

Archbishop Tenison's School

Inspection report

Unique reference number	100640
Local authority	Lambeth
Inspection number	376432
Inspection dates	19–20 January 2012
Lead inspector	Carmen Rodney HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	543
Of which, number on roll in the sixth form	78
Appropriate authority	The governing body
Chair	Robert Moreland
Headteacher	Elizabeth Sims
Date of previous school inspection	14–15 January 2009
School address	55 Kennington Oval London
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Age group	11–19
Inspection date(s)	19 -20 January 2012
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Introduction

Inspection team

Carmen Rodney

Her Majesty's Inspector

Nardeep Sharma

Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 29 lessons taught by 29 teachers, including the tracking of one class for two lessons. They also carried out very short visits to a few lessons to review the quality of marking. In addition, inspectors held meetings with the headteacher and other senior staff, teachers, four groups of students, two members of the governing body and a few parents. They also observed the school's work and looked at assessment. Inspectors also evaluated the school development plan and policies, documents relating to safeguarding and the minutes of meetings of the governing body. Inspectors did not use the online questionnaire (Parent View) as parents have not used this service but analysed 40 questionnaires received from parents and carers.

Information about the school

Archbishop Tenison's School is smaller than the average-sized secondary school. The vast majority of students are from minority ethnic groups; the three largest groups are from African and Caribbean heritage and White British background. The proportion of students known to be eligible for free school meals is above average. The proportion of disabled students and those with special educational needs is above average. The main needs are behavioural, emotional and social difficulties, moderate learning and specific learning difficulties. The proportion of students who speak English as an additional language is high but very few are at the early stage of learning English. The school has had visual arts status since 2003. It has gained various awards relating to its provision including: the 'Sport England' Sportsmark, Investors in Careers, Chartered Standard in Sport, Advanced Healthy Schools Award, Certificate of Partnership from the University of Brighton for teacher training and the Financial Management Standard in Schools.

The school exceeds the government's current floor standard for attainment in English and mathematics. The school accommodates an after-school club for primary school pupils but this is not managed by the governing body and was not part of this inspection.

The school set up a new sixth form in September 2011 and also benefits from collaboration with two local schools.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good school. Students' academic progress is good and an above average proportion of students attain five or more GCSEs at A*-C including English and mathematics and also five or more GCSEs A*-C in all subjects. The 2011 examination results were very high in mathematics, science and the specialist subject.
- The quality of teaching is good and improving strongly. There is a determined effort to sustain improvement and, as a result, students are very well prepared for their future.
- This highly inclusive school provides outstanding care, which leads to the vast majority of students saying they are 'happy to come to school'. The strong Christian values are the foundation on which the school promotes high attendance and students' outstanding spiritual, moral, social and cultural development.
- Outstanding leadership at all levels ensures that the governing body and all staff know the students very well; they have a very clear understanding of the circumstances that often make students vulnerable. The protective ethos, excellent tracking and supportive systems, both pastoral and academic, have led to the overwhelming majority of parents and carers saying they are kept well informed and with most indicating that their sons are happy and safe.
- Students behave well. The clear code of conduct, consistent approach to behaviour management and excellent work with parents, carers and external partners foster respect and very good working relationships.
- The sixth form is satisfactory and improving rapidly. In 2011, sixth form students made satisfactory progress relative to their very low starting points. In preparation for the new sixth form, the school has made radical changes in provision and raised expectations. A good and more diverse curriculum, strong strategic leadership and demanding requirements for entry to AS and AS-level courses are contributing to students making better progress.

- Since the previous inspection, the school has made rapid improvements in examination results at Key Stage 4. The revision of the curriculum to reflect the needs of students, particularly at Key Stage 3 and in the sixth form, has increased the school's capacity to make further developments. The school is aware that not all departments use marking procedures diagnostically and a few subjects lack the sharpness identified in performance management to teach consistently good or outstanding lessons.

What does the school need to do to improve further?

- Ensure senior leaders and managers build on the good teaching so that all subject areas increase the proportion of good and outstanding teaching by ensuring
 - all teachers routinely use the resources available to prepare and deliver well-planned lessons that accelerate the progress of all groups of students
 - marking is regular and provides clear and informative feedback that will increase students' understanding of how to improve their work based on their challenging targets.

