

Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe

Inspection report

Unique Reference Number	121553
Local authority	York
Inspection number	380266
Inspection dates	19–20 October 2011
Reporting inspector	Joanna Sharpe

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Julie Woolgar
Headteacher	Jonathan Green
Date of previous school inspection	15 June 2009
School address	Copmanthorpe Lane Bishopthorpe York YO23 2QT
Telephone number	01904 706272
Fax number	Not applicable
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Introduction

This inspection was carried out by three additional inspectors who observed nine lessons. Eight teachers were seen. The inspectors met with 10 parents and carers, groups of pupils, members of the governing body and staff. They looked at the school self-evaluation, the one and three year school improvement plans, school policies, school tracking information for pupils' progress and attainment, and minutes of the governing body meetings. They also analysed pupils' work. Inspectors considered questionnaires from 111 parents and carers as well as questionnaires from 13 staff and 189 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistent is the quality of teaching and marking, specifically the teaching of writing?
- How well pupils with special educational needs are achieving, particularly in English and mathematics.
- How effective is the governing body in challenging the school and how well it fulfils its roles and responsibilities?

Information about the school

Archbishop of York Junior School is a slightly smaller than average junior school. The majority of pupils that attend the school are White British and a very small number of pupils are from minority ethnic groups. A very small minority of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average. Since the last inspection the governing body have undergone a number of changes with the new chair of governors having been in post since September 2011. The school was awarded the Enhanced Healthy Schools Status in 2011.

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

This school gives pupils an outstanding education. Pupils at the school flourish in their academic, personal and social development. Pupils thoroughly enjoy all that the school has to offer as shown by their consistently high attendance. Behaviour is outstanding and is a major factor in pupils' highly successful learning. Outstanding partnerships with other providers, organisations and services add excellent value to the school's extremely rich curricular provision. Pupils feel extremely safe and have excellent health awareness because the school looks after them exceptionally well. All pupils are known as individuals and given first-rate support and guidance to enable them to fulfil their potential.

Pupils make outstanding progress from their starting points because they are exceptionally well taught. Stringent and continuous assessment underpins lessons allowing all pupils to make outstanding progress throughout the vast majority of lessons. Pupils with special educational needs and/or disabilities make outstanding progress because they are given well targeted support in lessons, but also opportunities to work on their own and set their own challenges. A major strength is pupils' outstanding spiritual, moral, social and cultural development, reflecting the school's Christian foundation. A relative weakness is that pupils are not fully involved in their school community through running the school council or by having their views canvassed.

Outstanding leadership and management, embedded in extremely rigorous and exacting self-evaluation has enabled the school to make rapid progress in all aspects of its work. Accurate evaluation has had a major impact on previous weaknesses such as attainment in mathematics, which is now a strength of the school. The school is now successfully tackling the weaknesses in writing and the positive impact of systematic strategies is already apparent. The school judges itself critically due to its exceptionally high expectations and aspirations for every pupil. The governing body routinely hold the school to account and ask challenging questions. It is well organised and acutely aware of its roles and responsibilities. Succession arrangements for the new chair of governors are well organised with excellent support ongoing. Parents are highly supportive of the work the school does and comment that their children, 'have flourished educationally' and that the school is an, 'excellent environment for children to grow and develop'. The school has been highly successful in building on its strengths and tackling weaknesses. It has come a long

way in a short time. As a result it demonstrates its outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Enhance pupils' involvement in their school community by:
 - giving school council members responsibility for leading and managing their meetings and finances
 - establishing systems by September 2012 to canvas all pupils' views and opinions to ensure the school council represents their interests fully.

Outcomes for individuals and groups of pupils

1

Pupils at the school make outstanding progress from generally average to just above average starting points. By the end of Year 6 pupils' attainment is consistently high in English and mathematics, and this now includes writing which had lagged behind. Pupils are very enthusiastic learners and their enjoyment at being at school is highly evident. Consistently high attendance confirms their eagerness to be at school. Their enthusiasm is seen in lessons, with pupils whispering 'yes' when told they can have the opportunity to finish their poetry. Pupils have a clear understanding of how they can improve their work. Pupils in Year 6 spoke to inspectors about how their work on personification and analysing poetry will be used to help improve their skills when completing extended writing tasks. In lessons, pupils confidently ask questions and make observations. Work in pairs and groups leads to mature, animated and purposeful discussions in all lessons. A discussion prompted by the reading of a book led to a mature and thought provoking debate on ethical issues. The discussion which was extremely well guided by staff led to an in-depth consideration of the slave trade and equality which was then related exceptionally well to global and historical events.

