



The Archbishop Lanfranc School

Inspection Report

Unique Reference Number 101826
LEA Croydon LEA
Inspection number 276598
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Lynn Bappa AI

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

Type of school	Secondary	School address	Mitcham Road
School category	Foundation		Croydon
Age range of pupils	11 to 16		CR9 3AS
Gender of pupils	Mixed	Telephone number	020 8689 1255
Number on roll	1031	Fax number	020 8683 3113
Appropriate authority	The governing body	Chair of governors	Mr D Loughborough
Date of previous inspection	7 February 2000	Headteacher	Mr D C Clark

Age group 11 to 16	Inspection dates 24 May 2006 - 25 May 2006	Inspection number 276598
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school serves an area of considerable social deprivation. Most students live within walking distance and the local community's ethnic and cultural diversity is fully reflected in the student population. A few students join the school as refugees or asylum seekers. The number of looked after children is higher than found in most schools. There are far more boys than girls in all year groups. The percentage of students with learning difficulties or disabilities is just above average.

The school has recently been awarded specialist sports status. As a full service extended school, it also provides a wide range of activities and services before and after school and during the school holidays. The school has just achieved the NACE (National Association for Able Children in Education) award for its provision for able, gifted and talented students.

The recently-opened Nursery provides integrated care and nursery education for children under five, although at present almost all are under the age of three. The judgements made about the Nursery in this inspection relate to the very small number of children aged three to five. The inspection report for the early years' provision is attached as an annex to this report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Archbishop Lanfranc is a good school which has some outstanding features. It is well regarded by its students and their parents, with just cause. When describing what makes the school special, one student said, 'we don't have flash buildings like some schools do; it's what's inside our school that makes the difference. The best things are our teachers and our cultural diversity.' The school is welcoming, orderly and inclusive. Everyone is valued and adults show a high level of generosity of spirit. Inspectors agree with the school's own judgement that it is an effective school that provides its students with a good education.

There is much that is exciting about the work of the school. The leadership of the headteacher is inspirational. His clearly articulated vision is widely shared by adults and students alike. The school has implemented an effective range of strategies to improve learning and, as a consequence, standards at the end of Year 11 have risen steadily in recent years even though they remain below the national average, particularly for the percentage of students who achieve the highest grades.

The school's strong emphasis on personal development encourages the students to be questioning, responsible and caring citizens. They have a good sense of right and wrong. They know that their ideas are taken seriously. Students enjoy their work and attend school regularly. There is a shared commitment at all levels within the school community to provide an interesting and relevant curriculum for all learners.

Students are exceptionally well cared for, and feel safe and happy at their school. The school offers a full range of extended services that provide excellent support for its most vulnerable students as well as for members of the local community. Teaching is good and reflects the school's commitment to placing the students' learning and development at the centre of everything they do. The use of ICT to enhance lessons is inconsistent. Written comments in students' exercise books do not always tell them what they need to do to improve the quality of their work.

The school provides good value for money. The school has demonstrated that it has the capacity for sustained improvement and has developed a momentum to improve standards much further. The school has recently achieved sports college status. This has contributed to improvement by allowing the school to enrich its curriculum, extend its community provision, develop links with feeder primary schools and improve its resources.

The very small number of children aged three and above who attend the school's Nursery make a good start to their formal education.

What the school should do to improve further

- Improve the quality of marking;
- Make more consistent use of ICT across subjects;
- Build on current strategies to help higher attaining students achieve the highest grades at GCSE.

Achievement and standards

Grade: 2

Results in external tests and examinations have improved steadily over the last three years, although standards remain below national expectations by the end of Year 9 and for GCSE A*-C grades. The proportion of students gaining A*-G grades, however, is above the national average. The school is developing a good range of strategies to improve the performance of higher attaining students to help them to achieve the highest grades. The school is on track to meet challenging targets for Year 9 students in the national tests and for Year 11 students in the GCSE examinations.

All groups of students, particularly those who are vulnerable or who have learning difficulties, make good progress in relation to their attainment on entry to the school. A significant factor in this good achievement is the effective monitoring of students' progress and very good procedures for supporting less able and vulnerable students.

Personal development and well-being

Grade: 2

Students are proud to come to this school, most attend regularly and arrive on time and these good habits prepare them well for the world of work. They have a strong sense of community, co-operating well with each other and participating eagerly in a rich range of extra-curricular activities. They very much enjoy school and all the opportunities it offers. They behave well in lessons and in the restricted space of the corridors. The small number who exhibit challenging behaviour are managed well. Exclusion rates are low. Relationships are positive and they report that there is little if any bullying. Where it occurs, it 'gets sorted' quickly.

Students show a growing understanding of how to lead a healthy lifestyle, developing a particularly good awareness of the benefits of exercise. They enjoy playing sport and are keen to be involved in competitions with other schools. The take-up for extra-curricular sport is very good and students gain success locally and regionally. They report that school lunches are 'much improved' and praise the school for giving out 'brain food' in the form of bananas to all students sitting their GCSE examinations.

