

INSPECTION REPORT

ARCHBISHOP TENISON'S SCHOOL

London

LEA area: Lambeth

Unique reference number: 100640

Headteacher: Ms Louise Fox

Lead inspector: Mrs Helen Hutchings

Dates of inspection: 27th - 30th September 2004

Inspection number: 268738

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 - 18
Gender of pupils:	Male
Number on roll:	492
School address:	55 Kennington Oval London
Postcode:	SE11 5SR
Telephone number:	(020) 7735 3771
Fax number:	(020) 7793 8519
Appropriate authority:	The governing body
Name of chair of governors:	Mr Robert Moreland

Date of previous inspection: 10th May 1999

CHARACTERISTICS OF THE SCHOOL

Archbishop Tenison's School is a smaller than average-sized comprehensive school in Lambeth, near central London, with 447 boys on roll in the main school. A small number of girls are admitted to the sixth form and currently there are four within the overall sixth form roll of 45. The school has worked with the neighbouring Charles Edward Brooke School for a number of years to form a sixth form consortium. It provided a wide range of academic and vocational courses. This year, London Nautical School, a specialist physical education college, has joined them and they have reformed themselves into the North Lambeth Partnership. As well as being a voluntary aided Church of England school, it has a 300-year-old foundation which provides a small amount of additional funding. Boys predominantly come from families with a strong Christian faith. The school is popular and oversubscribed and few leave or join at times other than the normal times of entry.

The attainment of boys when they enter the school has increased over recent years so that the current Year 7 joined the school with standards in line with those found nationally, but for those in Years 10 and 11, their attainment on entry was below average. The proportion of boys eligible for free school meals is above the national average and boys come from families whose overall socio-economic circumstances are generally below average. The school has a broad ethnic intake, with boys from Black Caribbean and Black African backgrounds being the main groups. The proportion of boys speaking English as an additional language is very high, although there are few boys who are in the early stages of learning English. A few boys are refugees and there are a small number of boys in public care. The proportion of boys identified as having special educational needs is below the national average, but the number

with statutory statements is above average. Boys' needs are learning, social, emotional, behavioural, medical, physical, and sensory.

The school gained Specialist Visual Arts College status in 2003 and has also received a number of awards, including the Investor in People re-award in 2004, a Sportsmark award in 2003 and School Achievement Awards in 2000, 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7541	Helen Hutchings	Lead inspector	
9563	Jeanette Reid	Lay inspector	
28199	Peter Lawley	Team inspector	English English as an additional language
30597	Robina Howells	Team inspector	Mathematics
16786	Selwyn Hodge	Team inspector	Science Physics (sixth form)
3643	Derek Jones	Team inspector	Information and communication technology
8159	Kevin Wright	Team inspector	Art and design
1517	David Griffith	Team inspector	Personal, social and health education Citizenship Special educational needs
1782	Andrew Lyons	Team inspector	Design and technology Business education (sixth form)
12336	Malcolm Overend	Team inspector	Geography History
11751	David Sutcliffe	Team inspector	Modern foreign languages
30198	Reg Chick	Team inspector	Physical education
4605	Michael Lormor	Team inspector	Music

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PART A: SUMMARY OF THE REPORT

THE SCHOOL AS A WHOLE

OVERALL EVALUATION

The overall effectiveness of the school is very good. The school serves its local community very well by providing a strong Christian ethos that enables all boys to learn through good teaching and very high expectations of work and behaviour. The headteacher leads the school very well and the governing body gives strong support for its work and development. **The school provides very good value for money.**

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Boys achieve well throughout the main school and results in GCSE are well above those of similar schools.
- Teaching is good and engenders boys with a strong desire to learn and their behaviour is good around the school.
- Boys have very good relationships with each other and with adults in the school. The ethos is built on the school's Christian foundation and mutual respect, fairness and racial harmony pervade every aspect of life in the school and educational inclusion is very good.
- The curriculum meets the needs of the boys well. Arrangements for citizenship, Personal, social and health education and work related learning are not co-ordinated well. There is not enough access to information and communication technology in many subjects.
- The advice, support and guidance given to boys are very good.
- The school has the confidence of parents but there are not enough structured opportunities to seek their views or those of all the boys in the main school and students in the sixth form.

Since its last inspection in May 1999, the school has made very good progress. Results have risen faster than nationally and teaching has improved. All of the issues raised in the last report have been addressed effectively. Strategic planning and evaluation of the school's work is now good. Arrangements for staff development and performance management are very good. Statutory requirements for a child protection policy and the contents of the school prospectus are met. The overall provision for information and communication technology equipment has improved but remains below the demand by subjects.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	D	C	C	A
Year 13	A/AS level and VCE examinations	E	E	E	

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

Achievement is good and boys attain results in examinations which are in line with national averages overall. Standards have risen significantly since the last inspection. Boys build

steadily on their achievements year on year, so that they have made very good progress by the time they take their GCSE/GNVQ examinations in Year 11. The school's results were the best ever in 2004, with over 60 per cent of boys achieving five or more GCSE at grades A*-C, which represents very good progress from their entry to the school. All groups of boys make similar levels of progress. This includes those of differing ethnic groups or levels of prior attainment, and those who speak English as an additional language or who have special educational needs. Results in A and AS Level are well below national averages but still represent satisfactory achievement from students starting points on their sixth form courses.

Boys' attitudes to learning are very good. Their behaviour is good overall and very good in lessons. Their personal development, including all aspects of their spiritual, moral, social and cultural development, is very good. Boys develop mature attitudes, a strong desire to learn and a love of knowledge. Relationships are very good, and the school is a very harmonious and cohesive community.

QUALITY OF EDUCATION

The school provides a good quality of education for the boys. Teaching is good and often very good. Teachers have very high expectations that boys will achieve the highest possible standards and plan interesting activities for lessons. As a result, boys respond very well to this positive view of them, work hard and learn and achieve well. **The curriculum is broad and suits the needs of the boys well.** It is enhanced by a good enrichment programme and is supported well by appropriate opportunities for out-of-hours learning.

The quality of support, advice and guidance for boys is very good and is based on the needs of all individuals. The school offers a safe environment and the provision for care, welfare, and safety of the boys is satisfactory. The school uses the expertise and resources in the community very effectively to support boys' learning. The links with other schools and colleges are good and the joint sixth form arrangements enable students to have a very wide range of course choices.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership and has established a clear direction and a powerful vision for the future. Governance is good and the very well led governing body provides good support and meets their statutory duties. The management by key staff is good. Performance is evaluated and used well to plan future educational objectives. The school is meeting its aims as a Specialist Visual Arts College effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents gave very favourable responses to most questions. They show that they are extremely appreciative of the school and have no significant concerns. They think that it has many strengths, particularly teaching and learning, and pastoral care. A small minority say that behaviour is unsatisfactory, and that there is some bullying, but that the school deals effectively and promptly with this. Boys spoken to, in all years, have a good feeling about the school and are pleased to be there. They think the teaching is very good, that they are expected to work hard, they feel secure, and most have an adult they can talk to if they have a problem.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Co-ordinate and track activities within work-related learning to ensure that all boys receive their entitlement.
- Ensure that arrangements for citizenship and Personal, social and health education give boys in Years 7 to 9 a fully co-ordinated programme of study.
- Improve access to information and communication technology as an aid to learning in all subjects.
- Improve arrangements for seeking the views of boys, sixth form students and parents.
- Ensure that students in the sixth form can get from one site to another in time for all of their lessons;

AND, TO MEET STATUTORY REQUIREMENTS:

- ensure that reporting requirements for citizenship are met.

THE SIXTH FORM

OVERALL EVALUATION

The overall effectiveness of the sixth form is satisfactory. It provides satisfactory value for money. Results in 2003 were below those attained nationally and those in 2004 were similar, but they reflect satisfactory achievement for the students who join the sixth form with lower qualifications than many sixth formers nationally. The quality of education is satisfactory and the school provides well for all of its students through good teaching and a wide range of academic courses with a growing number of vocational choices in the enlarged consortium. However, the curriculum enrichment opportunities for students are more limited. The sixth form is led well and, overall, leadership and management are very good. The school works hard to value all students and to establish an ethos of freedom, trust and responsibility in a Christian context. Improvement since the last inspection has been good.

THE MAIN STRENGTHS AND WEAKNESSES ARE:

- Students are offered a wide range of courses throughout the consortium.
- The opportunities for students to develop a wider understanding of the world and to enrich their learning are more limited than in the main school.
- The care and support provided by teaching staff and sixth form managers enable students to maximise their achievements and progress onto higher level courses.
- The vision for the future consortia arrangements of the school and the developing provision for the sixth form curriculum are strong.
- The range of vocational courses is limited.
- Learning for some students is hindered by erratic punctuality as they travel from site to site with lessons that run at similar times.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

Judgements about the provision in the subjects and courses inspected in the sixth form are shown below. They are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects offered in the sixth form were inspected. Only subjects taught in Archbishop Tenison's School were inspected in detail. History and philosophy are taught but were not amongst the sample of subjects inspected. No subjects are taught in the school in the areas of engineering technology and manufacturing, health and social care or

hospitality, sports, leisure and travel.

Curriculum area	Evaluation
English, modern foreign languages and communication	English: good. Results are average. Good teaching uses a stimulating variety of methods to interest students and develop their confidence, so that they achieve well.
Mathematics	Mathematics: satisfactory. GCSE resit results are good; AS and A-level results are low, but students start the courses with below average levels of attainment. Teaching is good and students achieve satisfactorily.
Science	Physics: good. Teachers have very good subject knowledge and can match the work well to individual students' needs. Students achieve well because they work hard to develop knowledge, understanding and practical skills, although standards are below average.
Information and communication technology	ICT: satisfactory. Satisfactory teaching and learning lead to satisfactory achievement but below average standards. Management is satisfactory.

Visual and performing arts and media	Art: very good. The AS and A2 courses meet the needs of the students and there is a high success rate because teaching is very good. Students who have special educational needs have done well on the course because the tutorial method of teaching enables all to attain very well.
Business	Business education: satisfactory. Teaching uses prepared support materials from the examination board effectively so that students are making sound progress on this new course, although standards currently are below average because students are new to the subject

The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.

ADVICE, GUIDANCE AND SUPPORT

Advice, guidance and support are good. Teachers support students well and provide good guidance based on academic reviews and their prior GCSE results to enable them to progress effectively into post-16 education. As students progress through the sixth form, teachers give good guidance on how to improve the standard of work and give personal support to enable students to benefit. There is satisfactory guidance on how students can progress after they finish their courses. Students' progress is monitored well and learning is supported effectively. However, there are only limited opportunities beyond the curriculum for students to develop wider skills and interests. Procedures for monitoring and improving attendance are satisfactory. The school has developed satisfactory procedures for the student body to bring their views to the school management.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The leadership and management of the sixth form are very good. The sixth form is managed effectively on a day-to-day basis by the head of sixth form. The strength of the provision is the very effective links that have been forged between senior managers of the consortium schools. These percolate through into the everyday life of the students, so that they feel known and supported on all sites. Staff have a common purpose, to give students the best life opportunities they can by raising standards. Students are encouraged to follow courses that meet their needs and support their personal development effectively. The long-term strategic leadership is now very good, which is an improvement since the last inspection, and the vision for the future is very powerful; the consortium arrangements enable the school to provide a wide range of courses to a relatively small number of students.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are positive about the school and value their teachers. The good relationship that they had established with them in the main school had helped them to achieve well in GCSE and is a major reason for many staying on into the sixth form. They feel that their work is very helpfully assessed and this enables them to succeed. Students believe that they are treated with respect and encouraged to do well and that there is no harassment or bullying. However, they consider that their accommodation is poor compared with other members of the consortia and that some subjects have too many teachers so that the work becomes confusing. Some subjects do have a number of teachers, and although this is a feature of post-GCSE work, there are some subjects where it appears to be excessive.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

All boys achieve well throughout the school and attain results in examinations which are in line with national averages overall. Standards have risen significantly since the last inspection. Boys build steadily on their achievements year on year, so that they have made very good progress by the time they take their GCSE/GNVQ examinations in Year 11. Standards in Year 11 are well above average in art and are above average in English, mathematics, science, design and technology and physical education.

Main strengths and weaknesses

- Results in the national tests in Year 9 and in GCSE/GNVQ examinations have been rising faster than the national rate.
- Overall performance in GCSE is well above that of similar schools¹.
- The school's results were the best ever in 2004, with over 60 per cent of boys achieving five or more GCSE at grades A*-C, which represents very good progress from their entry to the school.
- All groups of boys make similar levels of progress.
- Boys who have special educational needs and those who speak English as an additional language achieve well.
- Results in A and A/S level are well below national averages but still represent satisfactory achievement from students' starting points on their sixth form courses.

Commentary

Standards in national tests at the end of Year 9 – average point scores in 2003²

Standards in:	School results	National results
English	31.4 (33.2)	33.4 (33.3)
mathematics	35.8 (35.2)	35.4 (34.7)
science	33.6 (33.3)	33.6 (33.3)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

1. The attainment of boys on entry to the school has changed significantly over recent years. Boys who are now in Years 10 and 11 had attainment levels on entry to the school which were below those found nationally, whereas this profile has improved so that boys who are in Year 7 have entry levels broadly in line with those found nationally. However, there are relatively few boys throughout the school who have reached the highest levels in the tests taken in the last year in primary school.
2. The results in the Year 9 national tests in English, mathematics and science have improved steadily since the last inspection and the improvement trend between 1999 and 2003 was above the national trend. The results went up each year, apart from in 2003

¹ In this context, 'similar schools' refers to schools where pupils had similar levels of attainment at the end of Year 9.

