



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

Inspection Report

Unique Reference Number 121553
LEA York
Inspection number 281040
Inspection dates 14 March 2006 to 14 March 2006
Reporting inspector Mr Anthony Painter CFBT Lead Inspector

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Copmanthorpe Lane
School category	Voluntary controlled		Bishophthorpe
Age range of pupils	7 to 11		York, North Yorkshire YO23 2QT
Gender of pupils	Mixed	Telephone number	01904 706272
Number on roll	180	Fax number	01904 701249
Appropriate authority	The governing body	Chair of governors	Mr Julian Davies
Date of previous inspection	27 March 2000	Headteacher	Mrs Yvonne Wilson

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Introduction

One inspector carried out the inspection. School and national data and the school's self-evaluation were examined and evaluated before visiting the school. During the inspection, further school documents were examined and meetings held with the headteacher, teachers, children and the chair of governors. The responses to a questionnaire sent to parents were also analysed. Observations were made of playtimes and lunchtime, children's work, extracurricular activities and several lessons.

Description of the school

This junior school is smaller than average but currently increasing in size. It is located in an area with favourable economic circumstances and the number of children eligible for free school meals is low. Most children come from White British backgrounds and none speak English as an additional language. A below average proportion of children have learning difficulties and/or disabilities. However, one child has a statement of special educational need.

A new headteacher was appointed last year, succeeding the longstanding headteacher. The school has achieved a number of awards including Activemark and the National ICT Mark for information and communication technology. It has recently begun to work towards a Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The new headteacher has quickly and correctly identified areas where the school can be improved and this has led to an unduly modest evaluation of its effectiveness. This is a good school, with much that is close to being outstanding, which gives good value for money. Good progress has been made since the last inspection and past weaknesses, such as ICT provision, are now strengths. The school's potential for further improvement is good.

Children's attitudes, behaviour and attendance are good and the school ensures that children are well cared for. Parents are confident of the school's work and the good contribution it makes to their children's development.

Teachers' high expectations and very strong relationships with children have led to consistently good achievement over recent years and high standards of attainment. Children enjoy coming to school; they find their lessons fun and appreciate all aspects of the outstanding range of extra curricular activities.

Good leadership and management are being successfully extended through widening the roles of the leadership team and subject leaders. Effective monitoring helps school leaders to accurately pinpoint strengths and weaknesses. Good quality improvement planning correctly identifies that teachers could make greater use of assessment information to guide pupils, match tasks to abilities and ensure the very highest performance for all. Moves are rightly being made to establish stronger links between learning in different subjects to aid children's enjoyment and learning.

Achievement and standards

Grade: 2

Children's overall attainment is well above average when they join the school. The school effectively builds upon this strong foundation and meets children's learning needs well. This ensures that children make consistently good progress through the school and reach high standards by Year 6. Children with different backgrounds and abilities achieve equally well. Those with learning difficulties and/or disabilities make very good progress because support focuses on their accurately identified needs. The proportion of children reaching the higher Level 5 is significantly above average in all subjects and particularly high in English and science. The school has maintained this positive picture over recent years and minor variations in results over time have largely related to the differing abilities of the children involved. The targets agreed for the current Year 6 pupils indicate that high standards will be sustained. The school recognises correctly that these pupils have achieved well because of teachers' high expectations.

Personal development and well-being

Grade: 2

Children vividly express their enjoyment of school, 'teachers make lessons fun!' This enjoyment is clear in their very positive attitudes to school and above average attendance. The school is making a good job of ensuring children's spiritual, moral, social and cultural development. Children feel a close affinity to the school because of its particularly good arrangements for promoting their moral and social development. New developments such as the house system are helping this further. Children's behaviour is good and they feel safe from bullying and harassment due to the school's good systems. Children are very confident where to turn for support. Most children behave very well, although a small number need additional support that has included exclusions. The school is paying good attention to helping children to develop safe and healthy lifestyles.

Quality of provision

Teaching and learning

Grade: 2

Teachers throughout the school create exciting and compelling atmospheres for learning in their classrooms through very positive relationships with children. Questioning is often lively and pitched well to make children think hard about their learning. Teachers prepare lessons well and ensure that classrooms are well organised. They make good use of a wide range of resources to interest children and help them to learn. The pace of learning is usually good, although some introductions and explanations by teachers are longer than necessary. Teachers know children well and their high expectations encourage children of all abilities to work hard. Assistants often give good support to lower attaining children. However, teachers do not make full use of the information they already have about how well children are doing in order to match tasks closely to children's abilities and learning needs. As a result, opportunities to ensure that all children make the very best progress are sometimes missed.

Curriculum and other activities

Grade: 2

The curriculum makes good use of national and local guidance to ensure all subjects are covered well. There have been good improvements to ICT provision, fully remedying weaknesses identified by the last inspection. There is a strong emphasis given to promoting literacy and numeracy skills that equip children well for their future, but this is not to the detriment of other subjects. Many effective visits and visitors enrich children's learning. The school is now beginning to establish stronger thematic links between subjects to address the relative weaknesses it has identified, to widen children's understanding and further aid learning. An outstanding range of

extra-curricular activities, involving almost all children, is much appreciated by children and parents.

Care, guidance and support

Grade: 2

Staff show good levels of care in ensuring learning is safe and enjoyable and the school's arrangements to safeguard pupils are well established. Very strong relationships ensure all children are confident that they have support when needed. The school's systems to assess and track children's progress are being improved and give extensive information. However, teachers do not yet make full use of this to ensure tasks are closely matched to the abilities of different pupils and to set personal improvement points for children.

Leadership and management

Grade: 2

The new headteacher's initial evaluation and identification of areas for development has been good. Monitoring systems are developing well and giving an accurate view of strengths and weaknesses. As a result, the clear improvement plan focuses on the correct issues to take the school forward, with particular attention to extending the use of assessment data to improve children's achievement and standards. The school has maintained high standards over time and recent good improvements, including improved leadership roles, assessment and establishing a school council, suggest good potential for further improvements.

The headteacher has secured good levels of teamwork amongst staff and a shared view of how to improve. Effective steps have begun to be taken to widen the leadership roles within the school. The senior leadership team, aided by well-targeted training, is increasingly supporting and leading developments and there are good plans to enable all subject leaders to take a stronger role. Governors support the school well and have improving strategies to hold the school accountable, including a wider range of visits. Financial planning is secure.

Inspection judgements

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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 very much for the warm welcome you gave me when I visited your school. I was extremely impressed by your good behaviour and how you were all so friendly and polite. You were very helpful in the clear ways you spoke about your school. You are right to be so pleased with your school; it is a good school and gives you lots of opportunities to learn and develop.

In your school, teachers are good at planning lessons and they expect a lot of you. These things help you to learn well. In order to help you do even better, I would also like them to make more use of what they know about each of you to plan work and set targets to help you improve.

I am sure that they will make a good job of this because all the staff work together so well. I enjoyed talking with you and your teachers very much and wish you and the school the very best for the future.