Main report

Achievement of pupils

In virtually all lessons observed, students achieved highly. Sometimes their progress was outstanding. Students demonstrated determination and great enjoyment in their learning. All worked engagingly and were challenged and extended by set tasks. Notable examples of teaching and learning at its very best were seen, for example, in Year 7 when students in religious studies grappled with complex concepts linked to obedience and sacrifice in the story of Abraham. Similarly, students in Year 10 science and Year 12 mathematics lessons made outstanding progress primarily because their skills were consolidated and their distinct needs met. These factors led to them applying their intellectual skills to work on acids and alkalis in science and the concept of infinity in mathematics.

A strong work ethic leads to students working productively and at a good pace. They concentrate very well and confidently intervene to ask questions. For example, in lessons, they readily share experiences and use different styles of contribution to whole-class discussion, while listening attentively with concentration and understanding. Students take their learning beyond the classroom by embracing independent learning through completing set homework and using the library to undertake research and revision. On the rare occasions when teaching was satisfactory, students were not deterred from working effectively.

Students attain GCSE examination results that are above the national average. While the school achieved its best ever results in 2011, there are variations in outcomes in key subjects. Whereas attainment is very high in mathematics, and significantly above average in art and design, language and statistics, it is broadly average in English. Based on students' starting points, this is good achievement by the end of

Year 11 with outstanding progress in mathematics. The achievement of students at Key Stages 3 and 4 is good; nevertheless, there are differences in the progress of different ability groups. Students known to be eligible for free school meals and those with specific learning difficulties achieve well. In 2011, those with a statement of special educational needs made outstanding progress. These students make better progress than the national average for their groups because well-considered provision includes excellent academic mentoring and a highly personalised curriculum. While most students attain well in comparison to national comparators, the school recognises that there are still slight gaps in the progress made by White British boys, those of Caribbean heritage and those within the Other Black British group. Although the disparity in their progress is closing, it remains a priority across all subjects. Internal examinations and extensive monitoring indicate that the levels of attainment achieved last year are being sustained. Sixth-form students made satisfactory progress from low starting points; however, current achievement is better because of higher expectations and improvements to provision.

Quality of teaching

Lesson observations, discussions with students and work in their books confirmed that overall, teaching is good and increasingly outstanding. All parents and carers who responded to the questionnaire, and inspectors' discussion with a few, indicated that teaching is a strength. This largely consistent quality of teaching, combined with students' very positive attitudes, and the first-class support provided, enables students to achieve very well. Teachers have excellent subject knowledge and use their expertise to plan well-structured and purposeful lessons that are very well managed and orderly. Students' very good relationships with their teachers create a positive learning environment; students arrive at lessons on time and are ready to begin working. Independent learning, and group and paired work, are used efficiently to increase learning. There is also very good emphasis on promoting literacy and other basic skills across the curriculum. Good-quality teaching in the sixth form is leading to students making better progress but changes in provision are too recent to measure the impact on examination results.

The vast majority of lessons are conducted at a brisk pace and short, timed activities, linked to carefully selected resources, are used very well to consolidate learning. Probing questioning techniques are used effectively to deepen students' thinking and there is effective use of the whiteboard to illustrate what students should achieve. The system of setting by ability for key subjects such as English and mathematics ensures that work is well matched to learning needs and those students requiring support, such as those with a specific learning needs, can get the maximum support. On the very rare occasion when the quality of teaching lacked clarity and pace, there was insufficient consideration given to the impact on students' learning. Assessment is good. Teachers keep clear records of students' progress and students know their targets. However, marking is less effective because, too often, it does not highlight the strengths and areas for improvement.

Behaviour and safety of pupils

The strong system of behaviour management ensures that students know and understand the code of conduct and respond effectively to it. The school's consistent approach has minimised potentially challenging behaviour. High-quality care reflects the very high priority given to the welfare of students. This includes extra curricular sessions and extensive work with partners such as the chaplain, school pastors and link schools. Students say they are safe and they move sensibly in the limited space available. Nevertheless, of the small number of parents and carers who responded to the questionnaire, a few expressed concerns about their children's safety and behaviour. A few students and staff expressed similar views. Inspection evidence, including personal testimonies from students and comments from parents and carers, indicates that in lessons, behaviour was never less than good even when teaching was occasionally uninspiring. The school's inclusive approach ensures that the needs of each boy are supported in relation to behaviour for learning. Students, parents and carers report very few incidents of bullying and say they are dealt with effectively by staff, whether it is linked to personal issues or cyber bullying.

