

# Archbishop Sumner Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	100609
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276342
<b>Inspection dates</b>	29–30 June 2006
<b>Reporting inspector</b>	Paul Missin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Janet Wells Mrs Ursula Ovenden
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Reedworth Street Lambeth London SE11 4PH
<b>Telephone number</b>	02077352781
<b>Fax number</b>	02078208801

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This C of E Aided school is about the same size as most other primary schools, and has received a Healthy Schools award. It has a Learning Support Unit attached and has Extended Schools status which supports its wider work with parents and the local community. Attainment on admission is well below average. The proportion of pupils from minority ethnic groups is very high, but only a few are at an early stage of learning English. The most common ethnic groups are Black African and Caribbean. The proportion of pupils with learning difficulties and disabilities and those eligible for free school meals is also very high. A high number of pupils enter or leave the school each year. Local deprivation is high.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Improve procedures for recording pupils' attainment and progress in subjects other than English, mathematics and science.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

Teaching and learning are good. Teaching is effective because the teachers' lively and enthusiastic approach and careful planning ensures that lessons are enjoyable and relevant to the pupils' needs. This encourages pupils' commitment to their learning. A strength across the school is the way in which teachers value pupils' work and responses in class and use targets to show pupils clearly what they must do to improve. Teachers show good subject knowledge and have high expectations of what pupils can achieve. Teaching in the Foundation Stage is good. Children in the Foundation Stage learn well as teachers provide a wide variety of activities and make learning fun.

Assessment is good. Very detailed records are kept of pupils' attainment and progress in reading, writing and mathematics, and this data is used well to set pupils clear targets for improvement. A particular strength is the way in which both teachers and pupils have a thorough knowledge of what pupils need to do to improve. Day-to-day assessment in the Foundation Stage, and the assessment of pupils with LDD, is good. A relative weakness is that procedures to record the attainment and progress made by pupils in religious education, music, design and technology, history and geography are not sufficiently developed.

### **Curriculum and other activities**

**Grade:**

The curriculum is outstanding. Appropriate emphasis is placed on the development of literacy, numeracy and computer skills. Provision of English language support is very effective. The school also provides a very rich and challenging wider curriculum which meets the needs and interests of pupils exceptionally well. Provision for pupils with LDD and EAL is good, and the school also identifies pupils who have particular gifts and talents. Pupils who find learning difficult receive very good support from the learning mentor and other agencies when appropriate. The wider curriculum is enhanced very well through the work of the Extended Services co-ordinator. The curriculum for children in the Foundation Stage is very good.

Pupils enjoy taking part in the exceptionally wide range of lunchtime and after-school activities. A very wide range of visits to places such as Westminster Abbey, the Old Vic and the British Museum helps to bring pupils' learning to life. Residential visits support pupils' social and

emotional development well. Visits by national and international figures and from representatives of local services help to give pupils an appreciation of the local and wider community.

### **Care, guidance and support**

#### **Grade:**

Staff know the pupils very well and demonstrate outstanding care. This is a view shared by parents and pupils. All adults consistently promote the school's strong, caring ethos. Pupils know that adults will help them if they are worried or distressed. Vulnerable pupils are given particularly good quality help, for example, by the school's close links with support agencies and through strong guidance from staff. The Learning Support Unit does especially well in supporting vulnerable pupils, including those who have failed to attend and behave well at other schools. The school rigorously promotes activities that help pupils adopt healthy lifestyles. Very robust child protection procedures are in place and bullying is rare. Risk assessments are thorough and effective. Very good guidance procedures help staff to assess how well pupils are progressing and the use of very effective individual and group learning targets show pupils what they have to do to improve.

### **Leadership and management**

#### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Children

Thank you very much for your warm welcome when my colleague and I visited the school recently to see how well you were doing. We enjoyed talking to you and hearing your ideas about the school. We were very pleased to have been able to join some of you for a special lunch and we were very impressed with the colourful parade which you had been working so hard to get ready. The drummers worked very hard!

We think that your school is excellent. We were very pleased to see how you are all important and valued members of the school community. You have some very knowledgeable and enthusiastic teachers who provide very interesting things for you to do. We saw how much fun you have in lessons and the wide range of topics that you are studying. We think that you all make good progress in your learning and that you behave well in lessons and around the school. You have really worked hard with your English work and now older pupils do very well. Teachers keep very detailed records of how well you do in English, mathematics and science, but not in some other subjects.

Your headteacher leads the school exceptionally well. She makes sure that you all have the opportunity to share what the school provides and that you are kept safe and well looked after. She is supported well by other senior staff and the school governors.

We wish you well in the future.

Paul Missin

Lead Inspector