

# Archbishop Sumner Church of England Primary School

Reedworth Street, Lambeth, London, SE11 4PH

**Inspection dates** 9–10 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher and governing body are ambitious for everyone in the school. They regularly check how well everyone is working and make sure that all resources are used to great effect to help pupils achieve as much as possible.
- Pupils' behaviour is excellent. This includes the children who are in the Early Years Foundation Stage. Pupils thoroughly enjoy their time at school, which is shown by their high levels of attendance and positive attitudes in class. Pupils say that they feel very safe at school.
- Teachers plan lessons which capture the interest of their pupils. A particular strength of teaching is the additional work which is carried out to ensure that those who are not making as much progress as expected receive special attention to help them improve in English and mathematics.
- The achievements of all pupils are outstanding, including those who are disadvantaged or have special educational needs or disabilities. From starting points which are very often below the national average, they make excellent progress by the time they are in Year 6.
- Children in the Early Years Foundation Stage begin to make very good progress from the start.
- Members of the governing body understand the school's strengths and weaknesses because they link with teachers to review the curriculum and monitor systems for keeping pupils safe.

## Information about this inspection

- Inspectors visited 16 lessons, or parts of lessons, to observe pupils' learning. They looked at pupils' workbooks and at teachers' records of pupils' progress. Meetings were held with school leaders and with teachers to consider how the curriculum is planned and how the school ensures everyone is kept safe. A meeting was held with a representative of the local authority to gain its view of the school.
- Inspectors spent time reviewing school documents, including those which show how school leaders check on everyone's progress and achievements. School policies were scrutinised and inspectors looked at the governing body minutes.
- The views of the 22 parents who responded to the online Parent View survey were taken into account, as well as the 23 members of staff who returned their questionnaire. Inspectors held a meeting with pupils to hear their views and talked to them informally in the playground and at lunchtime.
- Meetings were held with members of the governing body and with a representative of the local authority.

## Inspection team

Robert Pugh, Lead inspector	Additional Inspector
Sandra Teacher	Additional Inspector
Huw Morgan	Additional Inspector