² 2003 is the latest year for which full comparative data is available. References are made in the commentary to any significant changes in performance levels in 2004.

when there was a slight decline. However, the performance of the boys in 2003, as measured by the average points scored, remained in line with schools nationally. The results in mathematics and science were in line with the national average and better than in English, which for that year dipped below the levels achieved in previous years. In 2004, overall results are similar to the previous year, with improvement in English but a slight decline in science, as has been the case nationally. In mathematics, over a quarter of the boys achieved the higher Levels 7 or 8, with three per cent reaching the highest Level 8. The school met its challenging targets. These performance levels represent good achievement for boys over their three years in the school before taking the tests, as their entry levels were below national averages.

- Boys now in Year 9 are working at levels above national expectations in English, mathematics, art and design, design and technology and physical education. In other subjects, apart from information and communication technology (ICT), boys are achieving standards in line with national expectations. In ICT, their standards are below that expected at this stage in their course and they have not achieved well enough.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2003

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	43 (56)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	96 (99)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	100 (100)	96 (96)
Average point score per pupil (best eight subjects)	34.2 (37.0)	34.7 (34.8)

There were 83 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

- Results in the General Certificate of Secondary Education (GCSE) and General National Vocational Qualification (GNVQ) have risen significantly since the last inspection and at a rate which is higher than the national trend. Results fell in 2003, but boys in that year group had lower prior attainment than the previous year. Even taking the slight fall in results in 2003 into account, overall performance is still in line with that found nationally for both boys and girls and the school's value-added indicator³ is well above that of other schools. When comparisons are made with the performance of boys only, results are above those of boys nationally. The school's results were the best ever in 2004, with over 60 per cent of boys achieving five or more A*-C grades. Boys in this year group built successfully on their good achievement in Key Stage 3, so that the progress they made throughout their time in the school was very good. Boys' achievement is generally consistent across the range of subjects they follow but, in recent years, English, mathematics, French, art and design, design and technology, and physical education have had particular success. ICT has been less successful, but the school has responded well to this relatively weaker performance and has changed the course now on offer to improve attainment and provide a more relevant experience for the boys. The school's analysis of the 2004 results confirms a similar pattern of achievement.
- During the inspection, standards seen in English, mathematics, science, design and technology, geography and physical education are above average and well above average in art. Standards in other subjects are average.

³ Value-added describes the amount of progress pupils make, for example, between their results at the end of Year 9 and their GCSE results.

6. Most boys make similar levels of progress. Analysis of performance data shows that the school has been particularly successful in raising the attainment of Black Caribbean boys. This has been recognised by the local education authority (LEA) and has been included in a recent report as a school with good practice in this aspect. Although the school's analysis shows particular success in the achievement of boys from Black African and Black Caribbean backgrounds, all ethnic groups are achieving at a rate in line with their prior attainment levels.
7. Boys who have special educational needs make good progress. In Year 7 to 9 lessons, they achieve well, in line with their peers in all subjects. This is the same in Years 10 and 11, with boys achieving very well in art and design, gaining grades A*-C in GCSE. In 2004, all boys who had special educational needs entered for GCSE and each gained between six and thirteen passes.
8. Approximately two in five boys speak English as an additional language, but a very small number are at the early stages of learning English. Boys using English as an additional language achieve in line with their peers overall.

Sixth form

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2003

	School results	National results
Percentage of entries gaining A-E grades	77.8 (73.6)	89.4 (92.6)
Percentage of entries gaining A-B grades	20.4 (16.7)	32.6 (35.3)
Average point score per pupil	150.6 (149.2)	258.2 (263.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

9. Recruitment into the sixth form is at a lower level of prior attainment than many sixth forms. Students take time to settle to the requirements of A-level study because, for many, the jump from the level of subject knowledge onto the next stage of learning is large. This affects the final level of examination award for many students. Overall, examination results in 2003 remain below national levels and are liable to remain so because the rate of progress required for most students to get to national averages is beyond their capability. Results in 2004 were similar to previous years. However, these results reflect satisfactory achievement by students from their attainment at the beginning of their courses. Attainment in English and mathematics is now average and is well above average in art and design. Standards in physics and ICT are below expectations for A-level. The new course in vocational business education has made a sound start, but as students entered with little prior attainment in the subject, their attainment is below national expectations for this time in the course.
10. Overall, the proportion of boys staying on to the sixth form is lower than average, but they are joined by a small number of girls from other schools who join the sixth form, mainly because of the combination of subjects offered on the Archbishop Tenison's School site. Many of the higher-attainers in Year 11 leave to go on to study with other providers and the school actively supports students making the best possible choice to meet their aspirations. The consortium is attempting to support choice and diversity by gradually offering more vocational courses to meet the needs of more students. Retention rates for students staying on after AS level examinations and entering the A2 level course are

improving, being variable subject to subject, but broadly satisfactory. In 2004, all students who completed the Year 13 courses went on to higher education, a significant improvement over the previous years. Lower-attaining students and students with specific learning difficulties are supported effectively and achieve well.

11. The school encourages a flexible approach to learning, and some students stay for three years to consolidate their lower GCSE grades and to make progress in the sixth form curriculum before entering higher education. This approach enables many students to leave with qualifications they would not have obtained in a two-year sixth form.

Pupils' attitudes, values and other personal qualities

The boys' attitudes to learning and to the school are very good. Their behaviour overall is good, and in lessons it is very good. Attendance is satisfactory in all year groups and boys' punctuality to school and lessons is good. Their personal development is very good.

Main strengths and weaknesses

- Boys develop mature attitudes, a strong desire to learn and a love of knowledge.
- Nearly all boys conduct themselves very well in lessons.
- Relationships are very good, and the school is a very harmonious and cohesive community.
- All aspects of the spiritual, moral, social and cultural development of the boys are very good.

Commentary

Attitudes and behaviour

12. The boys' attitudes to learning have improved since the last inspection and are now very good. They develop mature attitudes, a strong desire to learn and a love of knowledge. They enjoy the range of activities planned for them and work in a responsible manner when discussing issues with their peers. They develop these attributes very quickly when joining the school. This contributes to the very positive ethos of the school. The level of the boys' application is often outstanding. The boys are almost unanimous in saying that it is a good school. They appreciate the good quality of education and opportunities that they receive. Most boys believe in their ability to succeed and this has a very good effect on their achievements.
13. Boys who have special educational needs have good attitudes to learning and respond positively to well planned and taught lessons. They are positive about receiving support and guidance about what they need to concentrate on. They behave and concentrate well in lessons, even, on a few occasions, when they were required to listen for a long time. Boys who have special educational needs benefit socially from their relationships with adults and older boys and educational inclusion is very good.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
77	7	0
1	0	0
10	2	0
1	0	0
7	0	0
1	1	0
9	1	0
1	0	0
94	14	0
161	18	0
58	10	0
5	0	0

Any other ethnic group	22	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. Nearly all boys conduct themselves in an orderly and mature manner. They are fully aware of the very high standards of behaviour expected of them and conduct themselves very well in lessons, in assemblies and in the dining room. The boys' behaviour on trips is very good and also when travelling to and from their sports facilities on public transport. Behaviour around the school is good, but there is occasional noisy and boisterous behaviour on the stairs and in the corridors. There were no permanent exclusions last year. The number of fixed-term exclusions is high. This is a consequence of the consistent application of the school's discipline policy by the headteacher to the small minority of boys who have behaved in an unacceptable way. The proportions of boys excluded are in line with the proportions of different ethnic groups in the school.
15. Boys' relationships with adults and with each other are very good. The school is a very harmonious and cohesive community and this has a very positive effect on the boys' learning. Parents and boys say that there have been a few incidents of bullying in the school. Parents at the meeting said that when these were brought to the attention of the school, they were taken very seriously and dealt with quickly and effectively. Boys in discussions had no concerns about bullying and said there were very few incidents in the school. They were confident that incidents would be sorted out.

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data	7.1	School data	1.0
National data	7.2	National data	1.1

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Personal development

16. The provision for the boys' spiritual, moral, social and cultural development is very good. The Christian ethos pervades, informs and underpins every aspect of life in the school. The inclusive ethos of the school and the sense of community provide a very good environment for the development of boys' personal values. Relevant topics are identified in schemes of work across the curriculum. All teachers have had training recently in techniques to encourage boys to discuss philosophical topics. The daily varied and well-planned assemblies set the tenor for the day and make a very valuable contribution. All boys have a very clear understanding of right and wrong. Many opportunities are provided to explore and develop moral and social concepts and values. For example, in a Year 11 citizenship lesson on globalisation, boys thought about how their choice of purchases affects others in third world countries.
17. The very good emphasis on the boys' personal development ensures that they develop the necessary social skills to enable them to become active members of the community. They act as prefects, form captains and vice-captains and sports captains and take up many other opportunities. All boys who have special educational needs have a Year 10 mentor. Boys have shown their initiative by starting a religious studies club and a pupil newsletter. The sums of money raised for the Bishop's Lent Appeal, the St. Martin's Social Care Unit and other charities reflect their very good social and moral development. Many boys enrich and extend their all-round personal development through

participation in the wide range of extra-curricular activities, such as the Cadet Force Band, choir, hand-bell team, trips to Paris and Calais, and sports matches. Both the art and music departments make a very large contribution to the boys' cultural development. They make very good use of the many cultural opportunities in London. Professional musicians and composers run a workshop, and visits are made to the Wigmore Hall. The boys experience a wide range of cultures through music, such as jazz and Bhangar. There is a wide programme of gallery visits, and boys use the gallery summer holiday schemes.

Sixth form

18. The school works hard to value all students and to establish an ethos of freedom, trust and responsibility in a Christian context. Sixth form students have very good attitudes towards their studies because they often continue from the strong base of relationships established with adults and other students in earlier years. Relationships are a very strong feature of the sixth form and learning takes place in an environment of mutual respect. Students are very motivated to learn and recognise that the school will make its best endeavours to help them. They are encouraged by staff to work hard, to make the most they can of their abilities and to produce the best work of which they are capable. The small number of girls in the sixth form and students who have special educational needs are integrated well into the school.
19. The recently-introduced Friday afternoon programme of social education is a welcome addition to the curriculum. It provides opportunities to discuss matters of importance that affect students socially and helps them to prepare for life after they leave school. However, there are too few opportunities for students to take responsibility through extra-curricular and enrichment activities. Because students move from site to site, the school has not yet identified how they could take a more regular role in the full life of the school. Although no specific whole-school responsibilities are offered to the sixth form members, they do act as senior citizens within the school by setting a good example to the younger boys and some take on extra voluntary activities supporting sporting or other activities, some out of school hours. The forum for the sixth form representatives to meet with senior managers is a welcome development for students to put their views forward in a formal way.
20. Attendance is satisfactory and the card system allows the school to monitor attendance rigorously. Punctuality is a problem when the timetable organisation with differing lesson times in consortium schools means that some students do not have enough time to move from one centre to another before their next lesson. This impacts adversely on learning, as lesson times are shortened.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good and is consistent across all elements of provision.

Teaching and learning

The quality of teaching and learning is good throughout the school and, as a result, boys achieve well. The quality of assessment is also good and boys understand how they are to improve their work in the future.

Main strengths and weaknesses

- Teaching has improved since the last inspection and during the inspection, teaching and learning were good or better in over three-quarters of lessons seen.
- Teachers have very high expectations and set work set which engages boys' interest so that they concentrate well and work hard.
- Work is generally matched very well to the needs of boys.
- There is a very good rapport between boys and adults and behaviour management is very firm, but fair.
- The quality of assessment procedures and their use is good.

Commentary

Summary of teaching observed during the inspection in 106 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	32 (30%)	49 (46%)	20 (19%)	4 (4%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

21. The quality of teaching is good overall, with the proportion of good and very good teaching having increased significantly since the last inspection. Teaching is consistently very good in art and design, design and technology and physical education.
22. Teachers have very high expectations that boys will achieve the highest possible standards. Boys respond very well to this positive view of them and work hard in the knowledge that their efforts are valued. There is a whole-school view that teaching should interest boys and empower them to ask for help when it is needed. Boys are often seen talking about their work with teachers after the lesson has finished. This is also the result of the very good relationships and rapport developed between boys and adults and the very firm, but fair, management of behaviour in lessons.
23. Teachers have very good subject knowledge and enthusiasm for their subjects and transmit this very well in their teaching. For example, there are excellent levels of participation in physical education lessons, with a clear expectation that boys will arrive properly kitted out. Lessons are planned very well and teachers are skilled in setting clear learning objectives. For example, in a Year 11 art and design lesson on surrealism, the objectives were so clear for the boys that they were able to settle directly and confidently to their work. Lessons usually follow a three-part structure in response to the National Key Stage 3 Strategy. Starter activities capture boys' interest and introductions to the lesson objectives focus them very effectively on the learning to take place during the lesson. Teachers know the boys and their levels of attainment well and use this effectively to plan tasks which are appropriate to the intended learning outcomes. In most lessons, learning is summarised or deepened through plenary discussion, although there are examples of some lessons where teachers do not leave enough time for this aspect of learning and the opportunity to consolidate learning is missed. At its best, the plenary session is also used to stimulate thinking, for example, when a puzzle was set for a Year 8 group to solve for the next lesson.
24. Teachers use a variety of tasks during the lesson to keep learning focussed and provide a range of different ways for individuals to understand the topic. An appropriate emphasis is placed on getting boys to explain and discuss what they are learning and this deepens their thinking, understanding and knowledge effectively. Time is used well and lessons are conducted at a good pace. This is a regular feature of geography and

history lessons where interesting resources stimulate discussion which is managed well by teachers to keep boys on track. Recent investment in interactive whiteboards is further enabling teachers to present ideas and concepts to boys in an interesting way which engages them. For example, in a French lesson, the teacher presented vocabulary on the weather in a way which made it interesting for the boys. Care is taken with other materials used in lessons so that information is presented well to boys in a way which makes it accessible to them. As part of the school's response to its Specialist Visual Arts College status, there is a whole-school expectation that learning materials should be visually pleasing. Boys, too, are encouraged to present their work logically and clearly and the overall presentation of work is very good.

