



# Bishophthorpe Infant School

## Inspection Report

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**Unique Reference Number** 121440  
**LEA** York  
**Inspection number** 281016  
**Inspection dates** 11 January 2006 to 12 January 2006  
**Reporting inspector** Joyce Taylor CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Sim Balk Lane
<b>School category</b>	Community		Bishophthorpe
<b>Age range of pupils</b>	5 to 7		York, North Yorkshire YO23 2QQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01904 707506
<b>Number on roll</b>	145	<b>Fax number</b>	-
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs H Sharples
<b>Date of previous inspection</b>	15 November 1999	<b>Headteacher</b>	Mrs R White

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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

Bishopthorpe Infant's is a popular school situated just south of York. There are two Reception, two Year 1 and two Year 2 classes. Almost all of the children are of white British heritage with a small number from mixed ethnic heritages. All speak English as their first language. The proportions of pupils eligible for free school meals and having learning difficulties and/or disabilities are below average. None has a statement of special educational need. This is a school with a stable pupil population, little staff turnover and strong community links. It has gained the Basic Skills Quality Mark, the Silver Artsmark and School Achievement awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection confirms that the school's evaluation of its performance is accurate. This is a good school with some outstanding features and provides good value for money.

By the time children leave Year 2, their standards in writing and mathematics are well above average and their standards in reading are similar to this high level. These standards have been above average for at least the last five years and show a rising trend during the last three years. The children make good, and sometimes outstanding, progress. Leadership and management, teaching and the pupils' personal development are good. The way children are cared for, guided and supported is outstanding.

Provision for children in the Foundation Stage is satisfactory with many good features. All of the children are on track to reach or exceed the expected standards by the time they leave Reception; however, provision for learning outdoors is underdeveloped, restricting the children's full access to the curriculum.

The school has made great strides since the last inspection and senior staff have a clear understanding of what needs to be done to improve still further. There is good capacity to improve.

### What the school should do to improve further

- Give Reception children regular times when they can learn outdoors and experience the full breadth of the curriculum.
- Reorganise the balance of history and geography in Years 1 and 2 to ensure children have regular opportunities to learn these subjects.

## Achievement and standards

### Grade: 2

Children reach extremely high standards in writing, mathematics, music and art and design and their standards in reading are similar. Challenging targets are met in these subjects. Standards are above average in information and communication technology (ICT) and all the other subjects and areas of learning sampled.

Progress is outstanding in relation to pupils' prior attainment in reading, writing, numeracy

and music and good in all the other subjects. When children start in Reception they have average standards in the reading and writing aspects of communication, language and literacy and in mathematics. Their standards on entry in all the other areas of learning are higher. From the start, their good progress is evident and standards are built

on rapidly as they move through the school.

Pupils achieve well, with outstanding achievement in reading, writing, mathematics and

music. Children with learning difficulties and/or disabilities achieve equally well, as do

those identified as having particular gifts or talents. The school's excellent approach to

identifying and supporting Year 2 pupils who have musical talents has proved extremely effective. Several talented children have begun instrumental work as a result, whilst all

the other pupils in Year 2 have benefited enormously.

## **Personal development and well-being**

### **Grade: 2**

Good opportunities are provided for children to consider spiritual, moral, social and cultural issues through lessons, assemblies and the daily life of the school. They show a

good understanding of each other's feelings and have a strong sense of right and wrong. They have a very good understanding of their local area and appreciate that in

other places, cultures are different from their own.

Children enjoy coming to school and like their teachers. They work hard in lessons and their politeness and behaviour are good. When lessons are particularly thrilling they become enthusiastic and excited. Attendance levels are average and the school has effective systems in place to encourage punctuality.

