

# 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>	323308
<b>Inspection dates</b>	5–6 May 2009
<b>Reporting inspector</b>	Bernice Magson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	224
Government funded early education provision for children aged 3 to the end of the EYFS	23
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Julie Minns
<b>Headteacher</b>	Mrs Ursula Ovenden
<b>Date of previous school inspection</b>	29 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Reedworth Street Lambeth London SE11 4PH
<b>Telephone number</b>	020 7735 2781

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 May 2009
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**Fax number**

020 7820 8801

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Archbishop Sumner is an average sized primary school, serving a diverse community in Lambeth. The proportion of pupils entitled to free school meals is well above average. The majority of pupils are Black African and Caribbean, and the remainder are mostly White British or of Asian minority ethnic heritage. There are more girls on roll than boys. Children are admitted to the Nursery class in the Early Years Foundation Stage from three years of age, and move to the Reception class in the Autumn term of the school year in which they are five years of age. A high proportion of pupils have learning difficulties and/or disabilities, including moderate or severe learning needs and autism. Well above average numbers of pupils speak English as an additional language. The proportion of pupils moving in and out of school other than at the normal time of admission is high. Extended services are provided on the same site, including a Saturday school and family learning programmes. Also, there is after school care managed by a private provider.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Archbishop Sumner is an outstanding primary school. It provides a caring and loving environment for each pupil, seeking to ensure they are happy members of the school family, who enjoy learning and leave school with the knowledge, skills and attitudes relevant to the changing world in which they live. The headteacher, staff and governors work extremely hard to ensure all pupils are engaged in learning. Pupils are introduced to a vibrant and stimulating curriculum which includes a strong focus on the teaching of basic skills of literacy and numeracy, and offers an excellent range of learning experiences in music, art, drama, sports, and modern foreign languages. Visits and visitors are used extensively to ensure learning is meaningful, and to provide pupils with opportunities for performance. They visit museums, art galleries and cathedrals, and participate in workshops, such as with the Southbank Sinfonia. Strong links exist with the parish of North Lambeth and pupils participate in many joint events. Parents appreciate the many activities which are provided. 'Staff create wonderful experiences for our children, which help them to be ambitious for themselves', commented one parent, reflecting the positive views of others.

Pupils have excellent attitudes to learning and regularly attend school. They are confident in making choices in their learning and have an excellent understanding of the impact of their actions on the school, locality and the wider world. 'When we grow old, we can say that we did that', they commented proudly about the recent developments of the Eco-garden and all-weather playground. Pupils have an excellent knowledge of their place in the community and participate enthusiastically in local events. Competent musicians in the choir, brass band and steel pans group entertain members of the community, for example. A Global Vote Day has helped pupils to recognise how their opinions can impact on wider world issues.

From very low starting points in the Nursery, pupils make excellent progress and attain average standards by Year 6. The school has introduced measures to address a perceived weakness in the attainment of boys in reading and writing. The curriculum has been adapted to include more meaningful topics, for example a study of Macbeth in Year 6. Poets and authors, such as Michael Rosen and Eric Carle, have worked with pupils. Rigorous assessment of progress ensures tasks are appropriate and pupils remain engaged in their learning. As a result of the careful attention to the unique learning needs of each pupil, most of Year 6 is predicted to attain national averages in national tests in 2009, and with increased numbers attaining the higher levels. A skilled team of teachers and teaching assistants provide early identification of specific learning needs of individuals, targeting additional support as necessary. The talents of individuals are recognised and promoted. An able drummer supports music in concerts and assemblies, for example.