25. In the few lessons which were less successful, this was either because the teacher's subject knowledge was weak which led to boys becoming confused, or because not enough emphasis was placed on what boys were intended to learn during the lesson, so that learning was unchallenging and boys did not achieve enough in the time. This was generally when teachers did not know the boys well enough to develop departmental plans accurately to the needs of the group. In these cases, boys did not behave in their usual manner and this was not checked sufficiently well by the teacher so that the learning of others was disrupted.
26. Teaching and learning for boys who have special educational needs are good, because teachers know the needs of boys well and in-class support is effective. For example, English teachers adapt questions well to the attainment of each boy and adjust expectations and levels of challenge. Science teachers provide a range of worksheets to suit boys' different needs. The history department organises time, groupings and resources to meet boys' needs. The drama and French departments nurture boys' listening and speaking skills well. Very good systematic teaching in art and design focuses boys on technique, and they benefit well from practical demonstration and individual support. Visually impaired boys are seated appropriately and teaching assistant support is effective in keeping boys interested and involved in their work. Interventions in lessons from additional teachers and teaching assistants are good, calming anxiety, helping concentration, giving individual attention and improving learning. Useful records of progress are kept for review meetings. Where boys are withdrawn from lessons, teaching and learning are good, establishing positive relationships, providing appropriate work and challenge, and engaging boys through active learning.
27. There is good provision for those boys who speak English as an additional language and those arriving with little or no English. They are given appropriate support outside lessons and are also integrated well into lessons alongside others so that they have a good context for their learning. Their progress is checked carefully and additional help is given to enable them to learn well alongside their peers as they acquire command of English. Weaknesses in organisation identified at the time of the previous inspection have been dealt with well and provision has now improved.

Assessment

28. The quality of assessment is good. Whole-school procedures to assess boys' achievements include the national test results, teacher assessments at the end of Year 9, and GCSE results at the end of Year 11. Intermediate assessments include end-of-term testing in each subject and test information is presented relevantly for boys and their parents as National Curriculum levels of attainment or GCSE grades. Data is collated

and presented in various useable forms, for example for teachers and tutors to review each boy's progress in each subject and set targets and to place boys in appropriate sets. Heads of department use the information well to help in the monitoring of teaching and learning and to determine teachers' training priorities. The information is not yet presented in such a fashion that a boy's test results in each subject over the course of a year or more can be seen at a glance so that an estimate of his rate of progress can be made readily. However, the school policy for ongoing assessment is established and its development continues.

29. In most subjects, assessment is good. In-class checking of understanding is thorough, marking is useful and boys are set targets for improvement. Homework is frequent and appropriate to consolidate and extend learning. This is marked regularly and carefully. In English, formative assessment of written assignments is very good and enables boys to understand precisely what they have to do to improve. In art and design, and design and technology, assessment is very good because boys are regularly helped to judge their own work and to set themselves specific targets. In physical education and ICT, assessment, whilst satisfactory, needs a greater focus of attention to ensure accuracy of work and a better understanding of the level of work being undertaken. The extent to which teachers assess the boys' achievements of the learning objectives varies but generally, teachers continuously check boys' understanding and adjust their teaching to provide more support or challenge as necessary.
30. Boys who have special educational needs are assessed well on entry and information on their needs, as identified in their individual education plans, is shared well with staff to inform teaching. There is now good administrative support for maintaining files and reviews and links with parents. National test results at the end of Year 9 show that most boys have made improvement in their literacy and numeracy attainment. However, it is not clear whether the interventions are producing the highest outcomes since the progress of boys with low levels of literacy and numeracy is not monitored regularly enough by, for example, regular testing beyond that used within the English and mathematics departments.

Sixth form

31. The quality of teaching in the sixth form is good and supports good learning. Students have confidence in their teachers and many have fostered a relationship with them throughout their school career thus far. It is these good relationships that underpin the good teaching. New students soon form the same relationships with the students and staff, and these are based on mutual respect and a feeling of common purpose. These underpinning principles are demonstrated by staff preparing thoroughly and using effective learning strategies for students. Lessons are both challenging and interesting and start with a clear articulation of what the lesson is about, build progressively and end with appropriate personal study activities. In every part, students have high expectation of the teacher, and the teacher appropriately high, but appropriate, expectation of students.
32. In all lessons seen during the inspection, the quality of teaching was satisfactory or better. Lessons are conducted at a brisk pace and students work consistently hard to keep up with the progress demanded. Teachers are skilful at moving from the GCSE style of leaning into the more freestanding and self-motivating higher study required on the vocational or academic courses. For some students, the entry grades they possess are lower than in many schools, so teachers need to clearly identify where each student is at and make effective provision. This they do well and many students who would not have met the entry requirements for many sixth forms have benefited and passed examinations.
33. Teachers are good communicators. They know their subject well and share their love of it freely. Question-and-answer sessions are well constructed, but some students are reticent in answering. Teachers persevere in building up confidence. Literacy skills are then developed effectively but become only satisfactory overall; ICT is generally well used, but numeracy is less well utilised overall although students' skills are competent when required.
34. Teaching meets the needs of all students. The presence of female students and the effective use of mixed group work broaden students' perspectives in discussion, allow differing viewpoints to be explored and make a good contribution to students' personal development.
35. Marking and assessment of students' work is a strong feature of the provision. There is good individual support and advice which is valued by the students. It is reinforced through the weekly tutorial programme. Good feedback is given informally in lessons and through the marking of assignments, homework and projects. Students are given good guidance on how to improve their work and teachers monitor students' achievement closely and keep a careful eye on progress. The use of appropriate and focussed texts prepared by the examination boards, together with teachers' detailed knowledge of course specifications and previous examinations means that students are clear about what they have to achieve to reach the various pass levels. There are clear strategies to ensure that information is shared effectively across the partner schools.

The curriculum

The school provides a good, broad curriculum that suits the needs of the boys well and meets statutory requirements. It is enhanced by a good enrichment programme and is supported well

by appropriate opportunities for out-of-hours learning. The curriculum makes good use of London's facilities. Staffing is good and nearly all lessons are taught by qualified staff. Resources are good in most subjects and accommodation is satisfactory, but there are constraints to recreational areas.

Main strengths and weaknesses

- The curriculum is well structured and meets the needs of the boys well.
- The very good music curriculum meets the needs of boys very well.
- The art and design curriculum in Years 10 and 11 is very good.
- The small size of the school restricts the curriculum in some aspects of design and technology, modern foreign languages and physical education.

Commentary

36. The breadth of curricular opportunities is good and structured well to provide a balanced education, meeting the requirements of the National Curriculum. The music curriculum is very well matched to the needs of boys, a notable feature being the very good use of ICT in boys' learning. In Years 10 and 11, the art and design curriculum provides a skills-driven course, very well focused, partly due to the restrictions in accommodation. The small size of the school restricts an otherwise good design and technology curriculum, as food technology, graphics and electronics are not included. The satisfactory modern foreign language curriculum is restricted to one foreign language, French. The physical education curriculum is restricted by poor on-site accommodation, but this is compensated for with the use of some high-quality facilities off-site.
37. The curriculum is well led and managed and the school is responsive to new ideas and initiatives. The whole-school approach to the provision for gifted and talented boys is a typical example. The school's approach has raised standards by encouraging accelerated courses, in science, for example, and early entry to GCSE. Boys whose first language is not English are encouraged to enter for GCSE in their first language. A Latin club is attended well and some boys take the subject as an additional GCSE. Laptop computers have been provided for on-line learning. The school's belief is that excellence in the subject stimulates the whole learning in the department and funding has been made available to encourage subject workshops, in history, for example. GNVQ ICT has been phased out but the vocational aspect of the curriculum is important to the school. It is working towards a vocational ICT course for all boys and is currently halfway towards its goal with the introduction of the course in Year 10.
38. Personal, social and health education (PSHE) in Years 7 to 9 is planned to be taught through other subjects. However, current levels of planning are not detailed enough to ensure that all boys will receive an appropriate entitlement. A well-planned and organised programme of careers education is provided through PSHE lessons in Years 10 and 11. Links with the Connexions service enable the boys to gain an understanding and knowledge of employment and further education opportunities.
39. Work experience is well organised, implemented and reviewed, with all Year 10 boys taking part in a two-week placement. The programme enables boys to experience 'real work' situations through a valuable practical learning environment. The boys demonstrate the skills and attitudes important to the workplace.

40. The formal taught curriculum is enhanced by good enrichment opportunities across a range of sporting, arts and other activities. Boys studying history and geography take part in a full range of educational visits and studies. A notable feature is the link with Great Ormond Street Hospital, looking at how medicine has changed over the years. Boys take part in a wide variety of out-of-hours activities, ranging from music to chess. Participation in sport is good, somewhat narrow due to the restricted on-site facilities, but including cricket on Saturday mornings.
41. There is good provision for boys who arriving in the school with little or no English. Their progress is checked carefully and additional help is given to enable them to learn well alongside their peers as they acquire command of English. Weaknesses in organisation identified at the time of the previous inspection have been dealt with well, and provision has now improved.
42. Provision for boys who have special educational needs is good. They have full access to the curriculum, with additional specialist support where this is identified as appropriate and suitable provision for boys with hearing and physical impairment. In Years 10 and 11, some boys study a reduced number of subjects and will, in future, be able to take advantage of the Youth Award. The school provides smaller teaching groups to suit those boys who have special educational needs. Assisted learning using ICT in the special educational needs rooms mainly supports older boys with subject work, and is not used enough for specialist support programmes to enable independent learning. For example, there are no electronic spellcheckers or keyboards to take to classrooms to help boys with dyslexia.

Staffing, accommodation and resources

43. Staffing levels are good. In general, teachers are well qualified, have a good understanding of their subjects and are matched well to their roles and teaching commitments. There is a satisfactory match of support staff to the curriculum.
44. Accommodation is satisfactory overall. Specialist accommodation for music is good. However, current limitations of space affect both physical education and art and reduce the range of activities on offer on the school site. Plans for new art studios and a fitness space are to be implemented this academic year. Accommodation for design and technology is good but the school lacks facilities to offer food studies or textiles. A programme of redecoration and improvement has been ongoing and the school provides a clean and safe environment for boys. In addition, further small recreational areas have been created on the school's limited site. Many stimulating displays enliven the visual environment of the school. Disabled access has been given attention within the limits of the present buildings and is publicised to new applicants, with new building including disabled access.
45. Resources for learning are good in most subjects in the main school. Interactive whiteboards enhance the teaching and learning in many classrooms but access to ICT is limited in some subjects.

Sixth form

46. Prospective students to the sixth form are offered a wide range of AS and A2 level courses, GNVQ intermediate and VCE courses, an ICT Key Skills course and GCSE

resit courses in English and mathematics. Such a curriculum would not be possible without the consortium arrangements with the two other local schools because student numbers are small. The school places great value on its sixth form and these consortium arrangements continue to attract students who gain further maturity and act as role models for younger boys.

47. Out-of-hours enrichment of the curriculum is satisfactory, but not as good as the main school, with a more restricted range of activities on offer.
48. Facilities for the sixth form for private study and for the general life of the sixth form are poor by consortium standards. Students compare the space and quality of their sixth form facilities for their work at their school as being that of a poor relation. Similarly, the opportunities for enriching their examination courses with supplementary study and extra-curricular activities are limited. Although the school responds to their needs when this is brought to their attention, there is an inadequate planned provision.

Care, guidance and support

The quality of support, advice and guidance for boys, based on monitoring, is very good. The involvement of boys through seeking, valuing and acting on their views is satisfactory. The provision for the care, welfare, and safety of the boys are satisfactory.

Main strengths and weaknesses

- The school provides a very caring environment with a strong and committed pastoral team.
- There are very good arrangements for induction to help boys settle in well.
- Boys improve their learning through a very clear picture of how well they are doing.
- The governing body is not monitoring the health and safety procedures sufficiently.
- Staff are not regularly trained in child protection.
- Formal arrangements to seek boys' views are not in place.

Commentary

49. The school takes care to ensure the boys' welfare, health and safety. School staff carry out their duties diligently and boys are carefully supervised at all times. The school environment and equipment are safe and are checked regularly. However, the governing body is not sufficiently proactive in monitoring the health and safety procedures of the school. The health education programme provides good advice to help the boys be knowledgeable about themselves and about healthy and safe living. Appropriate child protection procedures are in place, apart from the regular training and updating of all staff. There are effective arrangements to ensure the safety of boys when using the Internet.
50. Transfer from primary schools is well organised. The boys come from between 40 and 50 primary schools, so each boy is interviewed individually after acceptance to collect personal information and set them at ease. A special act of worship is held for Year 7 and their parents when they start. They also are invited to a social evening six weeks into term, so that tutors can find out how things are going. Both parents and Year 7 boys gave a very positive response to queries about the induction arrangements.

