

# INSPECTION REPORT

**ARCHBISHOP of YORK'S CE JUNIOR SCHOOL**

York

LEA area: York

Unique reference number: 121553

Headteacher: Mr D Beecham

Reporting inspector: Dr B J Blundell  
23868

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> March 2000

Inspection number: 190636

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Copmanthorpe Lane Bishopthorpe York
Postcode:	YO23 2QT
Telephone number:	(01904) 706272
Fax number:	(01904) 701249
Appropriate authority:	The governing body
Name of chair of governors:	Mr Alan Dixon
Date of previous inspection:	28 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Dr B J Blundell	Registered inspector
Ms M Jacobs	Lay inspector
Mrs M Marriott	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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Alexandra House  
33 Kingsway  
London  
WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Archbishop of York's Junior School is a voluntary controlled Church of England school, situated in Bishopthorpe, York. There are 182 pupils on roll. The proportion of pupils with special educational needs is below the national average and the proportion with statements of special needs is broadly in line with the national average. Pupils' attainment on entry is generally above average. There are three pupils who have English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below the national average.

### **HOW GOOD THE SCHOOL IS**

The school is very effective, overall. Over the last four years taken together, standards in English, mathematics and science have been above average for pupils aged eleven. In 1999, they were well above average in all three subjects. The overall standard of teaching is good. Leadership and management of the school are very good. The school provides good value for money.

#### **What the school does well**

- Standards in English, mathematics, science, music and design and technology are well above average.
- Pupils' attitudes and behaviour are good; relationships are very good.
- The range of extra-curricular activities, including sports and music, is very good.
- Leadership and management of the school are very good.
- The quality of teaching is good and there is a high proportion of very good teaching.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- Provision for special educational needs is good.
- Links with parents are good.

#### **What could be improved**

- Standards in information and communications technology, whilst improving, are below national expectations.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. The key issues raised in the last inspection have largely been addressed. The role of the subject coordinators has been satisfactorily developed. The requirement to develop an equal opportunities policy has been met. The school development plan now covers a longer period and the safety of the glazing has been addressed. Whilst the work in information and communications technology has improved, standards are still below national expectations. A major concern is safety outside the school. There is only one crossing supervisor and parking at the busiest times of the school day poses an additional danger.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	A	B
mathematics	B	C	A	B
science	A	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results, in terms of average points scores, in English, mathematics and science were well above the national average in 1999. Compared to schools of a similar type, results in 1999 were above average in English and mathematics and well above average in science. Over the last four years, the school's results have risen at a rate that is broadly in line with the national average. The school's targets are appropriate and sufficiently challenging. The standard of work seen in the inspection is well above average in English, mathematics and science. Standards in music and design and technology are well above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are very enthusiastic.
Behaviour, in and out of classrooms	Pupils' behaviour is good both around school and in class.
Personal development and relationships	Relationships and opportunities for personal development are very good, overall. Pupils and adults get on very well together.
Attendance	This is very high. The rate of unauthorised absence is well below average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in English and mathematics is good, with a high proportion of very good teaching. Particular strengths in teaching include teachers' expectations, which are very good and teachers' management of pupils, which is also very good. There are no particular weaknesses. Examples of good teaching were seen in every class in the school. The skills of literacy and numeracy are very well taught. The school meets the needs of all pupils appropriately. The percentage of satisfactory or better teaching seen was 100 per cent. The proportion of very good or better teaching was 39 per cent. No unsatisfactory teaching was seen. Particular strengths in pupils'

learning include pupils' interest and concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	This is good. This area is well led and managed.
Provision for pupils with English as an additional language	This is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. The provision for pupils' spiritual and cultural development is satisfactory; provision for their moral and social development is good.
How well the school cares for its pupils	The school cares very well for its pupils.

There are no particular weaknesses in the curriculum, except that areas of information and communications technology are not yet covered adequately. All areas of the curriculum, including religious education meet statutory requirements. Procedures for child protection are secure. There is a very comprehensive health and safety policy. The strengths in the relationships in the school reinforce the care and concern shown for pupils' wellbeing.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The governing body, headteacher, deputy headteacher and curriculum coordinators provide strong leadership. The school has clear educational direction.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They take their roles seriously and are pro-active in building links with all parents.
The school's evaluation of its performance	This is very good.
The strategic use of resources	This is good, overall.

The school applies the principles of best value appropriately. The fact that the school has opted to be a "cheque book" school means that it is often able to obtain better value.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Behaviour is good.</li><li>• Teaching is good.</li><li>• The school has high expectations.</li><li>• The range of activities outside lessons is good.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like more information about their children's progress.</li><li>• Some parents would like the school to work more closely with them.</li><li>• Some parents would like more homework for their children.</li><li>• A few parents are unhappy with procedures in the playground.</li></ul>

Inspectors agree with the comments that parents make about what pleases them. Inspectors' findings are that information about children's progress is satisfactory; additionally, inspectors' find that links with parents and the level of homework are both satisfactory. Inspectors note that the governing body has set up termly meetings for parents if they have any concerns, but that, to date, no parents have felt it necessary to attend. The school has decided to increase the level of supervision in the playground.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards in English, mathematics, science, music and design and technology are well above average.**