Discussions with students indicate they respond very positively to the intensive and highly personalised work to dismantle and overcome the very challenging circumstances many face on a day-to-day basis. Around the school, students are considerate to each other and to staff. Without exception, they say they would recommend the school to others. Learners have a broad range of opportunities to take part in the life of the school and wider community. Students are reflective and draw on the exemplary spiritual and moral activities which underpin their behaviour.

Leadership and management

The headteacher is exceptional and works relentlessly. She is very well supported by a knowledgeable group of senior leaders and a well-informed governing body. Staff are highly ambitious for the students, both academically and pastorally, and seek to ensure that students are not hindered from achieving their potential. While priorities for improvement are clearly identified, known and understood, the passion for shaping the boys into mature young men with a clear future is driven by the school's high expectations that 'teaching is the primary factor in driving improvement'. Senior leaders have won the trust of virtually all staff to monitor teaching rigorously. The evidence of this relentless drive and excellent leadership, linked strongly to personalised professional development and performance management, is seen in the significant improvement in examination results. Governors make an exceptional contribution to the school's drive for improvement; they use their vast knowledge of the community to secure the best resources to accelerate students' progress. Accountability is strong as is the use of assessment data to ensure equality of access to provision and outcomes. Given the year-on-year improvement in results, the school is very well placed to sustain improvement.

The school has a clear understanding of its role in accelerating students' progress, and is innovative in charting its destiny. First, it has created a sixth form, and re-launched its provision. As well as setting demanding requirements for entry to advanced level courses and high expectations of sixth-form students, well thought out guidance, good leadership and management are contributory factors that are

leading to better progress. Second, leaders have kept the curriculum under review so that it is appropriate to the needs and interests of all students. Younger students in Key Stages 3 and 4 are offered a wide range of courses that are matched to their ability. For example, mathematical skills are very strong and can be linked to the early and successful nurturing, which motivates students to achieve highly. While the more able are given the opportunity to learn Latin and another language, students whose literacy skills are weak receive additional and extensive support. Students derive many benefits from this highly personalised curriculum; in particular, it engages them very well and contributes to them exceeding expectations. Consequently, their spiritual, moral, social and cultural development is outstanding.

The headteacher and governing body take a leading role in ensuring that all matters of safeguarding are fully met.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2012

Dear Students

Inspection of Archbishop Tenison's School, London SE11 5SR

Thank you for taking part in the inspection and making us feel so welcome when we inspected your school recently. On behalf of the inspection team, I would also like to thank you for talking openly to us about your work, the challenges you face and the excellent support you receive. We very much appreciated your openness.

We agree with you and your parents and carers that you attend a good school with some outstanding features that make a lasting contribution to your education and future life. The above-average results attained by last year's Year 11 in 2011 are a testimony to the good quality of education you receive. Virtually all of you make rapid progress, particularly in art and design, and core science, but above all, you achieve exceptionally well in mathematics. You are all working very hard and, based on our observations, we are confident that the school will not slacken in its work to ensure that you gain even better results. The good and outstanding teaching contributes to your good achievement. Your responses and discussions with us indicated that the 'teaching is very special' and you would recommend your school.

Your behaviour is good and you value the religious, moral, social and cultural values, which you use to control your interactions with others. We are aware that a small number of you and your parents/carers feel that sometimes your behaviour is not always good but inspection evidence does not support this view. Many of you in all year groups told us that behaviour is good and you appreciate all that the school provides to help you overcome the very challenging circumstances you sometimes face. The school is not only strong academically but the exceptional care that you receive is one of the main reasons why you all do so well.

The one area of the school's work where we have suggested some improvement is teaching. We have asked the school to increase the percentage of teaching that is good or outstanding and for teachers to give you clear feedback when your work is marked. We are confident that you will work with your teachers to achieve your potential.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector

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