Children contribute willingly and listen carefully to each other, responding positively to

each other's views. They enjoy taking on responsibilities such as being register monitors or buddies at play time, and recognise the importance of these roles. Their views have been sought through discussions and the school responds to their concerns; for

example, to improve playtime resources. The skills of working and playing together amicably and helping each other are developed well. Skills such as making decisions

about how to plan a task and record their findings are developed well in Year 2 where children have good opportunities for independent investigation. Children have a good

understanding of how to lead a healthy lifestyle and they appreciate the need for a good

diet and regular exercise.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and there are examples of outstanding practice where learners are taught in lively and extremely well designed lessons. High expectations, challenging questions and methods to meet individual learning needs are the key features of the best teaching. As a result, pupils in Year 2, for example, demonstrated extraordinary commitment and enjoyment during their music lesson. In some lessons tasks are less exciting and, although children learn well, their enthusiasm is less evident. Classroom management is good and teachers treat their pupils with respect and affection. All groups of children receive effective support that enables them to make good progress. Assessment procedures are good and teachers track pupils' performance in reading, writing and mathematics very closely and use their data to speed progress.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum overall. For children in Years 1 and 2 the curriculum has many strengths, in music, for example. It is supported well by good contacts and visits within and beyond the local community and an increasing range of clubs provided outside lesson times. Subjects are now linked into sensible topics to help the children understand how different areas relate to each other but the children experience long gaps between topics that include, for example, history and geography. As a result, the oldest children confuse history with religious education and some found difficulty in recalling the content of earlier geography lessons. Resources are good. The curriculum for the Foundation Stage is satisfactory overall with many strengths. However, there are very few opportunities for learning outdoors and this inhibits the children's access to larger scale practical and investigative activities.

Across the school, teachers ensure tasks support personal development, as well as focusing on standards by, for example, asking children to help each other when drawing and cutting difficult shapes during an art lesson or taking responsibility for tidying up. The curriculum for personal development reflects the hard work and effort the school has invested, resulting in a calm and caring community.

### **Care, guidance and support**

#### **Grade: 1**

The care, guidance and support for children are outstanding and are even better than the school believes. Staff know the children extremely well and react very quickly when children appear unsure or parents raise concerns. The school works most effectively with outside agencies and parents to ensure children receive any additional support

they may need. Pupils' personal skills are strongly developed through, for example, acting as monitors and a culture of helping others is very prominent and clearly visible in lessons and at playtimes. The assessment of children's work is extremely detailed and helps teachers in identifying what children need to learn next in order to speed their progress. Specific targets, that children could use to identify their own strengths and needs, are provided for the Year 2 pupils whilst younger children work towards more general class targets.

All staff receive training in child protection and effective arrangements ensure the school is a safe place for its learners. Children are highly valued and treated with great consideration. They trust and like the adults they work with and feel completely confident and secure in classes and outdoors.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. The headteacher and deputy know the school extremely well and have a very clear view of how they want the school to be. The school accurately evaluates strengths and areas for development and identifies effective strategies for improvement. As a result, pupils' achievement in several subjects is exceptional and overall progress is good. The headteacher's outstanding clarity of vision ensures standards continue to rise for all groups of learners. Parents' and children's views are sought and have influenced changes for the better. For example, children have offered views on their lunchtime menu and, as a result, certain healthy food has been introduced. Parents are very happy with the school: they feel it is approachable and listens to and acts on their views. The headteacher and deputy have successfully created an environment in which teaching and learning thrive. The school's capacity to improve further is good.

Productive advice and support from coordinators, sometimes through demonstrating lessons, ensures new developments are absorbed into the work of the school. Support staff are used most effectively. For example, in working with pupils who experience delay in their learning and in taking up administrative responsibilities such as monitoring resources. Governors evaluate improvements and provide exceptionally strong backing. The newly built ICT and library suite shows outstanding collaboration and support between the school, governors and community as they worked together raising funds and planning to improve the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	NA
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for your help when I visited your school earlier this month. I enjoyed talking with you about your work and finding out about the things you like doing.

I found that your school gives you a good education. It is a school that has helped you reach very high standards over the past few years, mostly because your headteacher is brilliant at spotting what needs improving and she knows how to make things better. You enjoy coming to school and work hard. You get on well together and are kind and helpful to each other. Your teachers also work hard and are good at helping you make fast progress in much of your work.

I think your school could continue to improve by providing more outdoor learning times for children in Reception and ensuring the children in Years 1 and 2 have a more even approach to their history and geography lessons. I have asked your teachers to arrange this.

You are enthusiastic about your school and I hope you carry on enjoying lessons and helping your teachers make Bishopthorpe Infant School a good place to learn.