51. There is a very strong and committed pastoral team. Staff have very good relationships with the boys and know them well. They attach much importance to the boys' achievements in all aspects of their work, both in and out of school. A class book accompanies each form every day in which the subject teachers write comments and, at the end of the day, the form tutor deals quickly with any issues. Parents at the meeting said that the pastoral care was very good. The school has an increasing range of experienced counsellors and mentors to support boys, and their families, if appropriate. The Chaplain provides a valuable drop-in service for informal conversations.
52. Improving data collection is enabling the school to provide increasingly efficient monitoring and target setting for boys. Boys have a very clear picture of how well they are doing. They have a tracking report three times a year for each subject, which gives them the level at which they are working, their expected level and a grade for effort. The targets that are given on these relate to organisational skills and personal development. The boys' diaries are used very effectively by both tutors and boys, and record the current targets. The boys also receive three specific targets for each subject, at least annually, so they know precisely what they have to do to improve in these subjects. When boys are slipping behind through either organisational problems or unsatisfactory behaviour, they are placed on a carefully selected individual mentoring programme.
53. The arrangements with outside agencies for the inclusion of boys with a range of backgrounds and special educational needs, including sensory support are good. Advantage is taken of their specialist skills and those of the educational psychologists who visit regularly to lead training sessions for staff and this improves the range of teaching approaches used by teachers. Boys benefit from positive and caring relationships with adults in the school.
54. About one boy in ten, as identified in their responses to the questionnaire, thought that the school is not interested in their views. Teachers listen to and respect the opinions of individual boys. A whole-school council is currently being set up in a suitable attempt to give more weight to the boys' views. However, questionnaires and surveys, for example to find out the boys' opinions about aspects of school life, are not yet routine.

Sixth form

55. Students entering the sixth form receive good guidance on course choices based on academic reviews and GCSE results. Teachers give good guidance and personal support to students as they progress through the sixth form on how to improve the standard of work and benefit from the opportunities of the consortium. There is satisfactory guidance on how students can progress after they finish their courses.
56. The head of sixth form and the tutors are valued for the advice and support they give. The headteacher personally oversees each student's application to university or college. Each of their teachers takes a personal interest, not only in the academic growth of the students, but in their personal development as well.
57. Students feel that they are integrated well on all consortium sites. Male and female students from Archbishop Tenison's School value the social environment and friendships made across other centres and the support offered for all students.

Partnership with parents, other schools and the community

The schools' partnership with parents is good, and with the community is very good. Links with other schools and colleges are good.

Main strengths and weaknesses

- The school gives very clear information to parents on the standards their boys are achieving and what they have to do to improve.
- Very good use is made of the homework diaries as a communication link between home and school.
- The school uses the expertise and resources in the community very effectively to support boys' learning.
- Communication with parents on general matters and the topics their son is studying is inconsistent.

Commentary

58. Less than one-fifth of parents responded to the questionnaire and a small number attended the pre-inspection meeting. Nearly all gave very favourable responses to most questions, and show that they are extremely appreciative of the school and its work. There were a few concerns about behaviour, bullying, the provision of homework, seeking their views and the range of activities provided. Inspection findings are that the behaviour of nearly all boys is very good in class, but there is occasional noisy and boisterous behaviour in the corridors and on the stairs, and there are some incidents of unacceptable behaviour. There are a few instances of bullying, which parents and boys say are dealt with effectively and quickly. The inspection found that the amount and quality of homework is appropriate to support the boys' learning and the provision of extra-curricular activities is good. The school does not regularly seek the views of parents, leading to the view that some of their concerns, such as having to provide two sets of kit for games and physical education, are insufficiently addressed.
59. The school tries hard and is successful in involving parents in their sons' learning. Parents speak very favourably about the academic review days, and the attendance of parents is good. Very effective use is made of the homework diaries as a communication link between home and school. The school gives very clear information to parents on the standards their sons are achieving and what they have to do to improve. The school is very good at contacting parents when a boy has a success or there is a problem. Parents at the meeting were very appreciative of this. However, the school is less successful in involving parents in the broader life of the school. Communication with parents on general matters and the topics being studied is not structured formally. The school's parent/teacher association, the Parents' Guild, is not currently a very active body. Attendance at curriculum meetings, such as the 'Computers Don't Byte' training for parents, is disappointing. The school has identified these weak areas and a teacher has been appointed to develop them.
60. The school uses the expertise and resources in the community very effectively to support boys' learning. For example, there are very strong connections with local churches and St. Martin's in the Field in central London, where the boys toured a unit for the homeless. They visit a local club for the elderly and regularly raise money for charities. This is extended through a wide range of visitors to the school, such as magistrates and the

police. The school makes very good use of the many cultural opportunities in London. There is a good range of sporting connections, including the Surrey County Cricket Club. The school is developing a link with a Methodist school in Ghana to promote global citizenship and encourage understanding.

61. The quality of the schools' links with other schools and colleges is good. As part of the schools' specialist status, it offers art consultancy and training for primary schools. Currently, the school has major projects with three feeder schools. For example, Year 8 presented their Martin Luther King project to a Year 6 group in one school, and a music and art and design project, 'Rhythm Stick', was shown at a special school. Teachers make visits to the main feeder schools to ensure a smooth transition for boys joining the school. There are very strong links at secondary level. In addition to the sixth form consortium, which offers choice to the boys so that they can do courses in other schools, the school has shared a joint staff training day with other schools and also shared training opportunities for newly-qualified teachers.
62. The school communicates effectively with parents of boys who have special educational needs. Transfer links with feeder schools are effective and involve early diagnostic tests for new entrants and visits from the co-ordinator. Boys and parents are fully involved in annual reviews and in agreeing boys' targets, which has a positive impact on boys' attitudes to learning.

SIXTH FORM

63. The consortium partner schools work well together although there is still much to be done to form a really coherent offer. This will require further negotiation on the curriculum structure, timing of lessons and the planned movement of students between the three sites more effectively.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership and has established a clear direction for the future. Governance is good and the very well led governing body provides good support and meets its statutory duties. The school evaluates its performance well and uses this to bring about improvements.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher provides very good leadership. She has a very clear vision for the future direction of the school and very high aspirations for bringing this about.
- The governing body fulfils its role effectively.
- The senior management team is successful in bringing about and managing improvements.
- There is a very strong commitment to the professional development of staff.
- Financial and administrative arrangements are managed very well.
- The school provides very good value for money.

COMMENTARY

64. Governance is good. The new governing body supports the school effectively and benefits from the strong leadership of the chair of governors and the guidance of the experienced committee chairs. Whilst they are resolute in maintaining the traditions of Archbishop Tenison's School and in furthering the Christian ethos, the governors have firm ambitions for the school to become a powerful influence in the local community. The governors play a full part in shaping the direction of the school and in ensuring that it fulfils all its statutory duties. They have a clear understanding of their role and are well aware of the school's strengths and weaknesses. Although the inspection found no reason for concern, scrutiny processes could be developed further between governors and staff to ensure that any potential problems are identified promptly, for instance in health and safety.
65. The new senior management team work well together and provide effective leadership. They are committed to further improvements and provide very good role models for other staff and the boys. They are capable managers who use their skills well to bring about changes. This is helping to raise standards very successfully. Central to this is the influence of the headteacher, who has an ambitious but clear and coherent vision for the future of the school. She is fashioning an educational environment in which all boys feel included and valued and where they are encouraged to develop independence and achieve their full potential. The headteacher's very good leadership is evident in all aspects of the work of the school. She provides a strong motivating force and works very professionally to develop the contribution of other staff. As well as being keen to learn from good practice elsewhere, she is also helping to shape it through the work of the North Lambeth Partnership.
66. The school is well managed. The leadership of the middle managers is very good overall. Departments support the vision of the school well through their development plans and contribute very effectively to achieving the school's goals. The work of the pastoral staff is effective and provides boys with a supportive and secure environment. Self-evaluation is purposeful and action is taken as required to bring about improvements. Data, including examination results, is analysed meticulously, with actions agreed and monitored. The new senior team is still assessing its priorities and recognises that some changes require urgent attention, for instance the development of work-related learning.
67. Performance management is very well organised and employed successfully to set improvement targets. The outcomes are employed very proficiently to determine staff training needs and to influence the school development plan. As a result, good improvements have occurred in teaching and learning which are helping to raise standards. The school has Investors in People status which confirms the high dedication there is to supporting the work of the staff through appropriate training and development.
68. The school has managed the retention and recruitment of its staff very capably in an area of high teacher mobility. As a result, there is a good match of experienced staff to curriculum needs. Teachers are committed to the school's aims and values and are keen to remain at Archbishop Tenison's. Good procedures are in place for the induction and guidance of new staff and the school is involved appropriately with local universities in initial teacher training.

69. The leadership of special educational needs is good and there has been good progress since the previous inspection, particularly in boys' achievement and in teaching and learning. A strategic review has improved specialist staffing and accommodation, provided office support, and produced an effective policy. This meant that a consistent quality of provision was maintained during a recent long-term illness. The good leadership promotes an ethos of shared responsibility among all staff for providing appropriate subject and good specialist support. An effective team includes specialist, distinct support for boys whose English is not their first language. Management is satisfactory and day-to-day procedures are effective. The needs of the boys are well documented, but the specific purpose of providing each intervention through staffing or withdrawal is not linked clearly to a detailed specialist strategy. The need for support in all subjects is not monitored sufficiently regularly to identify where deployment of more staff is needed. Funding is used appropriately but the cost of using support teachers in a small secondary school reduces the number of teaching assistants available to support boys in lessons.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	3,149,005	Balance from previous year	213,861
Total expenditure	2,857,125	Balance carried forward to the next	505,741
Expenditure per pupil	5,548		

70. Financial management is very efficient and effective and supports the school development plan very well. Best value principles are used skilfully to ensure that budgets secure the most appropriate provision for meeting the school's educational objectives. The school provides very good value for money.
71. The school is fully aware of the strengths of its provision and of the factors which inhibit some developments that it would wish to undertake; for example, the physical limitations of the site restrict the on-site physical education and design and technology curriculum. The school has the necessary capacity in terms of leadership skills and enthusiasm to bring about continued improvement.

SIXTH FORM

72. The leadership of the sixth form is very good. Students speak highly of the way that they are led and feel that they are supported very well. Pastoral care is very effective. There are good procedures for monitoring the academic achievement of the students. Staff, too, feel that the senior managers support their work very well, and feel that they can discuss their work and the progress that students make in a very open and caring forum. Management, therefore, on a day-to-day basis is good.
73. There are, however, areas requiring further development. The curriculum is not yet sufficiently broad to develop students' potential to the full, through, for example, the inclusion of more vocational programmes. The long-term aim of the consortium management team is to provide a more effective and efficient organisation of the sixth form so that students' learning is further enhanced. To this end, there is a real commitment from all partner schools to develop further appropriate structures for the benefit of the students.

74. The headteacher provides very clear direction and clear commitment to the development of the sixth form. The governing body supports the development of the consortium and acts as critical friends in the structural discussions. The school sixth form budget balances, and although the sixth form is small, it is not subsidised by the main school budget.

WORK-RELATED LEARNING

Provision for work related learning is **satisfactory**.

Main strengths and weaknesses

- Work experience makes a good contribution to boys' personal development.
- History, geography and art and design provide good opportunities for boys to consider the world of work.
- Work-related learning activities are not co-ordinated well across the curriculum.
- Boys' progress in this area is not tracked and monitored sufficiently.

Commentary

75. The school has only recently begun to address the wider aspects of the statutory framework for work-related learning. An external audit of the effectiveness of curriculum areas in supporting work-related learning confirms that, although there is coverage in some subjects, this is not effectively co-ordinated and does not provide boys with a coherent and balanced programme of appropriate activities.
76. Very good links with work related issues are made in history, geography and religious education, when boys have good opportunities to discuss themes such as changing trends in medical practice and dealing with multicultural issues in employment. In art and design lessons, boys learn through vocational links with Tate Britain and from artists in residence in the school. However, weaknesses exist in helping boys learn how to rise to challenges in the workplace and to be aware of employment opportunities. At present, systems for tracking boys' individual progress in work-related learning are restricted to the work experience programme. This requires extension to ensure that boys have contact with all the required aspects of employment.
77. The school is aware that the opportunities for boys to experience vocational activities at first hand are limited. Work experience is organised successfully and valued by the boys. Good links are made with careers education. However, there are limited accredited vocational courses in the school outside the sixth form, and links with further education colleges are constrained due to the concerns the school rightly has about younger boys moving between different sites during the school day. Extra-curricular activities are not yet geared to developing links with work and employment. As a result, some aspects of boys' achievement in work-related learning are currently unsatisfactory.
78. The school recognises that work-related learning is an area for development. A draft policy has recently been introduced, which provides a good basis for further discussion; however, this has still to be ratified and adopted. As a result, there is not yet a strategy in place for developing work-related learning across the whole curriculum. Training for staff has still to be provided. However, the recent audit shows that the school does have a good basis for future development, because of the existing areas of good practice.

