

Inspection of a good school: Archbishop Tenison's CofE High School

Selborne Road, Croydon, Surrey CR0 5JQ

Inspection dates:

2 and 3 March 2022

Outcome

Archbishop Tenison's CofE High School continues to be a good school.

What is it like to attend this school?

Leaders have high expectations for all pupils and are fully focused on developing academic excellence within their faith community, in line with the school motto. This strong ethos and the open and reflective approach of leaders contribute to a pleasant, welcoming and aspirational school community.

There are positive relationships between pupils and adults. Pupils generally behave well, and there is very little bullying. If bullying does happen, pupils know and trust adults to respond and take action. Pupils feel safe.

In Year 7, pupils follow a theme of 'belonging' in all aspects of school life, including subjects and the personal and social development (PSD) programme. This helps pupils identify with the school. Staff support pupils well to sort out any friendship issues as they settle in. In the sixth form, pupils develop the study skills they need to evaluate subject content and justify their opinions.

The school's provision for pupils' wider development is a strength of the school. The PSD programme is well structured. The programme ensures that pupils know about, for example, relationships, careers and how to stay safe.

What does the school do well and what does it need to do better?

Leaders have ensured that the curriculum is ambitious in breadth and depth. In Years 7 to 9, pupils study an exceptionally wide range of subjects including French, German and Latin. This breadth prepares pupils well for choices at GCSE and in the sixth form. A high proportion of pupils study the English Baccalaureate subjects in Years 10 and 11.

Subject leaders have a clear purpose for what they want pupils to learn. This is particularly strong in Years 7 to 9. Subjects are taught in a logical order and themes such as the use of figurative language in English are developed year on year and into the sixth form. The diversity of the school community and modern Britain is reflected in the

curriculum. For example, in their studies of the medieval period, pupils study West African kingdoms as well as British and European history.

The relatively new 'principles of teaching' are having a positive impact on classroom practice. Teachers design activities that ensure pupils make connections to previous learning. This helps pupils to embed knowledge in their long-term memory.

There are some aspects of the curriculum that are not as strong. In Years 10 and 11, staff sometimes choose activities that are not well matched to the key pieces of knowledge that they want pupils to learn. This is also the case in mathematics in Years 7 to 9.

Teachers have strong subject knowledge. They use subject-specific language themselves when teaching, and explicitly teach pupils the meanings of new words. However, some pupils do not use subject language confidently. Often, pupils use everyday language in their answers or avoid speaking.

There is little low-level disruption in lessons. When it does happen, pupils are confident that it is dealt with. Leaders' behaviour records support this.

Leaders have a clear ambition for pupils with special educational needs and/or disabilities (SEND). Subject staff know about pupils' needs and adapt their teaching of the curriculum as required. Leaders check that all pupils, including disadvantaged pupils and pupils with SEND, can participate in activities beyond the curriculum such as sports, music and university events.

Leaders and staff support weaker readers effectively. Leaders identify any weaknesses in pupils' reading on entry in Year 7. They build a programme for each pupil using books matched to the sounds pupils know. Pupils participate in wider reading activities during tutor time.

Staff say that leaders support them well. Teachers have access to a range of professional development opportunities. Subject leaders are positive about the high level of autonomy they have. Staff workload is well managed.

The relatively new senior team, under the leadership of the headteacher, work effectively together. They are continuing to develop new initiatives and ideas within the school's longstanding tradition of open, honest and transparent leadership. Governors are skilled and experienced. They provide effective support and challenge for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' work to identify pupils at risk is effective and well coordinated. The online recording system enables leaders to pull together information and work as a team to make responses and work with external agencies to get help.

Leaders put a strong emphasis on making sure that pupils know how to assess and manage risk and keep themselves safe. They do this through the curriculum, assemblies and the PSD programme.

Leaders make sure that the required checks are made on all staff and recorded on the single central record. Leaders, including governors, are knowledgeable about the process of safer recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the activities teachers choose for pupils are not appropriate for the curriculum goals, particularly in key stage 4 and in mathematics in key stage 3. This affects how well pupils make progress in learning the curriculum. Teachers should make sure that the activities they choose for pupils are well matched to what they want pupils to learn and remember.
- Pupils do not have enough opportunities to use subject-specific vocabulary, and teachers do not insist that they use it. This has a negative impact on pupils' self-confidence and their learning. Teachers should make sure that pupils use subject-specific vocabulary with confidence.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101811
Local authority	Croydon
Inspection number	10212494
Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	757
Of which, number on roll in the sixth form	134
Appropriate authority	The governing body
Chair of governing body	Richard Mash
Headteacher	Richard Parrish
Website	www.archten.croydon.sch.uk/
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been two deputy headteachers and two assistant headteachers appointed to the senior leadership team. The new senior team has been in place since September 2021.
- The school uses two alternative providers. These are Redhill College, East Surrey College, London Road, Redhill, Surrey, RH1 2JX and Springboard Tuition, John Ruskin College, Selsdon Park Road, South Croydon, CR2 8JJ.
- The school has a reciprocal arrangement with local sixth forms. In this arrangement, a few sixth-form pupils attend other schools' sixth forms to facilitate flexible timetable arrangements.
- The school has a Christian character of the Church of England denomination. It is in the Diocese of Southwark. The last section 48 inspection was in February 2018. The next section 48 inspection would normally be due within four years. This time window

has been extended because of the COVID-19 pandemic. The next section 48 inspection is now due before February 2025.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders. The lead inspector met with four governors, including the chair of governors. A meeting was held with a representative of the local authority, a representative of the Diocese of Southwark and a school adviser.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and physical education. Inspectors visited classes and looked at subject plans and pupils' work. They met with pupils and held discussions with staff.
- Inspectors undertook a range of other activities to gather evidence. These included visits to lessons in science, technology, geography, German, photography and drama. Discussions were held with leaders responsible for pupils' personal development.
- Inspectors met with the leader responsible for safeguarding and scrutinised records of safeguarding and behaviour. The single central record of pre-employment checks was reviewed. Inspectors talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Bob Hamlyn

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022