Spiritual, moral, social and cultural development is good. Students make a good contribution to the school and the wider community. The school council has an active voice on school matters and has succeeded in changing aspects of school life. This helps them become responsible and caring young people and prepares them well for future life. There is a strong commitment to racial equality. 'Everyone is proud of where they come from', said one student. 'Racists don't get a look-in here' said another. They work very hard to support others through events such as charity fund-raising. As a result, they make a significant contribution to the school and wider community. They enjoy assemblies and reflect well on matters of right and wrong.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know their subjects well, plan challenging learning activities and make it clear to students what the purpose of the lesson is. Students respond with enthusiasm and interest to teachers' high expectations. They work hard and make good progress. Students have good relationships with their teachers and lessons are conducted in an atmosphere of respect and trust. As one student said, 'teachers here are knowledgeable; they help you get better at your work no matter how good you are at it'. In a Year 9 mathematics lesson, for example, students rose well to the very challenging task provided and said this was because the teacher explained things very clearly and made the work seem easier.

Recent investment in electronic whiteboards has led to the improved use of information and communication technology (ICT) in several subjects. In some subjects, however, the use of computers is underdeveloped. The quality of marking is inconsistent and students are not always told what they need to do to improve the quality of their work.

The school makes good use of support teachers and teaching assistants to ensure that the most vulnerable students are supported well. Teachers are beginning to provide a more extensive range of challenging tasks for more able students.

Curriculum and other activities

Grade: 2

The curriculum in both key stages is relevant and well matched to students' needs and aspirations. Students appreciate the opportunities, for example, to study community languages such as Tamil. The curriculum offers students good opportunities to make choices and decisions with confidence and flexibility. In Years 10 and 11, it is flexible and offers a good choice of vocational and academic subjects. There is a highly regarded two week work experience programme for all students in Year 11.

There are very good enrichment opportunities for gifted and talented learners. These include debates, visits to universities and Master Classes in subjects such as law and psychology. In some subjects the needs of higher attaining students are met well. In mathematics, for example, the work provided for learners in the top sets is very challenging and designed to help them achieve the highest grades. The school is aware however, that provision for more able students is inconsistent across subjects and is developing a growing range of strategies to help them achieve their full potential.

The citizenship programme and personal, social and health education programme contribute well to students' understanding of healthy and safe lifestyles and to their personal development. Sports college designation has allowed the school to enrich the curriculum with opportunities for sports leadership qualifications and a wide range of extra-curricular activities and competitions.

The curriculum for the Foundation Stage children in the Nursery does much to develop children's independent learning and freedom of choice. Provision for outdoor learning is very limited at the moment, although work is about to begin on the construction of an outdoor play area. The design for this is imaginative and will include a wetlands area and decking.

Care, guidance and support

Grade: 1

The school provides an extremely caring and supportive environment where students can flourish as individuals. Students say they feel safe here and parents confirm this. There are many adults to turn to for help. A Year 8 student said, 'the teachers really look after us and want the best for us'. The Learning Support Unit is one element of an excellent network of services provided as part of the school's extended services for students who are experiencing learning or other difficulties or who are vulnerable in some way.

The provision for health and safety is good. Child protection and risk assessment procedures are securely in place and all staff are aware of their responsibilities.

Tutors monitor students' progress carefully and, where potential underachievement is identified, additional support and monitoring are provided. Students benefit from good advice when deciding which GCSE subjects to choose and in deciding on the next stage of their education. There are good links with local primary schools so that students settle quickly into Year 7.

Children aged three to five are well cared for. The indoor areas are kept safe and free of hazards. Child protection arrangements are good. Healthy eating and the promotion of healthy lifestyles are high on the nursery's priorities.

Leadership and management

Grade: 2

Leadership and management of the school are good with some outstanding features. The school promotes effectively both academic success and personal development. The headteacher sets very high expectations and is an inspirational leader who is very well supported by a dedicated and talented leadership team. They maintain a high profile presence in the school's daily life and parents, students and staff appreciate their open and communicative style. Team work is a strong feature of the school and everyone plays a part in moving it forward.

Managers are aware of many of the strengths and weaknesses in teaching and learning but need to refine and add to their information to secure further improvements in the quality of marking and in the use of ICT across subjects.

The school's view of its strengths and weaknesses are realistic and honest. The school has made significant improvements, making a strong impact on the issues raised in the last inspection. This indicates that the school has good capacity to improve even further. Governors know the school well and provide an effective balance of support

and challenge to the headteacher and senior managers. Financial management is good. The school provides good value for money.

The nursery gives good value for money and is well placed to continue providing a good start to the children's education.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Students

I am writing to let you know the judgements we have made about your school. I thank those of you who helped the inspection by talking to us about your work and life at school. Given the positive views that so many of you expressed to us you will not be surprised to learn that we judge Archbishop Lanfranc to be a good school with very many strengths.

You are rightly proud of your school. We agree with you that the school is a safe and pleasant learning environment to work in. Your representatives on the School Council contribute well to issues that affect you. You believe that bullying and harassment are generally dealt with effectively. We were impressed with your level of involvement in a range of activities outside the normal day. Your commitment to the wider community is reflected in your contributions to a range of charitable causes. Overall, we think that standards are improving. Most of you make better than expected progress through the school. We agree with your school that the most able students are not always given work that is challenging enough. This is because most teaching is good and because you are good learners. However, the school agrees with us that there is some variation in the quality of marking. It will now be reviewing its procedures to ensure that all of you know what you have to do to improve your work further. We also think that you do not have enough opportunities to use computers and other electronic resources in some of your lessons.

TO CHILDREN IN THE NURSERYI really enjoyed visiting your Nursery. It is a lovely place to learn and you are getting a good start to your education. I know that you like your nursery and I agree with you it is a very special place.We wish you every success for the future

Yours sincerely,

Lynn Bappa

Lead Inspector