Pupils with special educational needs and/or disabilities make outstanding progress and a substantial proportion of them exceed their challenging targets. These pupils receive timely guided support as required and are fully integrated into all aspects of school life and given individual support when careful evaluation deems it necessary.

The behaviour of all pupils in lessons and around the school is exemplary. Pupils are polite, thoughtful and mindful of others. The effective training of some pupils to become peer mediators has enabled pupils to resolve their own minor conflicts. Pupils confirm they have no issues with behaviour or any fear of bullying. The vast majority of pupils questioned state they feel safe at school. At least 92% of pupils attend one or more of the wide range of clubs on offer at the school, with 86% opting to either walk, cycle or scoot to school. The running club is just one of the highly successful clubs with pupils choosing to give up playtimes to challenge themselves to improve individual targets and reach even higher goals. Many pupils undertake a number of responsible roles within the school extremely well and these roles prepare them very well for their future lives. However, the members of school council do not currently take responsibility for the running of their council and other pupils do not play a major part in guiding the work the council undertakes. Members

of the school council are keen to take on more responsibility. All pupils have a clear set of high personal values, they have first hand experiences of other cultures, they appreciate cultural diversity and quickly challenge racism.

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	1
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	2
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

How effective is the provision?

The very effective use of lesson objectives, steps to success and discussion of national curriculum levels enables pupils to be very aware of their own targets and to build on prior learning. Mini recaps throughout lessons allow teachers to continually check on pupils' understanding. Teachers' timely intervention following mini recaps has an extremely positive impact on learning. Lessons are carefully planned to meet the needs of all learners. In guided reading, the use of different strategies such as post-it notes, pictures and smaller discussion groups enhances the learning of the less-able pupils. The making of 3D models was skilfully introduced to a mathematics lesson to support pupils who needed further understanding. Planning of the classroom environments is excellent. A number of learning displays and prompts on desks with higher order connectives gives pupils the chance to become more independent in their learning. Marking of pupils' work is constructive to help guide improvement. Time is given to pupils to respond to teachers comments and to consider the areas for improvement. Pupils take part in a number of extra-curricular activities in a wide range of subjects. The curriculum meets the needs of all pupils and is highly tailored to their interests. For example, poetry lessons clearly hold pupils' enthusiasm and pupils have plentiful opportunities to take part in hands-on science experiments. School days frequently follow a theme such as the recent successful 'Africa' day, to enhance the curriculum. A very high standard of art work is evident around the school. Information and communication technology is available in all classrooms so that it can be integrated into lessons to improve skills.

Support for individual pupils is exceptional and the record keeping is outstanding. Extremely close links with transition schools are made with pupils taking part in events such as taking the local infant school children swimming in the junior school

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

pool. Year 5 pupils and the school council make a booklet and a video to welcome and inform new pupils. Parents and carers comment very positively on the individual support their children receive and are very pleased with the 'outstanding pastoral care'. The support provided for pupils with medical needs or those who need help to support or motivate their learning has a very positive impact on their social and academic progress.

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 is very well led, and the staff are a highly motivated and cohesive team. Administration within the school is outstanding allowing for important information to be easily accessible. The school evaluates itself well and has detailed plans for further improvement. Systematic and rigorous analysis of tracking data enables the school to quickly identify any weaknesses in academic achievement, such as those successful initiatives in place to further improve the teaching of writing. The impact of these initiatives is closely monitored and rigorously evaluated. All staff have extremely high expectations and are well supported to achieve them. There is a strong emphasis on high attainment and all pupils reaching their full potential. As a result pupils consistently achieve well and there is no evidence of any falling behind, nor of discrimination. The school is highly committed to working in partnership with others, and this work has an extremely positive impact on pupils' achievement and well-being. The school has extensive local and international links which clearly promote good community cohesion. Pupils are given the opportunity to learn first-hand about different communities and cultures. The school evaluates aspects of its work and is in the process of developing clear systems to evaluate all aspects more rigorously, including the impact of its work with the community.

