

Inspection Report

Unique Reference Number	100787
LEA	Southwark LEA
Inspection number	276388
Inspection dates	16 November 2005 to 17 November 2005
Reporting inspector	Nicholas (Nick) Butt AI

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

Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number on roll	372
Appropriate authority	The governing body
Date of previous inspection	10 January 2000
School address	Dulwich Village London SE21 7AL
Telephone number	02075259188
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Chair of governors	Mr Crispin Tuckley
Headteacher	Miss D Bell

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This popular school is in a prosperous area. The number of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties is average, but more have statements of special educational need. One third of pupils come from minority ethnic backgrounds, the largest group being Black African. Fourteen[a1]% of pupils have a first language other than English. Two thirds of pupils transfer from the neighbouring infant school, the rest from many other schools. The school has Training School Status. Other awards include Investors in People, Healthy Schools and Artsmark Gold. There are strong international links.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Overall effectiveness of the school

This outstanding school is a real centre of excellence. It fully deserves its high reputation among parents and the local community. A parent wrote, 'There is a culture of achievement at the school that values the individual talents of all children'. Since the last inspection it has made tremendous strides. The headteacher is an inspiration, powerfully supported by the deputy and the full leadership team. They maintain the highest standards and ensure that pupils' achievement is consistently very good. The school's 'Training' status equips teachers very well for leadership roles, and boosts the quality of teaching. The pupils are a credit to their school. They have a hunger for learning and behave impeccably. Their personal development is outstanding in every respect. They respond enthusiastically in lessons and work hard. The extremely effective teaching challenges them very well. The curriculum glitters with variety and depth. The range of visits, visitors and clubs is exceptional. Standards in information and communications technology (ICT), art and music are very high, with well over 200 pupils learning an orchestral instrument. Pupils are very well cared for, but marking does not always give them sufficient guidance about how well they are doing. In some classes pupils are all given the same homework and differing abilities are not taken into account. The school is highly skilled at attracting resources and spending them wisely. It is innovative and reflective and very well equipped to make even greater gains.

Grade: 1

What the school should do to improve further

* Make sure marking shows pupils how they can improve. * Revise the homework policy to ensure all work is matched to pupils' individual abilities.

Achievement and standards

Standards are significantly above average in English, mathematics and science. Pupils achieve very well, despite often coming in with good standards. In 2005 the cohort had average abilities, yet attained well above average results by the end of Year 6. An important feature is how consistently pupils perform in each core subject from year to year. Standards are rising at similar rates in English, mathematics and science and faster than is happening nationally. This is because there are no weaknesses in teachers' subject knowledge. The excellent curriculum means that standards are also high in other subjects, especially in art and design, ICT and music. Speaking and listening is a particular strength. The school's class assemblies and productions are breathtakingly good. Pupils perform with confidence and flair. There is little difference in the

achievement of boys and girls. Minority ethnic groups and those for whom English is an additional language do as well as their peers. Pupils with special educational needs make very good progress and usually achieve national averages because of the high quality support they receive.

Grade: 1

Personal development and well-being

Personal development is outstanding. Pupils enjoy coming to school and behave very well. They are confident, polite and courteous. They are excited about learning and cooperate together maturely, respecting one another's views. One boy captivated the class with his concerns for the pika. 'This animal is becoming extinct because of global warming'. They take delight in performing and in celebrating their achievements in assemblies. Attendance is very good. Pupils feel safe and know that any concerns they have will be taken seriously. They have a very good understanding of what they must do to develop a healthy diet and lifestyle. Pupils have an active voice in shaping what the school does through their school council. The school provides very good opportunities for the pupils' spiritual, moral, social and cultural development, which define all aspects of its ethos. High standards mean they have skills for life, and enterprising challenges promote citizenship and economic well being. For example, in a modern day version of the Parable of the Talents, each Year 3 pupil was asked to see how much money they could make from a one pound seed coin. Using their own initiative they raised over Â£1,400 for a worthy cause.

