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Mrs Y Wilson
Headteacher
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Dear Mrs Wilson

Ofsted survey inspection programme – Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on Thursday 22 November 2007 to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on:

- how the PSHE curriculum meets the specific needs of pupils in your local area, and how progress is tracked and assessed; and
- the contribution made by PSHE to the future economic well-being of your pupils.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: discussions with yourself, the deputy headteacher/PSHE co-ordinator, school nurse and the adults on the healthy schools committee, discussions with groups of pupils including members of the school council, scrutiny of documents, observation of two lessons and the session led by the school nurse, and the whole school Collective Worship.

The overall effectiveness of PSHE was judged to be good.

Achievement and standards

Achievement in PSHE is good.

- Pupils' take pride in their PSHE work, responding well to initiatives.
- Their knowledge and understanding of sex and relationship education is good as a result of the work of 'expert' visitors such as the school nurse.
- Pupils are well involved in planning events such as the anti-bullying week. There is potential for them to do even more around the school.
- They have good understanding of how all types of bullying are unacceptable.
- Pupils' confidence and self esteem are developed because of their participation in the many and varied extra curricular activities.
- Able, gifted and talented pupils are identified and good provision is made for them.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- The two lessons observed had many outstanding features. Pupils enjoy learning.
- Teachers are excellent role models to whom pupils respond outstandingly well.
- Teachers' half-termly planning is exceptional. It is explicit in setting out what the aims of the lessons are and how they will be achieved.
- The development of assessment is ongoing and includes pupils' own evaluation of how well they think they are doing.
- The school's reward systems', including 'golden time', is not used consistently by teachers.
- Reports to parents, which include pupils' progress in citizenship, do not clearly set out progress in the different aspects of the subject.

Quality of the curriculum

- The curriculum is firmly based on the Social and Emotional Aspects of Learning (SEAL) materials.
- Year 6 pupils' personal development is enhanced by the residential adventurous activity.

Leadership and management of PSHE

The leadership and management of PSHE is good.

- School leaders establish a positive climate where the subject may flourish. Pupils say they 'definitely feel safe and secure' in school as a result of the quality of relationships.
- The healthy school committee has a significant input into the school's work through the travel plan and the popular gardening and cookery clubs.

- Managers do not know enough about PSHE provision in the local schools in order to build on continuity, and ensure progression.

Subject issue - preparation for economic well-being

Pupils are well prepared for adult life.

- The termly themed weeks enable pupils to work with others and visit local businesses.
- Pupils benefit from enterprise activities led by teachers from the local secondary school.
- Pupils are well aware of their environment and, for example, take recycling very seriously.

Inclusion

Inclusion is good.

- Teachers involve all pupils by effective questioning and by using paired, group, role play and drama activities to develop awareness.
- The many extra curricular activities involving pupils working in groups and teams are successful in fostering successful relationships.
- The 'house captains' change weekly to give more pupils the chance to benefit from this highly regarded leadership experience.

Areas for improvement, which we discussed, included:

- embed the developing arrangements to assess, monitor and track pupils' progress over time
- find out about PSHE provision in the local infant school, and the secondary schools, in order to support transition arrangements.

I hope these observations are useful as you continue to develop PSHE in the school. As I explained in my previous letter, a copy of this letter will be sent to your Local Authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Henry Moreton
Additional Inspector