The governing body systematically gather a great deal of information about the school which they use effectively to challenge and support managers. All governors have clear roles and responsibilities and undertake them rigorously. The high expectations of the governors matches that of the staff. There is detailed succession planning to support the new chair of governors in the first term of leadership, and this commendable programme is highly effective. Parents and carers play an active part in shaping the schools direction. Attendance by parents and carers at teacher interviews, drop in sessions and curriculum workshops is high. Parents and carers comment that they are, 'fully involved at all times', that they get, 'amazing support from the school teachers, system and support staff' and that, 'It isn't just a school, it is also a community.' All staff and governors are well trained in child protection. Good practice is seen in all areas of the school's work with regard to assessing any risks the pupils may be exposed to. This practice ensures all safeguarding procedures are good and effective. Pupils are made aware of safety issues via the curriculum and information such as the e-safety displays.

These are the grades for the 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	2
The effectiveness of the school's engagement with parents and carers	1
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

Views of parents and carers

A very large majority of parents and carers responded to the questionnaire. An overwhelming majority of those responses were positive. All parents and carers thought that the school helps their child to have a healthy lifestyle and keeps their child safe. Typical comments about the school were, 'What an excellent environment it creates for children to grow and develop.' and 'The whole school feels like a family.' and how 'exceptionally well supported' their child is.

A very small minority of parents and carers felt that the school does not deal effectively with unacceptable behaviour. All behaviour observed by inspectors both around the school and in lessons was exemplary. Inspectors spoke to pupils both formally and informally and found that they did not consider inappropriate behaviour a problem.

Inspectors also met with parents and carers all of whom spoke very highly of the school. These parents and carers all spoke of the outstanding care and support their child is given and of how happy they are with the work the school does.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	63	40	36	1	1	0	0
The school keeps my child safe	74	67	37	33	0	0	0	0
The school informs me about my child's progress	48	43	55	50	5	5	0	0
My child is making enough progress at this school	51	46	52	47	5	5	0	0
The teaching is good at this school	52	47	55	50	4	4	0	0
The school helps me to support my child's learning	52	47	53	48	4	4	0	0
The school helps my child to have a healthy lifestyle	66	59	45	41	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)	67	60	37	33	1	1	0	0
The school meets my child's particular needs	55	50	49	44	6	5	0	0
The school deals effectively with unacceptable behaviour	52	47	45	41	9	8	2	2
The school takes account of my suggestions and concerns	46	41	56	50	2	2	1	1
The school is led and managed effectively	66	59	39	35	3	3	1	1
Overall, I am happy with my child's experience at this school	66	59	40	36	4	4	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



21 October 2011

Dear Pupils

Inspection of Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe, York, YO23 2QT

Thank you very much for the very warm welcome you gave the inspectors when we visited your school. We found your school to be a very happy and welcoming school and very much enjoyed talking to you. We found that your school provides you with an outstanding education.

When we spoke to you, you all spoke very highly about the school. You told us how happy you are and how you really enjoyed coming to school. When asked, you struggled to think of ways in which your school could be improved as you consider it to be so good, and in fact some of you said, 'It's perfect!' You also noted what a friendly place it is and how kind and helpful the adults in school are. We found that you all work extremely hard and you all get on exceptionally well together. We found you to be outstandingly polite and friendly at all times to everyone. The overwhelming majority of responses, which 90% of you completed, were positive.

We found that the adults in the school really care about you all. They take great care in ensuring you are happy and doing well academically.

We were very impressed with the work that you do around school. We think it is good that you have a school council, but to make your school even better we have asked your headteacher and governing body to enhance your involvement in your school community. We have asked them to give school council members more responsibility for leading and managing it and to ensure that the views of all of you are represented in the work of the school council.

Thank you for making us so welcome.

Yours sincerely

Joanna Sharpe
Lead inspector

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