## Full report

### Information about this school

- The school is of average size. There are more boys than girls on roll, and the majority of pupils are of Black African or Caribbean heritage. The number of pupils who speak English as an additional language is twice the national average.
- The number of pupils on roll has grown steadily in recent years. It has two classes which it describes as 'bulge classes' at Key Stage 1.
- Almost half of all pupils are eligible to receive the pupil premium. This is additional funding made available by the government for disadvantaged pupils known to be eligible for free school meals or those who are looked after.
- The number of pupils who are disabled or have special educational needs is higher than the national average.
- In September 2014, the school opened a specialist unit for those who have speech, language and communication difficulties which supports its pupils and those from other schools in the borough. Three pupils attend this unit at present.
- There have been changes to the school's leadership team since the last inspection and a number of teachers have joined the school since then.
- Children in the Early Years Foundation Stage are on a site separated from the rest of the school by a road. Staff and pupils from other year groups regularly visit this site, as it contains the hall they use for music and sport. Children attend the early years provision on a full-time basis.
- The school is voluntary aided and has close links with the parish church.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Extend the ways in which pupils' progress is checked so that they provide accurate information about pupils' gains in speaking, listening and communication.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher and her senior colleagues are relentless in their pursuit of the very best for pupils. Their regular visits to classrooms and accurate recording provide them with detailed information about the quality of teaching and pupils' achievements. The impact of this is that they can target support and challenge appropriately.
- At the heart of the school's values is the firm belief that everyone must have an equal opportunity to succeed. School leaders add to the strength of teaching by working alongside teachers in classrooms or teaching small groups to make sure that everyone makes as much progress as possible in English and mathematics.
- School leaders and managers have used additional resources for disadvantaged pupils very successfully. As a result, progress of these pupils matches that of all others. Recently, they established a specialist class for those who have communication difficulties, but they have not yet fully worked out how they will measure the impact of this provision on pupils' achievements.
- Middle leadership is highly effective, including leadership in the Early Years Foundation Stage. Subject leaders have created a rich curriculum which inspires pupils to want to learn more. Pupils eagerly take up the opportunities to contribute, such as their work to improve their school environment through the creation of a Peace Garden.
- School leaders provide many opportunities for learning about different beliefs and lifestyles. There are numerous connections with local churches, but they are also very keen to introduce pupils to other faiths through excellent teaching and visits. Pupils' spiritual, moral, social and cultural development is exceptional as a result of the wide variety of experiences they enjoy. They are very well prepared for life in modern Britain.
- The ways of checking teachers' performance correctly focuses on what they need to do to raise pupils' achievements. Highly focused training programmes provide teachers and their assistants with the skills they need for improving pupils' learning.
- Everything possible is done to keep pupils safe. Staff and members of the governing body are very welltrained in child protection and know the signs to look out for to keep pupils safe.
- Extremely effective use is made of funding made available for disadvantaged pupils. School leaders have employed extra teachers and assistants with the result that eligible pupils make as much progress as everyone else. In some cases, their progress is better. Funding has also been used to pay for residential experiences and trips for eligible pupils.
- Funding for physical education and sport has been used to great effect to employ a specialist sports coach to help pupils develop high levels of fitness. This money has also been used to ensure that everyone is able to attend after-school clubs or sports events.
- The local authority provides suitably light-touch support to this school, by helping them to compare their performance with similar schools in the area and assisting with target setting and monitoring for pupils who have special educational needs or disabilities.
- **The governance of the school:**
  - Because they visit regularly, governors have an exceptionally clear understanding of the impact of teaching on pupils' progress. They have created a parent forum to give parents opportunities for commenting on their children's learning. Governors have undertaken suitable training which helps them to interpret data and monitor safeguarding arrangements. They systematically check documents and analyse reports on behaviour and safety. Excellent systems are in place for monitoring the headteacher's performance, and governors know about the link between highly effective teaching and salary increases for teachers. Governors regularly scrutinise expenditure for disadvantaged pupils and funding for physical education and sport. They know that these funds are being used to help pupils learn really well and to increase participation in clubs and activities.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. Pupils learn and play together harmoniously and there are very few reports of bullying of any kind. Quick action is taken when such incidents occur and pupils say that both the victim and perpetrator are spoken to and supported.
- From their earliest days at school, pupils settle quickly in lessons and are engrossed in the learning. This

was wonderfully demonstrated in a mathematics lesson in Year 2. Pupils returned from a music lesson in a different part of the school, and within minutes, were sitting on the carpet, listening eagerly to their teacher. They answered questions about times of the day and recited their times tables. Interruptions to lessons on account of challenging behaviour are extremely rare because pupils are so interested in each of the subjects.

- Pupils' attendance levels are high. One pupil from a non-Christian background told an inspector how much she enjoys coming to school because she likes to learn about the lifestyles and beliefs of Christians.
- They are excellent ambassadors for their school when taking part in learning in the wider community.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils recall their learning about staying safe online as well as what they have been taught about other common dangers.
- The overwhelming majority of parents believe that their children are safe at school and that they behave very well. Staff agree with this view.
- In a discussion with an inspector, pupils demonstrated that they have a very clear understanding of the different kinds of bullying, including racist and internet bullying. However, they say that bullying of any kind very rarely occurs at their school.
- Training in all aspects of safeguarding is comprehensive. Risk assessment is thorough, especially when pupils are on visits out of school. The school site has been made as safe as possible, with all entrance points rigorously monitored.

