematics and science are above average. The setting of suitably different and challenging work for pupils of the middle ability is not always as sharp as it should be, with the exception of the top class. Activities for the wide middle ability range are not always sufficiently tailored to pupils' needs, particularly in the context of mixed age classes with frequent newcomers. With greater detailed attention to differentiated work, pupils' progress could improve at a faster rate.

The school identified a relative weakness in writing which it is well on the way to resolving. Improved assessment, involving pupils in checking their work against specific criteria and writing their own targets for improvement, is beginning to make a difference to writing standards. However, it is too soon to see the full impact of these measures. Pupils now check their work against agreed criteria and are becoming more confident at identifying mistakes and correcting them. Teachers have adopted a lively approach to writing through drama and discussions, giving pupils frequent opportunities to work collaboratively. This is beginning to extend pupils' vocabulary and gives them more ideas about which to write. The strong focus on writing has helped create a team approach to learning, fully involving the teaching assistants.

The school accurately judges its curriculum to be outstanding. It makes excellent provision for physical education through wide-ranging opportunities for physical activities in lessons and very popular clubs ranging from origami to sport. Pupils are equally energetic in the playground. These are strong contributory factors in pupils' excellent understanding of why it is important to lead emotionally and physically healthy lives. Special themed weeks extend pupils' understanding of other cultures and countries ranging from Japan to Mexico, for example, and enrich their learning through a wealth of creative arts experiences. In addition, pupils' and their parents' experiences of living overseas are successfully incorporated. As a result, pupils learn respect and tolerance, agreeing, 'we like meeting people who come from different countries.' Days such as 'Global Diversity' days with other local schools alert pupils to the importance of global citizenship which is further enriched by the school's links with other schools in France and nearer to home. Exchange visits with pupils from an inner city school give them direct

experience of cultural diversity. Pupils are adamant that bullying and racism are not problems at school because, 'We make friends really easily.'

Pupils' personal development is outstanding because the school takes excellent care of them and gives them outstanding personal support and guidance. The schools systems to measure achievement give a clear overview of progress so that any underachievement can be swiftly identified and remedial action taken. The school pays very thorough attention to safeguarding pupils. Pupils new to the school and those with learning difficulties and/or disabilities are supported sensitively, enabling them to achieve well. Pupils respond very positively to opportunities to take responsibility and contribute to their community. Pupils acting as 'Road Safety Officers' take their role very seriously, running competitions to 'Design a bright outfit' or putting up posters promoting 'how to walk safely' so as to heighten safety awareness.

The school has made good progress since the last inspection. Pupils are well prepared for their future lives and develop into confident, mature young people with a strong sense of community. They understand the need to make active choices and the importance of learning through asking questions and listening to others. This is because the school is well led and managed and governors provide a good balance of support and challenge. The headteacher, who often has a substantial teaching commitment, gives a clear lead to teaching and learning. With the recent increase in staffing, she has embraced the opportunity to delegate and this has given a fresh impetus to new initiatives such as writing. This means that subject leaders are now fully involved in checking standards and have an increased responsibility for assessment. The school demonstrates its good capacity to continue to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress because they are well taught and the provision is well led and managed. Activities are well planned so that children have lots of opportunities to learn through finding out for themselves. For example, children worked out how to measure distance using their feet and then went outside to try this out on different lengths of rope. Adults question children well and take good care that more able children have suitable challenges and that those with learning difficulties are well supported. The resources indoors are of good quality and enticingly set out so as to tempt children to explore. Lots of different writing implements and materials, for example, prove irresistibly attractive and so children unconsciously practise their pre-writing skills as they 'write' postcards, compile lists or 'write books' on specially folded pages. The school is currently developing its outside resources to a similarly high standard so that the curriculum can be taught equally well outside as in. Lively teaching and purposeful activities combine to produce happy, active learners who quickly become independent and self-sufficient. Almost all reach the level expected at the end of their Reception year as a result.

### **What the school should do to improve further**

- Sharpen the match between activities and pupils' ages and abilities, especially in the middle ability range, so as to ensure consistently good progress as in the top class.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

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

Thank you for making me so welcome when I visited your school recently. I enjoyed meeting you all and especially my discussion with a group of pupils from Years 5 and 6. I enjoyed learning about all the different jobs you do around school and hearing about the work of the school council, play buddies and the road safety officers. You made it easy for me to understand why you enjoy school so much and why newcomers feel very welcome and settle in so quickly. I am impressed with your exceptionally good attendance and your excellent behaviour both in lessons and outside.

You go to a good school which helps you to achieve well and reach above average standards in your work. This is because your school is well led and managed and you are well taught. Your teachers make lessons interesting for you and give you lots of opportunities to talk and discuss in lessons. Involving you in setting you own targets is a good way of helping you to see where you could improve your work and also gives you a useful checklist to help prevent you from making mistakes. This is helping you to write more accurately. You follow an extremely good curriculum which gives you many different experiences of other countries and their cultures as well as many practical activities in 'themed weeks'. Your personal development is outstanding because your school takes such good care of you and helps you to make active choices.

Your school has made a lot of changes since it was last inspected and has good ideas as to what needs doing next. I have asked your headteacher and teachers to make some more improvements to the type of work they set you in lessons so that those of you who are in middle groups do suitably different and challenging work matched to your different ages and abilities in each class. This will help you all to make outstanding progress in the future.