Teachers also acknowledge the potential value of work-related learning and there is a willingness to make the necessary changes. This is underpinned by the firm intentions of senior managers to develop this aspect of the curriculum in order to help boys improve their employment prospects and to become effective citizens, but at present it is a significant weakness.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards have risen since the last inspection because teaching is better focused to engage boys' interests.
- Good teaching generates good learning though dynamic use of new technology, vigorous questioning and sensitive support of individual boys.
- Very good leadership and management have rapidly identified priorities for development and taken successful early action to improve teaching further.
- Middle- and lower-attaining boys' standards of punctuation and spelling are insecure because teachers have not emphasised these skills fully enough.

Commentary

79. Results in the 2003 national tests taken at the end of Year 9 matched those for boys found nationally overall, yet were below those for boys and girls when taken together. Over three years, overall results matched those for boys, but were below those for all pupils. The proportion reaching and exceeding the expected level (Level 5 and above) in 2003 also matched the national picture, although the proportion reaching higher grades (Level 6 and above) was well below that found nationally. Results have improved since the last inspection, but in 2003 were well below those found in similar schools and revealed low achievement overall at that time. The most recent results in 2004 rose markedly, particularly for those reaching higher grades. Achievement overall has now improved greatly and is good, as a result of teaching methods which more closely challenge and stimulate middle- and lower-attaining boys.
80. The latest 2004 GCSE English results rose over the previous year. The performance of boys in English at GCSE in 2003 has improved since the last inspection and matched the national profile overall, while the proportion reaching higher grades (A*-C) was well below that found nationally both for boys and for all pupils. In GCSE English literature, boys' results were close to the national profile overall and for the proportion gaining higher grades.
81. By Year 9, in work seen, standards in all aspects of English are above average. Boys answer questions clearly in class in response to well-focused teacher questioning and go on to explain their views sensibly. Boys read with high levels of comprehension. They communicate the power of famous speeches through forceful and expressive dramatic reading, stimulated by good teacher explanation and encouragement. Higher attainers lay out their ideas well when writing and know how to sum up and balance views about a wide-ranging set of issues such as vivisection and firework safety. Middle- and lower-

attaining boys present work logically, although their writing lacks detail and development of ideas.

82. By Year 11, standards are above average. Boys know how to analyse the derivations and structure of words, as well as how to explain and apply precisely such technical terms as 'simile' or 'alliteration'. They understand terms such as 'character', 'theme' and 'dramatic irony' in plays, documenting their ideas fluently with examples of their own. Learning is characterised by frequent enthusiastic discussion, stimulated by helpful projections of computer-screen textual examples, backed up by dynamic teacher questioning which broadens boys' understanding well. Higher-attaining boys write lucidly and express themselves logically. At the same time, middle- and lower-attaining boys throughout the age range have an uncertain grasp of the conventions of spelling, punctuation and sentence structure because teacher methods and marking of written assignments have not placed sufficient systematic emphasis upon these skills.
83. By Year 9, boys achieve well as a consequence of tasks which interest them and the individual advice they receive on how to improve their written work. Achievement is also good overall by Year 11 because teachers match work well to extend and challenge understanding. Boys who have special educational needs achieve well across the age range with the aid of adapted activities and helpful teacher prompting. Boys using English as an additional language achieve in line with their peers.
84. Teaching and learning are good. Teachers deploy a variety of methods, activities and presentational devices using new technology to hold boys' interest. All the time, they drive forward their achievement with vigorous questioning techniques to check that boys understand well and are doing their best.
85. The quality of leadership and management is very good. The subject benefits from a very good vision for its future development. Whilst previous strengths in teaching higher-attaining boys have been identified well for further consolidation, weaknesses in the teaching of middle- and lower-attaining boys have been tackled and early changes are already yielding improved learning for these groups. Improvement since the last inspection has been good.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

86. Standards of literacy across the subjects are good. Whole-class question-and-answer sessions and group discussions are used well in science, mathematics, history, design and technology and music to consolidate and extend understanding. In music, lesson discussion is helpful in extending specialist vocabulary, based on the use of displayed key words in classrooms. In physical education, there are very good opportunities to understand technical terms and physiological processes because boys are encouraged very well by teachers to discuss, understand and learn relevant specialist language as they participate in physical activity. Written work is generally well presented and teachers encourage boys well to use clear layout to present their ideas logically. In languages, there are good standards of presentation and boys learn well to analyse the grammatical structure of language, although opportunities to strengthen comprehension through speaking and listening are sometimes missed.

Modern foreign languages

The school only offers French as a formally taught course although boys are encouraged to enter for GCSE in languages which they speak as their first language. Boys have been successful in these examinations, adding significantly to their overall attainment in GCSE.

French

Provision in French is **good**.

Main strengths and weaknesses

- The standard of teaching, especially in Years 7 to 9, is a strength.
- In some lessons, there is insufficient use of the French language, with boys not using it for real purposes.
- Boys' learning is assisted by their positive attitudes and very good behaviour.
- The lack of access to computers is a weakness of provision.

Commentary

87. Results at GCSE since 2002 show considerable improvement, with above average A*-C grades in 2003 and nearly all boys achieving these grades in 2004. This compares favourably with results at the time of the last inspection. However, at that time, all boys were entered for at least the short course, whilst in 2003 and 2004 only about a quarter of the boys were doing French. In Year 11, standards are average with competent and fairly accurate writing by most boys. However, there is little extended writing. Spoken French is likewise average. Pronunciation poses a problem to some boys who have not mastered some of the sounds of the language, whilst the most able boys speak with clarity. In Years 7 to 9, standards are in line with national expectations, but the range of writing is restricted. Boys are competent in speaking with good pronunciation and they understand most of what they hear. Lower-attaining boys and those who have special educational needs reach appropriate standards in relation to their prior levels, an improvement compared with the last inspection. Achievement is good in all years, with boys developing their skills well in many lessons. Boys in Year 7 were achieving particularly well after only three weeks of a new language.
88. Boys learn well as a result of good quality teaching. Teachers use a wide range of strategies to ensure that all boys are included well in the lesson. They have high expectations, conduct their lessons at a good pace and make very good use of the interactive whiteboard. They have good relationships with their classes and exercise firm control. A less positive feature, however, is insufficient use of the French language in some lessons, with few boys using it for real communication. Boys' attitudes are very positive and their behaviour in lessons is very good.
89. Assessment is thorough and teachers make helpful comments in boys' exercise books. Their use of National Curriculum grades is good and explanations are clear and supportive. In one Year 7 lesson, the teacher used the ongoing assessment of boys' progress well to enable boys to pronounce correctly some very similar sounds.
90. Leadership is satisfactory and improvement since the last inspection has been satisfactory. The curriculum in French is satisfactory, but take-up at the end of Year 9 is relatively low. Management is good. The lack of use of ICT is a relative weakness, although there was some evidence of good word-processed writing in Year 11 and

computer-generated display material in Year 7. The development plan and handbook reveal clear and coherent policies. Monitoring of exercise books is strong, as is the use of data to enable the teachers to raise standards. Resources are good apart from the lack of access to computers.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The number of boys reaching high standards in tests and examinations is well above average.
- The boys work hard and want to learn.
- Teaching and learning are good and some are very good.
- Leadership is very good, focusing on raising standards.
- The extent of the boys' achievements of learning objectives in lessons is not recorded to assist teachers' short-term planning and target-setting.
- The deployment of teaching assistants is not well enough considered.

Commentary

91. Results at the end of Year 9 in 2003 show that standards were average but the proportion of boys reaching the expected and higher levels was well above average when compared with schools nationally and with similar schools. Standards are higher than at the last inspection when they were well below average. Standards began to rise sharply two years ago and the 2004 results show a further increase in the number of boys achieving the expected and higher levels. The results indicate that their achievement from Year 7 to 9 is good and for many boys, it is very good. The standard of work seen in most classes is above average and reflects the boys' increasing confidence and competence in all areas of mathematics. They extend their knowledge of number, algebra, geometry and handling data and engage in calculations, problem-solving and investigations. They become adept at managing fractions, decimals and percentages. In Year 7, boys are introduced to algebra and, by Year 9, they have good understanding and higher-attaining boys in Year 8 show confidence in solving linear equations. Boys' problem-solving skills in geometry develop equally well.
92. The GCSE results in 2003 showed that the number of boys gaining higher grades was close to the national average. The 2004 results show that an even greater number of boys gained the higher grades, including A* grades. The standard of work seen in books and lessons in Years 10 and 11 is above average and boys are achieving very well. The classes following the higher or intermediate courses enjoy the challenge of demanding mathematics, one class coping well with trigonometry. A foundation level class was mastering the manipulation of equations in algebra successfully.
93. Overall, the quality of teaching in Years 7 to 11 is good and is better than at the last inspection. Some teaching is very good. Lessons begin with 'starters', which allow boys to reinforce basic skills or focus on new skills. At the end of most lessons, teachers inform the boys of the extent of their successes but do not necessarily record this information to help them adjust their planning of following lessons or to set targets. As a consequence, the targets that are set are generalised and are not as effective as they

might be as a means of improving achievement. Where teaching is very good, expectations are high. Teachers are skilful in their questioning and explanations to help develop the boys' thinking skills and to ensure their understanding. They continuously assess the boys' progress and adjust questions, explanations and activities to match the learning styles of individuals or the needs of those who need extra help or extra challenge. They are generous with praise for effort, which encourages the boys to work hard and to enjoy learning. The boys' mature attitudes toward the examination course and positive pupil-teacher relationships contribute to their very good progress.

94. Lower-attaining boys have the advantage of being taught in smaller classes and follow similar but appropriately less demanding work. An additional teacher sometimes supports those who experience most difficulty. However, the deployment of support is inconsistent and some classes would benefit from more additional support.
95. The quality of marking is good, with appropriate comments of encouragement and advice. The boys' literacy development is good because teachers explain key mathematical words and encourage the boys to explain how they have solved problems. Teachers occasionally use interactive white boards to help support teaching and learning but boys are disadvantaged by their restricted access to the school's computers. However, chess and challenge clubs and visits to museums enhance the mathematics provision. Being very good role models, the teachers contribute well to the boys' social and moral development.
96. The leadership of the department is very good. Effective teamwork has brought about the necessary changes to raise standards. Management is good. Data analysis has identified the need to improve the rate of progress of the lower-attaining boys and plans are in place to introduce a wider variety of activities and more group work. Plans are identified in the subject development plan and are currently being implemented to raise standards further by increasing the use of ICT, staff training and various other innovations to improve the quality of teaching and learning.

MATHEMATICS ACROSS THE CURRICULUM

97. The mathematics curriculum ensures that all aspects of mathematics are taught and basic numeracy skills are practiced continuously. An approach has not yet been developed for other subjects to contribute formally to the development of boys' numeracy skills. It is planned that on completion of an audit of existing contributions, a policy statement will be prepared and training given in the preferred teaching methods. However, there are many examples of work already in place which contributes to boys' development of mathematics in other subjects.
98. In science, there are many opportunities for boys to practise their number and mathematical skills, such as taking measurements and creating graphs to represent data, and much of this work was seen in the boys' books. In GCSE physical education, boys take measurements and make calculations such as finding heart rates and running speeds. The boys' graphical and data analysing skills are developed well in science; in geography, they apply other mathematical skills such as in map work when boys find direction, use grid references and calculate scale. The boys' geometry skills are used effectively in art and design, and design and technology but limited emphasis is put on the mathematical nature of these skills to enhance the boys' awareness of the application of mathematics. There is little evidence of the expected application of mathematics in ICT, such as the production of spreadsheets and graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Boys achieve well during the time they are at the school.
- Examination results at the end of Year 11 are above average.
- Teachers plan and teach lessons effectively.
- Boys' attitudes are very good.
- Opportunities for using ICT in lessons are limited.
- Teachers do not always extend boys' understanding sufficiently in lessons.

Commentary

99. Standards at the end of Year 9 in 2003 were in line with the national average, which continued a trend of improvement. The percentage of boys reaching the expected level for their age was well above average. In 2004, the percentage reaching this level was lower than the previous year and the school's target was not met. This resulted from a decision to enter more boys for the higher level examinations and subsequent changes to the test papers caused many boys to do less well than expected.
100. At the end of Year 11 in 2003, nearly half the boys were entered for GCSE examinations in double award science, half were entered for single award and a few took the separate examinations in physics, chemistry and biology. Standards were above the national average in single award and below average in double award. Boys entered for the separate sciences all gained at least grade C in each subject. Results overall in 2004 were much higher than the previous year. Over half the boys gained at least grade C, compared with a third in 2003.