### The quality of teaching

**is outstanding**

- The quality of teaching has improved over time. It is outstanding because teachers plan lessons which challenge each pupil to do their very best. Teachers' high expectations are shown in the sharply focused questions they ask to check how deeply pupils understand their work. When teachers detect that a pupil's rate of progress is slowing, they organise additional teaching with the help of a member of the leadership team to boost achievement.
- Teachers' excellent subject knowledge contributes to very high levels of achievement. The exceptional work of specialist teachers, for example in physical education, music and drama, provides pupils with the best possible chances of developing particularly strong knowledge.
- Many opportunities are provided for reading and writing at length. Particularly effective teaching of spelling, punctuation and grammar can be seen in the numerous examples of written work on display around the school, or in workbooks. Teachers challenge pupils to write interesting accounts of their learning about people who live in other countries by adding suitable colour and description to capture the reader's attention.
- Parents and pupils are full of praise for the school's successful teaching of communication. One parent told an inspector, 'They have taught my child to speak English even though we do not speak English at home.' This is as a result of the excellent teaching of language and communication, including the sounds which letters make, from the moment when pupils start school. At first, teachers skilfully use symbols to help pupils fully understand language, and over time, phase out the symbols so that pupils become confident in recognising and saying the words.
- Teachers make sure that pupils who have special educational needs or disabilities learn well by ensuring that they receive focused help in lessons. For example, when learning to add interest to his writing by using adjectives and adverbs, a pupil who struggles with handwriting was very suitably challenged and supported by an assistant to complete his work using a word processor.
- Teachers make sure that their classrooms are bright and attractive. They use all available resources to great effect, such as number lines when teaching subtraction and addition to younger pupils.
- The support offered by teaching assistants is very effective. They carefully prompt pupils to think hard about their questions, and offer them advice about where answers might be found, so that pupils develop useful self-help skills.

### The achievement of pupils

**is outstanding**

- Pupils make excellent progress from the very start, often from very low starting points on admission. By the time they leave Year 6, pupils have made such outstanding progress that almost all have reached or exceeded expected levels of attainment.
- Pupils read regularly. When the phonics screening check is carried out at the end of Year 1, results are very slightly below expectations. By the time of the Year 2 recheck, everyone has achieved the expected

level.

- Pupils' attainment at the end of Key Stage 1 in reading, writing and mathematics was at the national average. This turns into higher than average attainment by the end of Key Stage 2 because well-designed intervention programmes have the desired impact. This includes pupils from all minority ethnic groups and the many pupils who speak English as an additional language. Those who have special educational needs or disabilities make rapid progress from their starting points. It is too early to evaluate the progress of those who attend the specialist unit for speech and language at this stage. More-able pupils achieve very well. Data for 2014 demonstrate that a higher proportion than the national average reach Level 5 in English. In mathematics, high numbers of pupils achieve at Levels 5 and 6.
- The gap closes for disadvantaged pupils while they are at the school. These pupils make similar rates of progress to others, all reach or exceed national expectations, and they make significantly strong progress in grammar, punctuation and spelling. One younger pupil was keen to tell an inspector how he is learning to put commas into his stories to make his writing more interesting for the reader.
- Pupils are right to be proud of their achievements in music, drama and sport. The band and choir performed at Waterloo Station to raise money for a children's charity. The passion and energy pupils put into a performance of an excerpt from Romeo and Juliet demonstrated how well they understood the plot and the motivation of characters.
- Parents correctly believe that their children make strong progress while they are at the school and that they are very well prepared for the next stage of their education and lives.

### The early years provision

**is outstanding**

- Leadership in the Early Years Foundation Stage is outstanding. The recently appointed leader receives very effective support from senior leaders, who help her to monitor the quality of teaching and children's progress.
- The behaviour of children from the very beginning is outstanding. This is because teachers and their assistants plan activities in the classroom and outside which capture their imagination and stretch them as much as possible. Good use is made of the outdoor space for helping children to learn to share and for discussing each other's ideas.
- Children are kept very safe because of recent improvements to the building and outdoor learning environment.
- Thorough planning begins before a child enters the school. The impact of this is that children settle in quickly and begin to make very rapid progress from the earliest days. In recent years, the rates of progress which children make have improved greatly. The numbers of children who exceed expectations and make outstanding progress in reading and number have also risen over time, as a result of very effective teaching.
- Every opportunity is used to help children achieve as much as possible in literacy and to develop their communication skills. During snack time, children listened to a story, and the more able could retell the story in their own words, adding to the enjoyment of others. Teachers are extremely careful to model good language when speaking to children and they provide lots of opportunities for speaking and listening in a range of situations, for example when discussing what they have seen when visiting the theatre.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100609
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	449359

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Frank Roberts
<b>Headteacher</b>	Ursula Ovenden
<b>Date of previous school inspection</b>	5–6 May 2009
<b>Telephone number</b>	020 7735 2781
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