

## National Society Statutory Inspection of Anglican Schools Report

### Archbishop Sumner Church of England Voluntary Aided Primary School

Reedworth Street,  
London  
SE11 4PH

**Diocese: Southwark**

LA: Lambeth

Dates of inspection: 10<sup>th</sup> and 11<sup>th</sup> July 2006

Date of last inspection: November 2001

School's Unique reference number: 100609

Headteacher: Mrs Ursula Ovenden

Inspector's name and number: Mrs Penny Smith-Orr. No.82

#### School context

Archbishop Sumner Church of England Primary school is a voluntary aided school, with a nursery and a learning support unit, in a densely built up area of Lambeth. There are a high proportion of learners from ethnic minorities and also a high proportion with learning difficulties and disabilities. Many of the learners attend the local church of St Anselms and many others attend other local churches. The Rector of St Anselms, St Peters and St Mary's is on the board of governors and has very strong links with the school.

#### Summary Judgement

Archbishop Sumner's Church of England Primary school is an outstanding church school. There is a caring and stimulating Christian ethos which permeates throughout the school and learning community.

#### Established strengths

- Strong working relationship with the local team Rector
- Excellent opportunities provided for the spiritual, moral, social and cultural development of the learners
- High expectations and a clear vision of the school as a church school
- Very good relationships between the pupils, staff and other members of the school community which reflect Christian values

#### Focus for development

- Assessment procedures for religious education to ensure continued high standards of work

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

Grade; 1 Outstanding

There is a very welcoming atmosphere in the school and very visible signs that it is a church school, displays in the corridors and common areas reflect the Christian aims and values that are promoted here. In the hall there is a sign which reminds learners of the best way to behave which includes 'love and respect' and to 'follow in God's footsteps'. There are very strong links with the local team Rector and a large number of the learners attend the local churches. The Rector meets with a group from Y6 each week to discuss issues that concern them and to pray together. The learners have a strong sense that they matter as individuals. The school council meets once a week and there is a good system of reporting between the classes and the council. There is a system of peer mediation in place to help the learners and the school also has an adult mentor who works to 'solve small problems before they become big problems'. The school makes plenty of opportunities for celebrating the achievements of all and take their celebrations out to the local community as much as possible. Children spoke with pride about the peace garden, opened by Bishop Tutu, which they use when the playground gets too noisy.

#### What is the impact of collective worship on the school community?

Grade; 1 Outstanding

Collective Worship (CW) is enjoyed by the whole school and contributes well to the learners spiritual and moral education. CW is also used by the school as a gathering of the community in times of trouble, for instance after a recent stabbing outside the

school. The atmosphere of calm is set by a candle being lit and the leader starting the worship with 'the Lord be with you' to which the learners respond. All the learning community took part in the CW reinforcing it's importance in the school day, music was used to good effect, the words of a hymn were used to illustrate the theme of courage and inspire the listeners. Prayers read by the children reflected local, national and international concerns. The Rector leads one CW a week strongly reflecting the Christian status of the school. About three times each term parents, staff and some children gather for an agape service during lunchtime as a further form of collective worship within the community.

#### **How effective is the religious education?**

Grade; 1 Outstanding

Religious Education (RE) is well resourced and taught in an imaginative and challenging way. The displays throughout the school and in the class rooms contribute to it's high profile. Work in books is monitored regularly to ensure that standards are maintained and are consistent throughout the school, marking includes encouraging comments by teachers. The learners have good knowledge of the Bible and are keen to answer questions during lessons. The emphasis is on active learning and learners were encouraged to discuss with their talking partners at intervals in many of the lessons seen. The RE curriculum is closely linked with personal, social and moral learning for example, a discussion on the consequences of breaking rules and what a person could consequently do to achieve forgiveness. Good use was made of the interactive whiteboards and drama, art and music are also used effectively to engage the learners. Emphasis is also made throughout the curriculum on visits to a wide range of places, including to places of worship both Christian and other faiths, which help to bring their learning to life. Links are made between school RE lessons and spiritual life, each class had learned about the stations of the cross and each designed one of a set of banners which were on display in the local church at Easter.

#### **How effective are the leadership and management of the school as a church school?**

Grade; 1 Outstanding

The head teacher has a vision for the school which is firmly rooted in Christian principles. The governors, the head teacher and senior management work together to lead the learning community as a church school which is there to serve the community and care for children and their parents. The nursery is seen as taking a full part in the life of the school and parents are particularly welcomed at the start of their child's life in the school. The governors work hard to help the head teacher to implement further developments in the school. The head teacher is the RE coordinator. Assessment is not fully developed but has been identified correctly as something to address to ensure that procedures to record learners attainment and progress are in place. The governors discuss RE and CW on a regular basis in order to ensure that they continue to have a high profile within the school. There are a huge number of clubs and activities provided for the learners at lunchtimes and after school which the children appreciate and acknowledge as good opportunities to learn and cooperate together. The incumbent, the chair of governors and the head teacher completed the school self evaluation toolkit and correctly regard themselves as strong in all aspects of their work in a church school.