

National Society Statutory Inspection of Anglican Schools Report

Archbishop of York's Church of England Voluntary Controlled Junior School

Copmanthorpe Lane

Bishopthorpe

York

North Yorkshire

YO23 2QT

Diocese : York

L.E.A.: City of York

S.I.A.S. Inspection: 31-03-06

Date of last inspection: March 2000

School's unique reference number: 121553

Headteacher: Mrs Y. Wilson

S.I.A.S. Inspector: NS129 Mr. J.W. Bradley

Context of the school

Archbishop of York's Junior has 180 pupils on roll and is situated in an advantaged area to the west of the City of York. Most children are from White British backgrounds and none speak English as an additional language. The headteacher has been in post for one year.

Summary Judgement

Archbishop of York's Junior School is a good church school, which incorporates a Christian emphasis into all its work. The aims of the school promote Christian values and there are well established and fruitful links with local churches. The atmosphere in the school is one of caring co-operation where all feel involved and nurtured. Since the appointment of the new headteacher, staff and governors are working willingly towards a more open church school ethos.

Established strengths

- Evidence of an approach by staff, governors and clergy towards an enhanced church school ethos.
- The priority given to the teaching of Religious Education.
- The links with local churches.

Focus for development

- Development of the role of Governors to consider what should be distinctive about a church school.
- Training for staff regarding the distinctiveness of a church school.
- More detailed evaluations of the impact of Collective Worship, including a consideration of staff attendance and the role of prayer.

How well does the school, through its distinctive Christian character, meet the needs of all its learners?

The school meets the needs of its learners in a good and sometimes outstanding way. Religious Education and Collective Worship are both afforded high priority, as are the Christian relationships evident throughout the school. The school is well supported by its parents who speak approvingly of its ethos. Staff work well together and are increasingly correctly questioning the impact of their work, including its effect upon ethos. The 'House Day' observed on the inspection day revealed a school where very good relationships are evident and where a sense of enjoyment prevailed. The children are polite, well behaved and courteous to visitors. The school is well supported through regular pastoral and monitoring visits by its governors and clergy and there is a real sense of people working together for the good of all. Due to the work being begun regarding whole school development there is a willingness and capacity for further improvement.

What is the impact of Collective Worship on the school community?

Collective Worship currently has a good impact upon the school community and is an important part of the school's function. Worship is well aided by suitable focal points, displays and a very appropriate atmosphere with good singing and interested, attentive children. The School Council 'reported' that Worship is a 'good time when we are all together'. Pupils were very much involved in the worship but there was not sufficient time given for prayers said 'all together'. Worship was clearly Christian and was very much in the Anglican tradition due to strong links with the Parish Church. Worship is currently planned thematically with a two year rolling programme and special events and Red Letter Days are always remembered or celebrated. All staff

attended the Act of Worship but this is not always the case. Collective Worship is recorded but not as yet thoroughly evaluated.

How effective is the Religious Education in the school?

RE is good, given very high priority and led by a committed and knowledgeable co-ordinator. The subject is taught throughout the school by the co-ordinator as part of P.P.A. time for teachers and there are plans for staff to be kept informed of exactly what is being taught. The spiritual dimension of Religious Education is particularly well addressed with simple meditation being enjoyed by many children, with the benefit of learning the links between reflection and spirituality/worship. The school follows the City of York agreed syllabus and there has also been appropriate training from a Diocesan Adviser. Other faiths are becoming increasingly well covered as shown by a recent worthwhile visit to a mosque in West Yorkshire where the children learned at first hand the practices of a faith different from their own. Achievement is good and is monitored for progression and continuity by both co-ordinator and head. The most able children in Y6 have a sound knowledge of, particularly, the Christian faith, plus the capability of reflecting upon its impact. Visiting speakers help with the subject and visits are made to various places of worship. The impact of the subject on the school is good, both with regard to overall ethos and its role as an Anglican school.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are currently satisfactory with the capacity to improve under the new headteacher. The school is well regarded by its parents and this is very much because of the atmosphere of caring for all that is so evident. The school's Mission Statement and aims all make explicit reference to its Christian basis and increasing work is underway to strengthen church school aspects, including parental questionnaires and proposed extra community services. The school is also very much involved with a local ecumenical partnership which develops good links with the wider community. Head, staff and governors work well together and since the recent appointment of the new headteacher the church school role has been given a higher priority. Link Governors for R.E. and Collective Worship have yet to be appointed. Governors do not, as yet, monitor the Christian vision which is a declared part of the school's role, nor is there yet much evaluation by other groups such as children or parents.

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