Grade: 1

Quality of provision

Teaching and learning

Teaching and learning have improved greatly since the last inspection because of the high quality of monitoring and training by the senior management team. One teacher explained, 'You can actually be what you want to be as a teacher.' The school's view that teaching and learning are good is too modest. Inspectors found it to be outstanding due to teachers' excellent subject knowledge and their high expectations of pupils. Pupils enjoy the challenge of fast paced lessons packed with relevant and exciting activities. For example a Year 6 class became a Gamelan orchestra in the space of one lesson, combining different rhythms and sounds. Their teacher's love for her subject gave them a unique and enriching experience. Pupils become involved in their own learning through discussions with teachers and peers about their performance and personal targets. This is better developed in English than in mathematics. Teachers accurately assess pupils' learning and modify their teaching to enable pupils to make the most progress, including those with learning difficulties. Homework is regularly set but is often the same for all pupils and some find it to be too easy.

Grade: 1

Curriculum and other activities

The curriculum has improved considerably since the last inspection. It is wonderfully enriched by many inspired activities that add great depth and breadth to pupils' learning. Growing links between subjects develop basic skills and pupils' thinking very well. Pupils thoroughly enjoy their 'enrichment afternoons', when they can sample a feast of options, including Greek dancing and car mechanics. There are strong international links through the 'Comenius' Project. Pupils exchange recipes and ideas for playground games with their counterparts in Norway, France, Scotland and Spain. Many pupils enjoy participating in the numerous clubs, both sporting and artistic. A wealth of visits and visitors reflects the cultural heritage of all the pupils in the school, including those from minority ethnic groups. The residential trips, especially one to France, develop pupils' independence and boost their self-confidence.

Grade: 1

Care, guidance and support

The school provides outstanding care and support for its pupils and all adults put the needs of the child first. One of the lunch time supervisors said, 'Any free time I have I willingly devote it to helping the children'. Relationships are excellent at all levels. Pupils' well-being and progress are regularly monitored, but marking does not always tell children how they can improve their work. First rate child protection procedures are in place. All health and safety requirements are fully met. The supervision of the children at break times is excellent, with a wide range of activities for them to enjoy. Parents and outside agencies are very supportive and are greatly involved in the work of the school. This is much appreciated by pupils and staff. Pupils are helped to settle into the school quickly, and arrangements for their transfer to secondary schools are very effective. The outstanding quality of education prepares pupils extremely well for the next stage of their education.

Grade: 1

Leadership and management

The headteacher, deputy and acting deputy inject tremendous energy and drive to make the school the inspiration it is. Their Dulwich Hamlet Vision enables senior managers and all other staff to do their very best. The superb sense of teamwork this generates has fuelled innovation and excellence whilst also providing support and encouragement. Many members of staff are developing leadership roles through the school's Training Status. There is no complacency. The school development plan clearly indicates the way forward. Parents' views are regularly sought on a range of issues and the school is sensitive and responsive to their opinions. This is an area that has markedly improved since the last inspection. Monitoring is also much more frequent and rigorous, and the school is proactive in seeking solutions to issues. For example, one senior teacher researched black boys' achievement in the USA and studied how pupils can support one another. The contribution of the governors is outstanding. They are very actively involved in the work of the school and challenge senior managers. It was governors' encouragement that led the school to achieve its Artsmark award.

Grade: 1

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
Overall effectiveness		
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	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.		
Personal development and well-being		
How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA
The quality of provision		
How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA
Leadership and management		
How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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		NA
Education for all learners aged 14-19 provides an understanding of employment and the		NA

economy

Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school. We think it is absolutely brilliant. All the staff work really hard to make it such an exciting and fun place. There is so much we like about your school that this letter would run for pages and pages if I were to list them all - but here goes!* You reach very high standards in English, mathematics, science, ICT, art and music.* Your behaviour is superb both in classes and around the school.* You treat one another with respect, and help one another when you are having difficulties.* You put on wonderful productions and class assemblies - we really enjoyed watching 5S.

* So many of you learn musical instruments and play them well. It was good to hear you playing them as we were coming in to assembly.* You come up with very sensible ideas to make your school even better and to raise money for good causes.* Your teachers expect you to work hard and challenge you to do your best at all times.* You have excellent opportunities for clubs and visits and have very interesting visitors.

We know you like information on how well you are doing, so we have asked your teachers to put more comments in your books to help you. We think homework projects are a good idea, but think when you have a sheet to do, it should not be too easy or too difficult for you. You might like to let your teacher know if this is the case. We loved visiting your school and will take very fond memories away with us. Thank you once again for helping us and for being so friendly.

Yours sincerely

Nick Butt,

Lead Inspector

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