

Inspection of Dulwich Wood Primary School

Bowen Drive, Kingswood Estate, West Dulwich, London SE21 8NS

Inspection dates: 5 and 6 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The pupils' happiness and excitement are seen and felt as they enter the school gates. Their exuberance brings life and energy to this school. Pupils are safe because they show kindness towards each other, and the staff are 'warm, welcoming, and caring'. Many parents rightly share the view that the school 'provides a supportive, safe and encouraging environment for the children'.

Leaders and staff want the best for children. Pupils are confident, articulate, and courteous. They behave well and any low-level disruptions are managed swiftly by staff.

Pupils know about the different types of bullying, which is rare in this school. They feel confident in speaking to an adult if they have any concerns. Staff are quick to respond and deal with things.

Pupils excel in physical education (PE). This is because leaders are enthusiastic in promoting living healthy lives. Pupils take part in a range of sports, such as Boccia, Futsal, and swimming. The school and its headteacher have won local and national awards for their significant achievements in this area of the curriculum.

The school values and 'Dulwich Wood Toolkit' are central to the school. Pupils are taught to use 'tools' to support how they learn and to build positive relationships with others.

What does the school do well and what does it need to do better?

The curriculum is broad and ambitious. Leaders have identified clear goals that they want pupils to achieve. Teachers use a range of resources and varied strategies for engaging pupils in the learning experiences. Pupils use the 'making links tool' to connect what they have learned in the past with new experiences in lessons. Teachers focus on developing the pupils' vocabulary, to support them in describing what they know and remember. This is developing well. Attractive displays present learning across a range of subjects. Science and PE are strengths in the curriculum. A review of the curriculum is underway. As such, leaders intend to ensure that foundation subjects, such as computing, design and technology are well-sequenced and delivered.

Leaders have introduced a new approach to teaching phonics and reading. This is beginning to have a positive effect on securing the consistency in the teaching of phonics. A training programme is in place to ensure all staff develop their expertise in these programmes. This is supporting staff in ensuring that pupils learn the sounds and skills that they need to read with fluency. Staff use intervention sessions to help pupils catch up in learning their sounds. Leaders foster a culture of reading for pleasure across the school. Teachers expose pupils to a variety of books and use

them to teach phonics and specific reading skills. Pupils use their 'imagining tool' when talking about the books they have read.

Leaders have changed the approach to how they sequence the teaching of mathematical skills and concepts. They focus on developing pupils' fluency in number and mathematical facts. This begins in the early years where children explore number patterns. Pupils in Year 2 demonstrate their 'asking questions tool' well when estimating and comparing the mass of different objects.

Children in the early years use the 'planning tool' to design inventions in the classroom workshop. Opportunities to deepen children's understanding and learning are not maximised. This is because staff sometimes miss opportunities to ask probing questions or prompt children in deepening their thinking or understanding. Leaders recognise this and plans are in place to address this swiftly.

Leaders share the same expectations for all. This includes pupils with special educational needs and/or disabilities. The curriculum is under review to ensure it is well adapted to meet the needs of all pupils. Staff use 'pre-teaching' sessions to ensure that pupils can access the learning that is taking place in lessons. Pupils describe how they use their 'empathy goggles' to understand and help others who may have different learning needs. They know their strengths and weaknesses as a learner. They are honest about what they need to do to improve. Pupils use the 'perseverance tool' when faced with challenges or struggling with work.

The school is calm, and organised systems are in place. Pupils have positive attitudes to learning. They sustain concentration in lessons because they apply the 'managing distractions tool' well. Pupils in Year 5 used the 'collaboration tool' effectively when working in small groups to name attributes about characters in Shakespeare's play, *The Tempest*. Relationships between staff and pupils are strong.

Pupils debate important issues with confidence. They use the 'reasoning tool' well when explaining their views. They value their roles and responsibilities as house captains, play leaders and eco-councillors. They appreciate the outings they experience. Pupils welcome the opportunity to engage in more clubs linked to subjects such as art, science, and computing. Staff encourage pupils to consider their 'Mind Apples' in taking care of their minds. Pupils talk about the '5-a-day' for their mind. This helps them build good habits. It provides them with self-care strategies to make their minds healthy.

Staff feel that leaders are realistic about workload and take their views on board. This makes them feel valued. The school engages positively with parents, carers and the local community. It works closely with the local authority in coaching and mentoring subject leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure knowledge of the pupils and their families. The safeguarding team records detailed information about cases that they are dealing with. They have established strong links with external agencies who work with the school in providing help and support. Staff are aware of their responsibilities and duties in maintaining a culture of vigilance.

Pupils talk confidently about how to keep themselves safe, especially online. In Year 6 they use their creativity to produce board games that act as reminders of ways to stay safe when travelling home from secondary school. Pupils learn about the risks they may face in the locality and how to deal with them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation subjects, such as computing, and design and technology are not as well developed at this stage. Leaders are aware of this. They have started a review of the curriculum and have plans in place to address this. Leaders must continue to ensure that these subjects are consistently led, implemented and assessed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 100801 |
| Local authority | Southwark |
| Inspection number | 10226858 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 337 |
| Appropriate authority | The governing body |
| Chairs of the governing body | Sandra Potter and Giovanna Pomilio |
| Headteacher | Helen Rowe |
| Website | www.dulwichwood.com |
| Date of previous inspection | 6 December 2016, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher is also the headteacher of Dulwich Wood Nursery School and Dulwich Wood Children’s Centre.
- There are two chairs of the governing body, who currently share the role. They took up their posts in March 2021.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.

- The inspectors met with the co-chairs and members of the governing body, the headteacher, senior leaders, a range of staff, and a local authority representative.
- The inspectors carried out deep dives in these subjects: reading, science, and physical education. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors scrutinised a range of curriculum plans in other subjects, including design and technology, computing and mathematics. They also looked at the school improvement plan and other documentation.
- The inspectors considered information provided about safeguarding arrangements. The inspectors scrutinised safeguarding records and the single central record. They reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils and parents.
- The inspectors considered the views of parents and staff through Ofsted's online surveys, including 108 free-text responses to Ofsted Parent View, and 29 responses from members of staff.
- The inspectors visited the breakfast and after-school club operated by the school.

Inspection team

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|------------------------------------|-------------------------|
| Lascelles Haughton, lead inspector | Her Majesty's Inspector |
| Ogugua Okolo-Angus | Ofsted Inspector |
| Maureen Okoye | Ofsted Inspector |

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