101. During the inspection, standards seen in Year 9 were in line with national expectations. Most boys have satisfactory levels of understanding and respond well when encouraged to think for themselves. Whilst a significant number have weaknesses in recalling earlier work, they generally make good progress in lessons and work hard to improve. Since boys' attainment on entry to the school in Year 7 was below average, achievement is good. Higher-attaining boys in Year 9 are being prepared to take the three separate sciences in Year 10. They are provided with high levels of challenge and respond purposefully. Many are achieving very well.
102. Standards in Year 11 are above average. Most boys recollect earlier work successfully and are able to explain scientific ideas clearly, although a few need more help to make links between different aspects of the subject. Boys in Years 10 and 11 work productively and with determination. They are keen to succeed and co-operate well with their teachers. They achieve well.
103. There are no obvious variations in the achievement of different groups of boys. Teachers are very skilful at involving all their boys fully in the lesson. They know the boys well and use strategies very effectively to include them in the work. Teachers cater equally well for boys with special educational needs and those who have English as an additional language, by providing appropriately matched support and good encouragement.
104. Nearly all the teaching is good or very good. Lessons are invariably well planned. The few unsatisfactory lessons are caused by the teacher's inexperience, which results in poorly structured work that gets boys confused. Teachers use their good subject knowledge well to develop scientific concepts. They have high expectations and encourage boys to give of their best. Occasionally, teachers are over-concerned with completing the work and spend too little time assessing whether boys understand. Teachers' explanations sometimes incorporate too few visual aids, which gives rise to some uncertainty. Greater use of ICT in lessons would also help improve understanding.
105. Leadership and management are good. The work of the department is co-ordinated effectively and long-term planning is good. Schemes of work are reviewed regularly and teachers have a clear awareness of what is needed to raise standards. Staff in the department work well together; they are concerned to improve the quality of their work. At present, monitoring is insufficiently focused on specific aspects of the development plan and there are too few opportunities for sharing the very good practice in the department.
106. There has been good improvement since the last inspection. Standards are much higher; boys with special educational needs receive more support and make better progress, schemes of work have been improved and boys concentrate better in lessons. However, there is still too little technician time available, and their work is hindered by poor storage and preparation facilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Staffing difficulties have adversely affected the start of the department's work this term.

- Teaching and learning in Year 9 are unsatisfactory, so boys underachieve.
- Teaching resources are good.
- Technician support is very good.

Commentary

107. Standards at the end of Year 11 were below average in 2003, and did not improve significantly in 2004. A significant proportion of boys were ungraded. The recent change in the programme of study is beginning to be successful in Year 10, as standards of the work seen are average now. Achievement in lessons is satisfactory. Standards in Year 11 are average, both in the discrete subject and across the curriculum. The attainment of boys in Year 9 is below national expectations.
108. Overall, teaching and learning are satisfactory. The standard of teaching ranges from very good to unsatisfactory, but the majority of the teaching is satisfactory. Teaching is unsatisfactory in Year 9 because valuable teaching time is wasted on non-learning tasks, and boys do not achieve as much as they could in the time. In these lessons, routine teaching methods are not used effectively, for example to ensure that boys face the front when the teacher is talking. In the satisfactory lessons, oral contributions from boys in class are not used effectively enough to enhance their learning. In contrast, the very good teaching is characterised by a lively approach from the start of the lesson, with boys responding eagerly, correctly and at length. They enjoy using the good teaching resources, rotating a picture on the large screen, for example. They learn quickly and very well. The strength of the teaching in Year 10 is the good planning of lessons, keeping boys learning at a satisfactory rate throughout the lesson. Boys pick up basic skills successfully, in the use of mail merging, for example. Individual support is effective, but learning lacks the impact of whole-group discussion at the end of lessons. Teaching is effective in ensuring that there is no difference in the achievement of boys who have special educational needs, those whose first language is not English and of different ethnic backgrounds.
109. Management is satisfactory, providing facilities at appropriate times for boys' learning. Currently leadership is unsatisfactory as there is insufficient guidance for teachers with limited experience. This is due to the absence from work of a key member of staff. The school has had difficulties in recruiting appropriately qualified staff. These difficulties remain this term, but continue to be addressed by the leadership group as a priority. Assessment overall is satisfactory, but there is insufficient use of the spell checking facility on computers to correct spelling mistakes. Improvement since the last inspection is satisfactory despite these difficulties. The computer system does not fail now because of the very good quality of technician support and the more up-to-date equipment. Standards remain average overall.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

110. Standards overall are average, as is the provision of computers, and boys use their ICT understanding satisfactorily in other subjects when they are given the opportunity. There are difficulties for boys gaining access to computers in English, history and geography. Use is very good in design and technology as boys use dedicated programmes both in school and at home. Use is also very good in music as boys receive individual help. The use of computers in art in the development of images is above average. Use in science is satisfactory, although data-logging is not as well developed as it should be. Across the

school the provision of computer-controlled screens for teaching purposes is good. These facilitate very effective presentations, in modern foreign languages for example. The technician support for teaching staff is very good because it is immediately available and complements the arrival of new programmes.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Standards achieved by boys at end of Years 9 and 11 are rising.
- The quality of teaching and learning in geography is good.
- The subject is very well led and managed.
- Access to ICT equipment is too restricted.

Commentary

111. Since the previous inspection, standards achieved by boys throughout the school have risen and are now in line with national averages and with those in many other schools. They are better than those achieved nationally by boys at the end of Year 11. Over the past three years, all boys taking GCSE examinations in geography have been awarded grades though the number of higher grades awarded remains below the national position. The standards achieved by the end of Year 9 are in line with national expectations. The standards of work seen during the inspection are in line with examination and teacher assessments.
112. For boys now in Years 10 and 11, who entered the school with below average levels of prior attainment, these standards indicate very good achievement over their time in school. The achievement of boys in Year 9, whose attainment on entry to the school was nearer the national average, is good. Overall achievement is good because teaching is good, often very good, and a good climate for learning has been created in the department. Lessons are very well planned and make use of teacher produced resources of very good quality which are appropriate to the differing needs of groups of boys. Teachers use a variety of approaches, involving boys in learning, and make good provision for boys who have special educational needs so that they make progress at levels compatible with others in the group. Praise is well used, the marking of work is supportive and effective systems of assessment are used to set targets for the future, to help boys to know how well they are doing and how to improve.
113. Geography is a very effective department because leadership and management are very good. High expectations, dedication, leadership by example and innovative ideas are features of leadership. Good support for colleagues and a vision for the future contribute significantly to the success of the department. Very efficient management ensures that the department runs very smoothly. The departmental handbook and effective schemes of work, which include a significant contribution to the personal development of boys through citizenship and work-related learning, provide good advice and direction for teaching. There is appropriate monitoring of the work of both colleagues and the progress of boys, and the department development plan sets out ways forward to ensure continued success in the future.
114. Although rooms are small and lack facilities for storage, very good displays encourage the development of geographical understanding, knowledge and skills. Good quality fieldwork, for example, studies of the River Wandle, is a feature of the department. Though interactive technology is used well in teaching, the lack of departmentally-based ICT equipment restricts boys' entitlement to ICT in geography.
115. Since the previous inspection, standards have improved. Support for boys who have special educational needs and systems of assessment have been enhanced and resources are both more numerous and effective. Improvement has been good and the department is well placed to move forward into the future.

History

Provision in history is **good**.

Main strengths and weaknesses

- Leadership and management of the department are very good.
- The department makes a very good contribution to citizenship and work-related learning.
- Very good resources produced by teachers contribute significantly to learning.
- Access to ICT is too limited.

Commentary

116. By the end of Years 9 and 11 boys reach standards in history that match national averages and, though minor fluctuations occur from year to year, standards have remained at this level for the past three years. Boys do better in history than boys nationally. In 2004, though GCSE results overall were not quite as good as in the previous year, the percentage of boys reaching higher grades A* to C improved and all boys entered for the subject achieved an award.
117. Achievement is very good for boys in Years 10 and 11 who entered the school with below average levels of prior achievement. Both GCSE results and the levels of work in exercise books and in lessons indicate good achievement by boys in Year 9 and very good achievement by the end of Year 11. Achievement is good overall because the department has created a good climate for learning and teaching is good overall and often very good. Lessons are very well planned. Imaginative approaches such as doctor-patient interviews in medieval England make history enjoyable. Very good resources stimulate and motivate and work is tailored to the needs of individuals, such as when coloured markers were made available for a boy who had special educational needs so that he did not have to copy out appropriate phrases. Expectations are high and teaching ensures that boys are fully involved and their attitudes and behaviour good. Good quality displays in classrooms encourage boys to improve their skills and understanding of history whilst effective use of interactive technology enhances learning. Regular marking of work is supportive and helps boys to know what they need to do to improve. Where teaching is less successful, but nevertheless always satisfactory, classroom management is less secure and the sequencing of tasks within lessons not always logical.
118. Very good leadership and management are strengths of the department. There is dedicated support for colleagues, innovative approaches and a clear vision for the future. Particularly significant is the contribution made to the personal development of boys by building cross-curricular links with other aspects of education such as citizenship, work-related learning and improving literacy. Very good management systems ensure that the department functions efficiently and standards are maintained. A comprehensive handbook and detailed schemes of work provide good guidance and support for colleagues. Systems of assessment, which include an element of peer assessment, regularly monitor progress and are the basis for setting targets. The work of teachers is efficiently monitored and management ensures that boys who have special educational needs are appropriately supported in lessons and achieve well in relation to their prior levels of attainment.
119. Although staffing changes have necessitated some re-organisation since the last inspection, standards have been maintained, literacy is enhanced, resources are improved and links across the curriculum are strong. Improvement has been at least satisfactory. Access to ICT as an aid to learning remains limited and the quality of teaching, though improving, is not always as good as reported previously.

TECHNOLOGY

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Very good teaching enables boys to learn very well.
- Almost all boys have very good attitudes to learning and this mature attitude allows them to progress very well.
- Computer-aided design and manufacture is very well integrated into project work.
- Although boys do well in GCSE, a number fail to complete their coursework and are not entered for the examination.
- Although there is a well-structured course for boys in Years 7 to 9, insufficient attention is paid to control technology.

Commentary

120. In 2003, GCSE results were below the proportion of A* to C passes gained nationally. The proportion of A* to G grades was similar to the national average. However, the overall average grade obtained by the boys was higher than that in schools nationally. The 2004 national comparative figures have not yet been published, but results at the school are far better, with a higher proportion gaining A* to C to grades and many more gaining the higher passes.
121. The attainment on entry is below national expectation but, by the end of Year 9, the boys have caught up and are just above the national expectation. There are a good number of boys at the higher levels. Some of the work of the gifted and talented group in Year 7, using computer-aided design (CAD), is of a very high quality. In consequence, the progress of all boys across Key Stage 3 and the high quality of work produced shows that the boys are achieving very well. Similarly, as many boys gain above average grades in their examination, particularly last year, their progress and the achievement seen in lessons are good. Boys have very good attitudes to learning. This, coupled with the good relationships that they have with their teachers, enables them to complete work thoroughly and to a high standard and to work hard in class, as well as at home.
122. The use of CAD and manufacture is notable. Boys are extremely competent at taking their ideas in sketch and three-dimension modelling forms and making an accurate representation of their ideas using CAD. They make extremely high quality annotated presentations of all their ideas in colour that enables the viewer to gain a very clear idea of how decisions were made in designing and what their design would look like if it were made.
123. Teaching is very good and facilitates very good learning. The enthusiasm for CAD and the use of computers is endemic and boys respond to it eagerly. Copies of the computer program are taken home and boys complete assignments either in school or at home. Teachers are expert and this expertise rubs off. They are enthusiasts and this enthusiasm translates into dedication for the vast majority of the boys in the classes. Effective monitoring and one-to-one support ensures that boys who have special educational needs or who speak English as an additional language make good progress in mixed ability groups. Assessment is thorough; both formal and informal feedback is given and this improves standards effectively. Teachers are accessible and give freely of their time to help boys to improve further. For example, computers are made available both at lunchtimes and after school. High standards are set, and accepted by most boys.

124. The further development of the subject is limited in two important ways. Firstly, in the earlier years, insufficient attention is paid to project work that includes control elements, particularly electronics; and secondly, the range of experiences that the boys gain is limited. For example, only one GCSE course is run, whereas most schools would offer a range to choose from; other than workshop-based skills, boys gain no experience of working in textiles, food or graphic products.
125. Curriculum leadership is very good and the department is now fully staffed with two specialists. Previously, the appointment of staff had been a problem. Management on a day-to-day basis is very good and teachers provide fine role models for the boys in both the level of understanding of their subject and the careful way that they support learners. Monitoring of practice is good, as is development planning. However, wider provision for the subject is constrained by the existing facilities. Although the progress made since the last inspection by the department has been variable, it is now good.

VISUAL AND PERFORMING ARTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Attainment is high in GCSE.
- Teaching and learning are very effective.
- Leadership and management are very good.
- Boys have very positive attitudes to their work.
- The accommodation creates constraints on the curriculum, particularly in Year 7 to 9.

Commentary

126. Standards are high overall. This is similar for students of different ethnic groups. By the end of Year 9, attainment is above average and a large percentage of students reach National Curriculum Level 6 or above. Standards in Years 10 and 11 are high. In recent years, all boys have attained high grades at GCSE, with a majority achieving the highest A*/A grades.
127. Overall, achievement is very good. Boys achieve well in Years 7 to 9. On entry to the school, boys' experiences of the subject are varied and standards are a little below average. However, strong progress over the key stage is shown by Year 9 boys generally reaching above average levels in the subject. In Years 10 and 11, boys achieve very highly. Students who have special educational needs have done well in this subject and many have gone on to study the subject into the sixth form.
128. The quality of teaching and learning is very good. Teachers have high levels of subject knowledge and expertise. They provide effective lessons that interest the boys. Thorough monitoring and assessment of boys' achievements match the well-planned curriculum offered by the department. Teachers have high expectations and use very effective teaching methods and strategies, including practical demonstration, to help boys meet those expectations. These teaching methods, along with the individually focused support that the subject teachers provide, have also proven very effective in teaching boys with special educational needs and these boys have been able to achieve

well in the subject. In recent years, all SEN pupils taking the subject at GCSE have achieved grades within A*-C. Boys acquire a high level of fluency in drawing and painting. High quality work is completed in a variety of media. In general, boys have a very positive attitude to the subject and settle quickly to work in lessons. The school has developed outstanding links with galleries and museums local to its position near central London. This enables boys to enjoy a very full visits programme.