The school has an excellent clarity in its vision and direction. It is led and managed by an outstanding headteacher and skilled team of deputy headteacher and staff, who are robust in analysing the school's performance and in setting challenging targets for improvement. Since the last inspection, the school has sustained improvement in pupils' achievement, teaching and learning and assessment, and these are now of an outstanding quality. Subject coordinators scrutinise learning very effectively. However, the school has recognised that their involvement in monitoring teaching is less effective and needs to be increased, in order to raise standards further. The school's proven track record shows that they have an excellent capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children in the Early Years Foundation Stage love going to school and are eager to learn. Parents are pleased with how well their children have settled. 'It feels like a true partnership', they comment, 'as we are encouraged into the classroom at all stages'. This is because staff are approachable and have a great awareness of the needs of each child and their family. In a happy and safe environment, children are confident learners, happy to explore the world around them. They are learning rapidly because the teaching is outstanding. Teachers have an excellent understanding of how to interest and engage children, subtly incorporating the learning of new skills in a range of experiences. Weaknesses in children's knowledge and understanding of the world are improving, addressed by many and varied trips into the local community. In a recent topic entitled 'Around the World', children developed skills in music, art, dance and design technology, and celebrated their cultural heritage. Adult-led activities are outstanding. There is an excellent focus on developing skills of communication and language, as many children speak English as an additional language. Staff have high expectations of their progress. They provide practical examples by role-modelling answers for children in the Nursery, but children are encouraged to speak in sentences by the end of the Reception Year. Overall achievement is outstanding. By the end of the Early Years Foundation Stage, many children reach expected goals in their personal and physical development, and all are close to national expectations for their age in other areas of learning. Leadership of the key stage is excellent. The manager has identified appropriate priorities for development and has established a strong and effective staff team.

### What the school should do to improve further

- Provide greater opportunities for subject coordinators in English, mathematics and science to monitor teaching in order to raise standards further.

## Achievement and standards

### Grade: 1

Achievement is excellent. From very low starting points, pupils attain below average standards by Year 2, and average standards by Year 6. In music, art, information and communication technology (ICT) and physical development pupils achieve extremely well, because of excellent teaching, often from specialist teachers. In national tests results in English, mathematics and science are influenced adversely by the high number of pupils learning English as an additional language by Year 2, and by the increased number of pupils with learning difficulties and/or disabilities by Year 6. Nevertheless, these pupils achieve extremely well in comparison with similar schools because of the skilled help of the special needs coordinator, learning mentor and teaching assistants. Progress is sometimes slower for the many pupils joining and leaving the school other than at expected times, although excellent induction arrangements ensure that all of them reach predicted targets. Weaknesses have been identified in the attainment of boys and the more able, particularly in reading and writing. However, strategies to raise standards are proving effective and the current Years 2 and 6 are predicted to attain their individual targets in national tests in 2009, and with increased numbers reaching higher levels.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They show very good respect for different cultures and beliefs and make a strong contribution to the community, organizing coffee mornings and raising funds for charities such as the Bishop's Lent Appeal. The school's values are responsibly promoted by pupils, as staff are excellent role models. Behaviour is good. Pupils say there is little bullying and they are confident that staff would address any concerns. 'They're like your Mums and Dads, calming you down if you're angry or worried', they say. Pupils have an excellent understanding of how to live a healthy lifestyle. They enjoy growing herbs, fruit and vegetables, know how to eat healthily and participate enthusiastically in sporting activities. Pupils know very well about personal safety, including the dangers of the internet and drugs. The school council, known as 'Eco-warriors', say their views are valued by staff and governors, such as in developing the Eco-garden, and in the introduction of 'green bins' to the playground. Pupils have well-developed enterprise skills and ability to work together cooperatively. These skills and clear enjoyment of learning prepares pupils exceptionally well for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of learning is outstanding because it is underpinned by excellent relationships between pupils and adults. Staff use praise very effectively to reward outstanding achievement and encourage further effort. The rapid pace of learning is achieved because of the wide variety of teaching techniques which are matched effectively to pupils' needs. The very good professional knowledge of staff and enthusiasm for their subjects promotes interest and engages pupils. Specialist expertise is used to provide greater depth in learning in some subjects, and investigative work is a vital element of many lessons. There is a buzz of excitement in classrooms as pupils use drama, ICT, brain gym techniques, action songs, games and quizzes to develop their learning. Lesson objectives are explained very clearly so that pupils know what they are expected to learn. Teachers make effective use of assessment data to ensure that pupils are challenged effectively. The wide range of ability in each year group is met very well through rigorous planning and additional support is targeted extremely well to individual needs. Pupils are encouraged to assess their own learning and their efficiency increases their learning extremely well.