1. It is typical of this school, that whilst standards in the core subjects of English, mathematics and science are well above national averages, this is not at the cost of exclusion of other areas; subjects such as music and design and technology are also flourishing, with key skills being built up through the school.
2. Taking into account pupils' attainment on entry, which is above average, pupils perform very well at the Archbishop of York school. During the twelve terms (four years) of their education, their average points scores in National Curriculum tests in English, mathematics and science show that they gain by approximately fourteen terms, by the time they leave. This additional "two term boost" is due to the quality of teaching that they receive and the quality of relationships. In the last four years, from 1996 to 1999, the only year that this has not applied, was 1998, when there were substantial changes to the make up of the Year 6 class.
3. By the age of eleven, pupils' reading is very good. They read aloud accurately and expressively. Pupils use grammar and punctuation accurately and spell well, using glossaries for each subject. For example, in a Year 6 exercise on writing poems about "Misery", pupils were able to express themselves imaginatively. Standards in speaking and listening are very good. Pupils are able to explain the tasks set by their teachers and the work that they are doing. Some good examples of this were seen in design and technology in Year 6. Precise language was used to explain the process of lighting a house using the appropriate electrical circuits.
4. Standards in all areas of mathematics, by the time pupils are eleven, are well above average. Pupils generally have very good knowledge of their multiplication tables, which are practised regularly. The quality of the mental maths sessions is a strong feature of numeracy lessons in all classes.
5. In science, standards are well above average, with a particularly high proportion of pupils obtaining level five. (Level four is the national average.) There is a very good build up of key scientific terminology as pupils move through the school.
6. The music seen during the inspection shows that, by the end of the key stage, pupils are attaining very high standards. They play and sing confidently, with enjoyment and commitment. They hold the pulse steadily when playing their own part in a group piece and, because they listen attentively to each other, they are able to make appropriate adjustments. Their performance in assemblies is as confident, self-responsible musicians.

#### **Pupils' attitudes are very good; behaviour is good; relationships are very good.**

7. Pupils show very good attitudes to school and their work. They come willingly and happily to school and participate enthusiastically in their academic work and the range of extra-curricular activities offered.
8. Behaviour both in the classroom and around school is good. The school has recently and successfully embarked on a "Peer Group Mediation" exercise, in which pupils are trained to act as mediators in minor disputes. Pupils play well together. Relationships are very good, both between pupils and with all adults, including the mid-day supervisors.
9. During the inspection, in every lesson observed, pupils' attitudes and behaviour were at least satisfactory and more usually good or very good.

#### **The range of extra-curricular activities, including sports and music, is very good.**

10. There is a very wide range of extra-curricular activities, both at lunchtime and after school. A high proportion of pupils takes part in one or more of these activities.
11. Lunchtime activities include netball, football, rugby, guitar group and a windband. Pupils are very keen to arrive at these events as quickly as possible, to take full advantage of the limited time available. Their music rehearsals lead to them taking key parts in assemblies and the local Bishopthorpe pageant.
12. After school, twenty five pupils take part in Le Club Francais. A variety of additional activities take place every night of the week, including gymnastics, rounders, netball, rugby, choir and computer club. There are regular matches against other schools in rounders, rugby, football, netball and cricket. Year 6 pupils take part in an annual residential visit.
13. These additional opportunities for learning enhance a rich statutory curriculum.

**The leadership and management of the school are very good.**

14. The headteacher, who is dedicated and conscientious, clearly knows where he wants this school to go and his leadership and management are very good. In partnership with a very capable deputy headteacher, a strong and committed governing body and knowledgeable curriculum co-ordinators, this area is a strength of the school.
15. The school has appropriate aims which are reflected in its work. There are appropriate targets for further school improvement and procedures are in place to ensure that the school achieves them. The school improvement plan is appropriate and financial planning is particularly effective.
16. At the time of the last inspection, the role of the curriculum coordinators was identified as a weakness and a key issue. All the staff now have clear areas of focus and attend the curriculum coordinators' meetings, feeding back ideas and information to all the staff. Curriculum coordinators attend relevant in-service training and ensure that resources are kept organised and up-to-date.

**The quality of teaching is good, with a high proportion of very good teaching.**

17. Examples of good teaching were seen in every class in the school and across all the key subject areas. The proportion of satisfactory or better teaching was 100 per cent. The percentage of good or better teaching was 87 per cent; the proportion of very good or better teaching was 39 per cent. No unsatisfactory teaching was observed.
18. All lessons start with clear learning objectives. The teachers are quite precise about what they want their pupils to know and understand by the end of each lesson. This has a positive effect on pupils' attainment and progress.
19. Teachers' management of pupils is very good. Time does not have to be wasted in lessons to establish order. There are clear classroom routines that pupils are familiar with. The atmosphere in all classes is conducive to learning.
20. The teachers have high, and appropriate, expectations of what their pupils are capable of achieving. They expect them to work hard, pay attention and think. In all three classes in Year 5/6 this is enhanced by the fact that all pupils sit facing the front. This enables teachers to keep a very close eye on what pupils are doing. Additionally, it helps pupils to think for themselves. For example, in numeracy lessons when pupils have to hold up their "digit cards" with solutions to problems, these automatically all face towards the teacher, reducing opportunities for pupils to copy from others.
21. Introductory sessions in both literacy and numeracy lessons have a fast pace and are a prelude to hard working lessons. For example, in a Year 5/6 numeracy lesson, there was an introductory session that involved the whole class. All pupils were firstly given a sheet with a number and some mathematical instructions. The first pupil goes to the front of the class and