129. Leadership and management are very good. The subject has a very positive ethos. There has been a strong vision for the subject, leading to visual arts status for the school. Effective teamwork has allowed an efficient devolvement of responsibilities.
130. The constraints of the accommodation limit the range of work that can be taught, particularly in Years 7 to 9 where drawing and painting are, by necessity, the dominant aspects. However, in Years 10 and 11, this dominant focus on painting, drawing and visual training produces boys who are confident and fluent practitioners able to achieve high standards. Good displays of boys' high quality work provide excellent reference material in each classroom.
131. There has been very good improvement since the previous inspection. The department is now well equipped with ICT and a good range of computer-based work is done in the subject. Deficiencies in accommodation have been met by plans for new art studios to be built this academic year. Higher percentages of students are now reaching the very highest grades at GCSE and opportunities in the sixth form are more fully developed.

Drama

132. Drama is taught in Years 8 and 9 only and was inspected on a sample basis. Standards are as expected at this age and boys are well taught to work together in small teams. They devise short scenes with reasonable skills of speaking and listening in response to good teacher stimulus. Boys are inhibited and lack flexibility in their use of space and range of physical expression. At the same time, they achieve well because they benefit from good teacher guidance on their standards and are encouraged to help each other to improve. Standards have risen from those reported at the time of the previous inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Strong and effective leadership gives a clear vision for the future development of music.
- A broad and balanced curriculum is matched well to the needs, interests and aptitudes of the boys.
- Boys have very positive attitudes that contribute to the progress they make.
- Teachers need further training in using the National Curriculum levels of attainment to accurately assess the standards boys achieve.

Commentary

133. Standards of attainment on entry to the school are below average in significant areas of musical development. By the end of Year 11, students' achievement is good, particularly in composing. Music is a popular subject and increasing numbers of students have chosen to study music at GCSE examination level in recent years. They reached good standards in 2003, with almost all gaining A*-C grades. The results for 2004 present a similar picture and boys did well compared with other subjects in the school. However, the number entering GCSE is not yet sufficient for judgements to be securely linked to national averages. Overall, in the lessons seen, boys made good progress. Most reached at least the standards expected of the course and some did better than this. Standards in composing using ICT and music technology were at least good and sometimes very good because of the improvement to ICT resources and the very good support provided by a part-time music technology specialist.
134. At the end of Year 9 in 2003, the results of teachers' assessments were below average. The results for 2004 show an improving picture but, at the time of the inspection, no national averages were available for comparison. Although only one small Year 9 group session was observed during the inspection, observation of lessons in Year 8 indicates that most boys are working at or above the expected standard. All boys make at least good progress and achievement in lessons and over time is good. Able boys in Year 9, who express an interest in music, are taught after school and will be entered a year early for the GCSE examination. They are reaching above average standards and their progress and achievement are very good.
135. The quality of teaching is good overall. It is at least satisfactory, often good and sometimes very good. Teachers are committed and able musicians, and teach well-planned lessons with pace and enthusiasm. They draw examples from a wide range of musical styles and cultures to relate difficult concepts to boys' own experiences and use a wide range of teaching strategies to engage boys' interest and further their understanding. Overall, learning is good. Boys respond positively and their very good attitudes contribute to the progress they make. Only very occasionally do boys lose focus when activities are challenging but good teaching ensures that satisfactory progress is maintained. Teachers know their pupils well and use detailed assessment routines and procedures to track boys' progress. However, teachers are inexperienced in using the National Curriculum levels of attainment and judgements about standards are not consistently secure. Teachers are sensitive to the needs of boys who have special educational needs, enabling them to make good progress overall. The use of music technology and ICT by boys and teachers is good in Year 7 to 9 and very good in Years 10 and 11.
136. Very good leadership and good management result in a department with a clear shared vision for music, a strong sense of purpose and high expectations. A detailed scheme of work outlines an innovative and exciting curriculum that meets the needs, aptitudes and interests of boys. It contributes positively to boys' cultural development and makes very good links to literacy and other subjects of the curriculum. A range of extra-curricular activities, concert visits, workshops and links to other music associations extends musical opportunities in the school. A particularly strong link has been forged with the local Army Cadet Force who assisted in establishing the school band. A developing programme of instrumental lessons is also in place. Accommodation and resources are good. Improvement since the last inspection is good.

PHYSICAL EDUCATION

Provision in physical education is **good**, with very good features.

Main strengths and weaknesses

- Very good teaching with very high levels of challenge promotes very good achievement.
- The very good climate for learning promotes very good attitudes in boys.
- Leadership and management are strong. A highly committed team works very hard against a backdrop of very poor on-site accommodation to maintain very high standards.
- The poor accommodation is hindering the development of an otherwise balanced curriculum.
- Boys do not have a strong awareness of National Curriculum levels to help them to self-assess and set themselves targets for improvement.

Commentary

137. Teacher assessment of Year 9 boys in 2004 show that standards in physical education were above the national expectation. Evidence from the inspection supports these assessments. By Year 9, the vast majority of boys are applying skills with accuracy, precision and control whilst developing technical and tactical awareness.
138. The accurate application of skills and well-developed knowledge and understanding of different sports transfers into Year 10 and 11. Standards in statutory physical education lessons are above national expectations. In GCSE lessons standards are high. Whereas in 2003, GCSE results were just below the national average, in 2004, 100 per cent of boys gained an A*-C grade. Predicted grades for 2005, based on sound evidence, suggest that these high standards will be maintained. Practical and theoretical work is of a very high standard.
139. Throughout Years 7 to 11, boys achieve very well and develop a very good knowledge and understanding of how different types of exercise can contribute to their fitness and health. All boys can perform and lead warm ups and they develop a very good knowledge and understanding of anatomy and physiology.
140. The quality of teaching is very good. The department has established a very good climate for learning, despite very poor accommodation on site. Very good use is made of very high quality off-site provision, building good links with the local community. The department promotes very good progress and success for all boys. Very good subject knowledge, very good expectation and challenge and very good encouragement and engagement of all boys underpin all teaching and learning. The department adopts teaching styles appropriate to the boys' level of attainment. Challenging tasks are appropriate to the vast majority of boys' needs. The department enhances the learning environment by developing very well the boys' listening skills. Consequently, the boys reach high levels of attainment. Teachers are good role models and boys have very good and mutually respectful relationships. This produces lessons of very high productivity engagement and enjoyment. All boys display very good attitudes towards the subject.
141. Assessment procedures are sound. However, boys have a limited knowledge of National Curriculum levels in order, with teacher assistance, to set themselves targets to improve their performance and learning.

142. Very poor accommodation continues to present difficulties for the teaching of the full curriculum. However, a range of curriculum and extra-curricular activities enhances boys' opportunities for participation in sport and ensures that statutory requirements are met. The department works well to meet the needs of all boys, including those with physical disability. However, due to poor third floor accommodation on-site, they receive their entitlement at barrier-free facilities off-site.
143. There is strong leadership and management of the subject. Teachers form a very committed team and are determined to maintain very high standards. They have very high aspirations for the boys. The strong departmental identity and sense of purpose has ensured that improvement since the last inspection is good.

BUSINESS AND OTHER VOCATIONAL COURSES

The school does not offer any business or vocational courses at this level.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It was only possible to sample the school's programmes in citizenship and Personal, social and health education so no judgements could be made on overall standards, achievement or teaching because of the limited evidence available.

Main strengths and weaknesses

- There is no co-ordinated strategy for subjects to include citizenship in their teaching.
- Boys show positive attitudes and achieve well in lessons and discussions sampled.
- Recent changes in provision mean that there is currently no fully agreed teaching programme for Personal, social and health education in Years 7 to 9 and identifiable provision in Years 10 and 11.
- Statutory requirements to report annually to parents have not been met.

Commentary

144. In the lesson seen in Year 9, standards were above expectations for high-attaining boys. They could use their understanding of Victorian values to discuss current court cases about women in the workplace. In lessons seen in Years 10 and 11, standards were in line with expectations, preparing a survey of attitudes to prayer, and debating global issues of employment rights and fair trade. In discussion, boys in Year 10, including a boy who has special educational needs, achieved well in their knowledge of the criminal justice system, government, voting and the work of voluntary groups. They were also able to identify and give their views on some aspects of PSHE they had experienced.
145. Teaching and learning in lessons in Years 7 to 11 were good, but the required citizenship focus was secondary to the specific subject needs, and when enquiry skills were being applied in tasks. The school has changed from a weekly lesson in Years 7 to 9 to giving subjects the responsibility for teaching the required elements of citizenship and boys' entitlement to PSHE, without having a co-ordinating strategy fully in place. Statutory requirements are not met for boys' citizenship work to be assessed and annually reported to parents. In the Years 10 and 11 lessons seen, the distinction between the two areas of learning was not clear in planning or in teaching and learning.

146. Leadership of these areas of learning is the responsibility of a recently appointed co-ordinator. Arrangements are being made with subject co-ordinators to consider aspects of PSHE and citizenship, and planning has started for a whole day event in January, with further events, curriculum changes and appropriate community links and relevant outside speakers. Management of this staged development is not currently meeting the needs of the boys for a full regular curriculum entitlement. The school council is not yet fully operational. There are limited citizenship activities in school and the community.

SUBJECTS AND COURSES IN THE SIXTH FORM

147. In the inspection, six subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2003.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E ⁴		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	4	100	n/a	75	n/a	52.5	n/a
Biology	3	67	n/a	0	n/a	13	n/a
Chemistry*	4	50	n/a	0	n/a	10	n/a
English Literature	7	57	n/a	14	n/a	20	n/a
French*	1	100	n/a	0	n/a	40	n/a
History	7	57	n/a	14	n/a	21	n/a
ICT	15	53	78	7	21	16	20.5
Persian	1	100	n/a	100	n/a	60	n/a
Physics	7	14	n/a	0	n/a	6	n/a
Sociology*	6	67	n/a	0	n/a	18.3	n/a
Business Studies*	10	70	89	20	33	23	36.0
Mathematicss	10	30	74	10	34	10	31.3
Media Studies*	13	77	n/a	0	n/a	22.3	n/a
Turkish	1	100	n/a	100	n/a	60	n/a

* these subjects are not taught at Archbishop Tenison's School

⁴ Only national data for 2002 is available for comparative purposes. In many subjects, the small number of students entered for the examinations makes comparison with national data unreliable.

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	3	100	n/a	100	n/a	120	n/a
Biology	2	100	n/a	0	n/a	50	n/a
Chemistry*	2	50	n/a	0	n/a	40	n/a
English Literature	4	100	n/a	50	n/a	90	n/a
History	5	100	n/a	40	n/a	88	n/a
ICT	6	100	n/a	0	n/a	47	n/a
Sociology*	1	100	n/a	0	n/a	80	n/a
Maths	4	75	n/a	0	n/a	40	n/a
Business Studies*	5	100	n/a	20	n/a	80	n/a
Media Studies*	3	100	n/a	0	n/a	53	n/a
Persian	1	100	n/a	0	n/a	40	n/a

* these subjects are not taught at Archbishop Tenison's School

Level 2 vocational qualifications

Qualification	Number in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
GNVQ Business Studies	8	50	n/a	13	n/a	0	n/a
GNVQ Media Studies	2	50	n/a	0	n/a	0	n/a

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching builds students' confidence and working knowledge steadily, by using a variety of methods to engage their interest.
- Students have a good understanding of historical, social and economic background to novels because they learn well to research independently.
- Learning rates are depressed in some lessons because time is wasted waiting for students to arrive from other schools.

Commentary

148. Results in English literature were average overall in 2003, but national comparisons otherwise are not valid for the small numbers entered. Results remained stable in 2004.
149. Standards in work seen are average overall and for those at higher levels. In Year 12, students build well on their previous knowledge to acquire a reliable grasp of the literary

conventions used in Shakespeare's 'Hamlet'. In Year 13, teachers guide students well to research productively and independently. As a result, students understand capably the social, economic and historical backgrounds to novels and explain them succinctly in animated classroom presentations to their peers.

150. Achievement is good because students are challenged by good teacher prompting and engage in exercises skilfully designed to help them build on what they know already.
151. Teaching is good because teachers use a stimulating variety of techniques to instruct students and challenge their understanding. They question them thoroughly and make sure they think for themselves in a range of well-planned classroom activities. Learning is good in most lessons because classroom methods engage students' attention and interest, and build judiciously on their previous knowledge. In some lessons, learning rates are depressed because time is wasted waiting for students to arrive from other schools. Girls in the sixth form and from partner schools are well integrated into lessons and act as a useful catalyst to learning in classroom discussions.
152. Leadership and management of the subject are good. Following recent staff changes, priorities for improvement and the need to further develop co-ordination of the subject across the consortium have been identified well.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

153. Students who have English as an additional language commented on the effective way they had been supported in their studies. Those in the earlier stages of learning English have been given specialist help on a one-to-one basis, whilst those who were more advanced received appropriate help from their teachers. Literacy skills of other students are developing satisfactorily in the sixth form. In some subjects, for example business studies, students' skills are not developed sufficiently through researching and making presentations to others in their group.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in the GCSE, AS and A2 level courses.
- GCSE results are good.
- Plans are in place to develop AS and A2 level mathematics in terms of student numbers and standards.
- In 2003, AS and A2 level examination results were low.