### Curriculum and other activities

#### Grade: 1

The curriculum engages all groups of pupils, developing their talents and boosting self-esteem. Through rigorous assessment, the curriculum is made unique to each pupil, strongly promoting the school's vision that every child matters. There is excellent provision for pupils' personal, social and health education. Specialist teachers enrich the curriculum in music, art, drama, modern foreign languages and sports, extending the challenge in learning very effectively. Often activities are linked to a central literary theme, and made relevant and meaningful by practical learning experiences which include visits in the locality. Many links are created between subjects, sometimes in topics undertaken by the whole school. In a recent project called 'The Labyrinth', pupils recorded and filmed the story of Easter through poetry, drama, art and music,

and told events to parents and other visitors in a performance in the Eco-garden. The school grounds have been developed as an excellent addition to the curriculum, particularly to overcome limitations of space for children in the Reception year. ICT provides additional support in learning, including for pupils with specific learning needs. In Year 4 less-able pupils used voice recognition software to produce written work of a high standard. Extended services and out-of-school clubs have a significant impact on the curriculum, promoting pupils' ability and readiness to learn.

## **Care, guidance and support**

### **Grade: 1**

Pastoral care and academic guidance are strengths of the school. They are built on a concern for each child and their families. Staff and other agencies work together very effectively so that all children, including those with specific learning needs, are well supported. Adults make strenuous efforts to know each pupil really well and to rigorously monitor their progress. The curriculum and extended school provision is carefully tailored to support pupils' readiness to become lifelong learners. Breakfast, homework and other clubs add to the school's innovative approaches to uniting partners around pupils' needs. The school has worked hard to achieve an outstanding attendance record in comparison with similar schools, and has developed rigorous systems to promote punctuality. Academic guidance is excellent and a range of strategies are used to encourage pupils to plan next steps in their learning. Pupil conferences, partner feedbacks, use of grade descriptors of the National Curriculum and improvement targets all have a very positive impact on pupils' achievement. Older pupils have an excellent understanding of how to improve their work.

## **Leadership and management**

### **Grade: 1**

The leadership team represent all aspects of school life and meet regularly with the headteacher and the deputy headteacher to review the school's performance and set challenging targets for improvement. Currently, subject coordinators give valuable support in the scrutiny of learning, although they have too few opportunities to monitor teaching and support their colleagues in classrooms. Perceived needs of pupils and their parents are identified accurately and addressed well. For example, some reluctant attenders are encouraged into the breakfast club, and join gymnastics and 'athletics' activities at the start of the school day. A key aim of the school is the commitment to community cohesion, which is outstanding. Many activities are organised to celebrate the rich heritage of this diverse community. Partnerships with universities and other institutions are excellent, increasing opportunities for professional training. Governors are supportive of efforts to raise standards and are increasingly involved in self-evaluation. School finances are managed well. A considerable underspend is targeted to ensure improvement to the building, particularly for children in the Early Years Foundation Stage.



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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

18 May 2009

Dear Pupils

Inspection of Archbishop Sumner Church of England Primary School, London, SE11 4PH

You may recall that two inspectors visited your school recently. Thank you for being so friendly and welcoming. We enjoyed talking to you and finding out about all the interesting things you are doing. We think that your Eco-garden is a very attractive place to learn and we can understand why you are so proud of it. We think that you have an outstanding school.

Here are the best things about your school.

- You are very friendly and welcoming.
- You work hard in lessons and achieve well.
- You understand extremely well the importance of eating healthily and taking exercise. It was good to see so many children joining in gymnastics and other games activities before the start of school.
- Visits out of school sound very exciting, such as those to the National History Museum, St Paul's Cathedral and the British Film Institute.
- You are making excellent contributions in support of others in school, the community and in Africa.
- There are very many activities for you to join in out of school, including on Saturdays.
- Your parents and carers are very glad that you go to this school.
- Your headteacher, staff and governors are working very hard to make your school even better.

To help your school to improve, we would like your teachers to have more opportunities to visit each other's classrooms to share their very good expertise.

We hope that you carry on enjoying the interesting things provided for you at Archbishop Sumner School.

Yours faithfully

Bernice Magson

Lead Inspector