says, for example, "I am three, cube me and add four." The pupil who then has the answer, the number 31, then runs to the front and says "I am 31, find the next prime number above me and add eight." This continues until each pupil has delivered their number. Whilst this is being carried out, one member of the class records the time taken for all thirty pupils to take part. The aim each time that this is carried out is to beat the current class record of four minutes twenty seconds. Following on from this, the main part of the lesson takes place with all pupils "switched on" and thinking mathematically.

22. In a Year 3/4 literacy lesson on a reading text "The Clock Strikes Thirteen", there were very clear learning objectives, with clear planning and precise description of the task to pupils. The method of teaching enabled pupils to learn through the use of interesting story.

### **Overall provision for pupils' spiritual, moral, social and cultural development is good.**

23. The provision for pupils' spiritual development is satisfactory. Assemblies and religious education lessons re-inforce pupils' thinking and give time for appropriate reflection. A variety of faiths are studied and there was some very good work in Year 3/4 on promoting an understanding of Hinduism, including Rangoli patterns. This extended into the playground, where pupils were provided with opportunities to make patterns with salt to welcome visitors.
24. Provision for pupils' moral and social development is good, underpinning the way of life within and without the classroom. Assemblies focus on the social aspects, with an accent on sharing. Subject areas make effective contributions to these areas; for example, when collaborating and negotiating on group work in design and technology. In guitar club, pupils work very effectively together to perform pieces of music.
25. Pupils' cultural development is satisfactorily provided for, in music and art, for example. Composers and artists from a variety of cultures are regularly studied.

### **Provision for special educational needs is good.**

26. Teachers have a high level of awareness of the special educational needs of pupils and take these fully into account when preparing work for their classes. High quality additional support is provided during lessons.
27. Annual reviews are carried out as required, together with termly reviews of all individual educational plans. Record keeping is good with systems in place which provide quality information for all. Individual educational plans follow a clear and comprehensive policy that gives appropriate guidance for all staff on assessment procedures. These are used effectively for the identification of needs.
28. This area is well led and managed by the headteacher, who is the special educational needs coordinator. Parents are kept fully informed and involved.

### **WHAT COULD BE IMPROVED**

#### **Standards in information and communications technology, whilst improving, are below national expectations.**

29. Whilst standards have improved since the time of the last inspection, they are still below national expectations by the end of the key stage.
30. The coordinator for information and communications technology has written an appropriate action plan and scheme of work. The school now has ten computers, spread between the classrooms and networked together. Additionally, the school leases out one of its classrooms from adult education. This room has sixteen computers, but they are not networked and the school has only limited access to this facility.
31. Whilst the school has a wide range of appropriate software, to cover the demands of many

subject areas, it currently lacks necessary software for control and modelling. This is unsatisfactory. Pupils' attainment in communicating and handling information is only just satisfactory and information and communications technology still does not have a sufficiently high profile on the school's timetable.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. In order to raise standards further, the headteacher, senior management team and governing body should:
  - raise standards in information and communications technology by giving the subject a higher profile on the school's timetable and ensuring that aspects of control and modelling are adequately covered (paragraph 29).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	48	13	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	182
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	1.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### **Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	25	47

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	19	19	21
	Girls	24	25	25
	Total	43	44	46
Percentage of pupils at NC level 4 or above	School	91(66)	94(63)	98(71)
	National	70(65)	69(59)	78(69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	19	22	21
	Total	33	38	40
Percentage of pupils at NC level 4 or above	School	73(71)	81(66)	87(71)
	National	68(63)	69(65)	75(72)

*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	179
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	26.4
Average class size	30.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	275

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
	£
Total income	275,355
Total expenditure	266,693
Expenditure per pupil	1,516
Balance brought forward from previous year	4,102
Balance carried forward to next year	12,764



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	85

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	4	0	1
My child is making good progress in school.	36	55	1	0	7
Behaviour in the school is good.	21	71	4	0	5
My child gets the right amount of work to do at home.	26	47	20	4	4
The teaching is good.	39	51	5	0	5
I am kept well informed about how my child is getting on.	22	45	26	5	2
I would feel comfortable about approaching the school with questions or a problem.	52	31	12	6	0
The school expects my child to work hard and achieve his or her best.	42	45	8	0	2
The school works closely with parents.	20	48	25	5	2
The school is well led and managed.	31	51	6	8	5
The school is helping my child become mature and responsible.	29	61	8	0	1
The school provides an interesting range of activities outside lessons.	41	48	11	0	0

### Other issues raised by parents

Several parents were concerned about incidents of bullying; the inspection team saw no evidence of bullying.