Commentary

154. Too few students were entered for A/AS examinations for reliable comparisons to be made with national averages. In 2003, the Year 12 AS level results were disappointing, with only a third of students gaining grades between B and E. In 2004, there were no Year 12 AS-level candidates and no Year 13 A2 candidates. However, of the 2003 students who repeated the AS course as Year 13 candidates, all gained grades between

A to E this year. All of the Year 12 students who re-sat GCSE passed with grade C or above.

155. The current Year 12 AS students have higher prior attainment than previous years and have already gained higher-level GCSE grades. They are expected to move on to the A2 course in Year 13. They are presently following the core syllabus and showing good understanding of more complex algebra. The Year 13 A-level students who had transferred from other schools are working equally well on the mechanics module. The current Year 12 GCSE class are gaining confidence and coping well with the algebra of the intermediate course. The quality and quantity of work in the students' books is of the expected standard at this early stage of the courses.
156. The teaching of the AS-level course is shared between two schools. In lessons seen in Archbishop Tenison's School, the standard of teaching and the relationship between teachers and students are good. Teachers are very knowledgeable, they share their love of mathematics with the students and they elicit the students' logical thought processes. They provide opportunities for students to work collaboratively and to develop independent study skills to prepare them for higher education.
157. The head of the mathematics department works closely with the other A-level teachers in both schools and is tracking the progress of the students to ensure that they are prepared well to secure good grades next year. Planning for the future development of the A/AS-level courses has been carefully considered. As a result of improved mathematics teaching and curriculum management in the main school, there are now more higher-attaining boys in Year 11 and an even greater number in Year 10 than in previous years. These boys have been identified as those more likely to succeed with the intellectual demands of AS/A2-level mathematics. Some have been encouraged by their successes and have already indicated their wishes to continue the study of mathematics to A-level. As a result, the heads of departments and the other teachers are now in a good position to develop mathematics in the consortium sixth form to bring about an increase in the A and AS-level student numbers and to improve standards of attainment.

MATHEMATICS ACROSS THE CURRICULUM

158. Students' competence in mathematics across the curriculum is satisfactory. Students are generally able to apply numerical skills necessary in other subjects, but there are occasions, for example in science subjects, where they have to be taught the mathematics appropriate to the topic being studied.

SCIENCE

Within the North Lambeth Partnership of schools, students can take A-level examinations in chemistry, physics and biology. Archbishop Tenison's School currently offers courses in physics and biology, although at present there are no students taking these subjects in Year 13 and the numbers in Year 12 are much smaller than in most sixth forms.

During the inspection, physics was inspected in depth while biology was sampled. In the one lesson of biology seen, Year 12 students were given good help and encouragement to improve their practical skills and to gain confidence. Although standards were below the national average, due to weaknesses in students' knowledge and understanding of previous GCSE

work, the good teaching in the lesson helped them to learn well about biological chemicals. Because the students also worked hard and were keen to learn, achievement was satisfactory.

Physics

Provision in physics is **good**.

Main Strengths and weaknesses

- Teachers provide very good support and encouragement.
- Students are keen to learn and work very hard.
- Achievement is good.
- Students need more regular help to consolidate their knowledge and understanding of key aspects of the subject.

Commentary

159. Due to the small numbers taking physics, no direct comparisons are available with national standards. No students in Year 13 took the A-level examinations in 2003 and only one student was entered in 2004. Seven entered for AS level physics in 2003, and in 2004, three students took the AS-level examination. Numbers taking the examinations are too low to make valid statistical comparisons, but attainment is generally lower than national averages. No girls took physics during this period.
160. This year, four boys and two girls have started the AS-level course, with one student retaking the subject. The standard of the work seen during the inspection was below the national average. Most of the students previously achieved much lower grades in GCSE science than is the case in most A-level classes. This is reflected in the difficulties students have in understanding some of the physical concepts involved and relating these to mathematical formulae. At present, the school finds it difficult to recruit higher-attaining students to A-level science courses, partly as a result of negative perceptions about standards. However, the students in Year 12 are making good progress in physics. They are improving their understanding well and gaining confidence. This is because teaching is matched effectively to their individual needs and provides very good help and encouragement. While the students tend to be reluctant to ask questions in lessons, they appreciate the considerable support they receive and work very hard. Even when they find the work difficult, they persevere well. As a result, achievement is good.
161. Teaching is good. Lessons are very well planned and structured and teachers use their very good subject knowledge well to explain physical concepts and develop practical skills. Because the students lack confidence, teachers try very hard to build their independence. However, since the students are reluctant to ask and answer questions, teachers tend to talk a lot in lessons. This results in students sometimes failing to keep up with the ideas being considered. Students' understanding at present is not benefiting from regular assessment of how well they are following the work. The pace of learning is limited by weaknesses in the students' basic grasp of physics, and teaching does not always focus sufficiently on the fundamental aspects of the work so that students understand underlying principles at an early stage.
162. The newly adopted A-level scheme of work is being used well to provide students with valuable further learning opportunities. The ICT links are particularly helpful, since they

enable students to access well-guided study support outside lesson times. Teachers target the individual learning needs of all students very well. They also ensure that girls are integrated very effectively into the group. As a result, the female students achieve on a par with their male peers. Students with special educational needs receive well-focused help and guidance, allowing them to make good progress.

163. Leadership and management are good. Work in the subject is co-ordinated effectively between the two teachers involved and the course requirements are very well planned. However, at present arrangements for monitoring and evaluating the provision are too informal and there is limited regularly planned dialogue between the teachers.
164. Since physics was not reported on during the last inspection, it is not possible to comment specifically on improvements since that time. However, despite the below average standards in the subject, there has been good progress made in providing better opportunities for students to learn effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teaching is satisfactory, so students achieve satisfactorily.
- Year 13 students are making a good start to their course.
- Students are sometimes late for lessons.
- Standards are below average.

Commentary

165. In 2003 A-level examinations, the number of students entered was too small for comparison with national standards. Six students were successful in earning grades. Standards were maintained in 2004. The standard of work seen in the inspection is below average, but represents satisfactory achievement by students when compared with their levels of attainment on entry to the sixth form. All obtained grades at AS level and the group size remains small.
166. The quality of teaching and learning is satisfactory. Students in Year 13 are given clear guidance on learning techniques and the use of textbooks to make notes and good use is made of older students who have already followed aspects of the course to explain coursework to other students. The planning of lessons is the strength of the teaching in Year 13 but students are not required to express their ideas sufficiently for their learning to be better than satisfactory. In Year 12, the interactive whiteboard is used well to focus students' ideas and to present new words and definitions. Subject expertise is good so learning is accurate. Achievement in lessons is satisfactory as students settle in to the start of their course. Students enjoy their course and make neat and extensive notes. The girls on the course have settled in well at the start of their sixth form course.
167. The quality of leadership and management is satisfactory and a satisfactory start to the scheme of work has been made. Students from the other centres sometimes arrive late for lessons and time is wasted because teaching arrangements do not take account of travelling times sufficiently well. Sixth form students make very good use of the

computing facilities in the school. Improvement since the last inspection is satisfactory, as standards have improved.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

168. Students use their ICT skills well when required to do so in other subjects. They use ICT regularly to present their work and to try out and develop their ideas. The development of skills is informal and some subjects, such as the vocational business studies course, build it into their course.

VISUAL AND PERFORMING ARTS AND MEDIA

Media studies and art and design are offered within this area, but only art and design is taught in the school. Results in media studies examinations at AS and A-level have generally been below national averages, although the very low numbers taking the courses make comparisons unreliable.

Art and design

Provision in art is **very good**.

Main strengths and weaknesses

- Standards of attainment are consistently high.
- Teaching and learning are very good.
- Students are prepared well for further and higher education.
- Excellent links with museums, galleries and further and higher education institutions improve overall provision.
- Limited accommodation adversely affects students' freedom to work independently.

COMMENTARY

169. Standards are high. In recent years, a high percentage of students have achieved the highest grades in both AS and A2 level examinations. The dominant focus on painting, drawing and visual training produces students who are confident and fluent practitioners, able to achieve well above average standards. Many students go on to study the subject at prestigious London colleges. Students who have special educational needs have also done well at A-level and some have continued on to further education in the subject.
170. Students achieve very well on both courses. The quality of teaching and learning is very good. Teachers have excellent subject knowledge and expertise and they know their students well. The tutorial and mentoring style of teaching, offering, as it does, very successful individual teaching, allows students to develop strong independent learning skills and to mature their critical judgement. In this way, students are well prepared for further and higher education.
171. The school has forged excellent links with galleries and museums local to its position near central London. Sixth formers make regular visits to exhibitions and take up many extra-curricular opportunities with those institutions. The school also has developed strong links with further and higher education institutions for art in London. This has secured a pathway for many students going on from A-level courses.
172. There has been very good improvement since the previous inspection. The department is now very well equipped with ICT. Deficiencies in accommodation have been met by plans for new art studios to be built this academic year. Opportunities in the sixth form are more fully developed and there is steady recruitment onto the AS and A2 art courses. The limited accommodation, however, does adversely affect students' freedom to work independently. When students wish to put in additional time on their art studies, they often find they must work in cramped spaces in already crowded art studios and their work must be cleared away and moved frequently.

BUSINESS

Business education

Provision in GNVQ business education is **satisfactory**.

Main strengths and weaknesses

- Students have made a sound start from a low base of prior attainment because teaching is well organised and uses prepared materials effectively.
- Strategies are not fully in place to ensure that students prepare and present work to the rest of the class to gain in confidence and improve their literacy skills.
- Students have not yet gained a wider range of understanding of business by reading the newspapers and discussing current affairs in class.
- Leadership of the subject is insecure.

Commentary

173. The course followed is at intermediate level, being equivalent to two AS levels. Only a small number of students from Archbishop Tenison's School have followed the course in

recent years but have successfully gained accreditation. Most of the students following this course have not studied business education previously, so at this early stage in the school year, teachers were trying to cover the basic principles of business in their lessons. Students have little real understanding of business and have very little general knowledge about the relationships between capital, costs, and the world of work, wages and profit. Progress in these early lessons was, of necessity, slow, but thorough. As the lessons unfolded, students began little by little to develop a clearer understanding of principles so achievement was satisfactory. Currently, students are not working fast enough, reading around the subject, or listening to business news on the radio and television enough to cover the syllabus. They have not yet developed an understanding of current affairs and how business impacts on everyday life.

174. Teaching is satisfactory and uses the prepared materials from the examination board in a straightforward and thorough manner. Students learn well, but they display a lack of confidence in their own thoughts and many feel inhibited about sharing their thinking. Discussion therefore is limited and has not been addressed sufficiently by using a range of teaching and learning approaches such as giving students tasks to work on in pairs and making presentations to the class. ICT is well used, and students use materials set by the teacher soundly. Feedback through formal assessment and informal discussion is good. Thorough and helpful analysis of students' contributions is undertaken and targets set for improvement. The concepts of using money and the effects of the outcomes on business are being explored, but as yet, the skills of numeracy are being insufficiently utilised.
175. Day-to-day management of work is satisfactory, but there is no subject leader with any experience, so leadership is limited and the development of innovative teaching is restricted. Although staff try to be good role models, they themselves are at an early stage of understanding the course and what needs to be done. Help is needed to support the new staff and to ensure the sound start made does not falter.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

176. The school has good procedures to ensure students' welfare, health and safety. The school aims to provide a friendly and welcoming environment in which individual students feel that they are welcomed, known, liked and valued as individuals. The school takes particular pains to give good academic advice and guidance for courses into the sixth form, throughout the sixth form and then into further education or employment. The school has a very even-handed approach to guidance for post-16 education and makes it a priority to ensure that students join the institution that they want and that it matches their need. Students speak highly of the support that they get. Overall, personal support is good. However, the arrangements to involve students in the school's work are insufficiently developed and the school is already reviewing the role of the sixth form in the life of the school.
177. Although the students can take advantage of the general facilities in all three centres for personal development, the opportunities at this school are very limited. A new general studies programme has been started this September on Fridays, and some key skills are included. The range of extra-curricular activities and enrichment options to broaden the base of sixth form study from simply award bearing courses is limited.

178. Students consider that they settle into the school easily because of the help they receive from teachers and older students. Most of the sixth form progress from the main school and they feel that the teachers become their friends. Pupils who join the school feel welcomed and soon settle in the sixth form. The young women feel that all students are welcoming and that they are treated equally. Students who are in an early stage of acquiring English as an additional language recognise the significant provision that the school makes to ensure that their coursework and examination opportunities are maximised.

179. Students do feel, and rightly, that their social accommodation is far below the standard of other schools. This is an issue that has been recognised and plans to address this are at an early stage of discussion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
The overall effectiveness of the sixth form and the school	4	2
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	3	2
Cost effectiveness of the sixth form / value for money provided by the school	4	2
Overall standards achieved		3
Pupils' achievement	4	3
Pupils' attitudes, values and other personal qualities		2
Attendance	4	4
Attitudes	2	2
Behaviour, including the extent of exclusions	2	3
Pupils' spiritual, moral, social and cultural development		2
The quality of education provided by the school		3
The quality of teaching	3	3
How well pupils learn	3	3
The quality of assessment	3	3
How well the curriculum meets pupils' needs	3	3
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	4	4
Pupils' care, welfare, health and safety		4
Support, advice and guidance for pupils	3	2
How well the school seeks and acts on pupils' views	4	4
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	2	3
The leadership and management of the school		3
The governance of the school	3	3
The leadership of the headteacher		2
The leadership of other key staff	2	2
The effectiveness of management	3	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).