

Inspection of Dulwich Hamlet Junior School

Dulwich Village, London SE21 7AL

Inspection dates: 28 and 29 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Dulwich Hamlet Junior School under section 5 of the Education Act 2005. However, Ofsted previously judged Dulwich Hamlet Junior School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils thrive at this school. Leaders have developed a 'glittering curriculum' which is broad, balanced and stimulating. This curriculum succeeds in developing pupils' curiosity, independence and resilience. Teachers are skilled at making sure that classroom activities are engaging and challenging for pupils. This includes pupils with special educational needs and/or disabilities (SEND), who are very well supported to access the full curriculum. Pupils achieve very well so that they are well prepared for the next steps in their education.

A carefully thought-out programme of enrichment activities supports pupils' learning and develops their talents. Leaders make sure that pupils from all backgrounds access these opportunities and take up is high; for example, over a third of all pupils come to choir practice before school starts every Wednesday. Many pupils take on leadership responsibilities.

Pupils enjoy coming to school and feel safe and happy. This leads to exceptionally positive attitudes to learning and high attendance. Pupils are polite and respectful to each other and to adults. Bullying is very rare, but it is dealt with very quickly if it does happen.

Leaders are rightly proud of their school, but are continually striving to improve. This means that staff benefit from highly effective ongoing training and development.

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

Leaders have put in place a rich and balanced curriculum. This has been sequenced carefully to help pupils learn more and remember more over time. Leaders have thought very carefully about creating links between different subjects. For example, the chosen reading book will have themes that are also studied in music, art and geography. This helps to deepen pupils' understanding. There is high ambition for all. For example, teachers believe that all pupils have the potential to be successful artists, and they encourage pupils to use sophisticated vocabulary to describe their art.

Reading is prioritised across the school. Leaders have developed a reading curriculum that reflects the diversity of the school community. Pupils are encouraged and supported to read widely. The school environment, including the very well-resourced library, promotes reading and an interest in literature. Pupils who need additional support with reading are identified early. Trained staff make sure these pupils have the tools they need to decode words so that they can start to read fluently.

Teachers have strong subject knowledge. Teachers constantly check pupils' understanding so that they are quick to identify any mistakes or misconceptions. Staff know pupils very well and make adjustments for some pupils as necessary.

This means that pupils with SEND access the same rich curriculum as their classmates.

Leaders have very high expectations of pupils' attitudes to learning, including high attendance. Pupils work hard in lessons and take pride in their work. Learning is not disturbed by poor behaviour. Pupils understand that discriminatory and unkind language is not tolerated. Pupils support each other to behave well, for example some act as play leaders who help to regulate activities at social times.

Leaders make sure that pupils are developed beyond the academic curriculum. A carefully considered programme of personal, social and health education (PSHE) helps pupils learn how to stay safe, and teaches them about healthy relationships. Leaders provide a wealth of opportunities for pupils to take on additional responsibility in the school. In addition to the school council and the eco-council, pupils help each other in their roles as sports mentor or music mentor. The very wide range of clubs and activities are well attended by pupils. These help to develop pupils' interests and talents, for example in yoga, cookery, street dance and capoeira.

Trustees and governors know the school very well and are well placed to fulfil their statutory duties. Regular contact with parents and carers, staff and pupils ensures that governors make informed decisions. Leaders use their expertise and experience to support other schools. Leaders develop staff expertise through a high-quality programme of ongoing professional development. This includes teachers who are new to the profession and support staff. Staff are very proud to work in this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded a very strong culture of safeguarding and vigilance across the school.

Leaders ensure that all staff are appropriately trained and constantly updated on important safeguarding information. This means that staff know to report any concerns, no matter how small. Leaders show tenacity in making sure that vulnerable pupils get the support that they need.

Pupils trust the adults in the school. They know that they can report any concerns to staff. Pupils have been taught about how to keep themselves safe, including how to stay safe on public transport as well as online.

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.

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

Unique reference number	136665
Local authority	Southwark
Inspection number	10229011
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	Board of trustees
Co-chairs of trust	Claire Maugham and Jonathan Slater
Headteacher	Claire Purcell
Website	www.dulwichhamletjuniorschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Dulwich Hamlet Junior School converted to become an academy school in February 2012. When its predecessor school, Dulwich Hamlet Junior School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Dulwich Hamlet Junior School is part of the Charter Schools Educational Trust.
- The school does not currently use any alternative education providers.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science and art and design. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. Inspectors also visited a range of lessons in other subjects, including music,

religious education and French, and looked at pupils' work and curriculum information.

- Inspectors held meetings with the headteacher, members of the leadership team, and with members of staff including early career teachers, as well as a range of pupils. Inspectors met with leaders responsible for SEND, behaviour and attendance, and pupils' wider development.
- Inspectors looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- Inspectors spoke with parents and considered the survey responses from parents, pupils and staff.
- The lead inspector also met with governors and trustees, and with the chief executive officer of the academy trust.

Inspection team

Bob Hamlyn, lead inspector	His Majesty's Inspector
Jo Franklin	Ofsted Inspector
Karen Wyatt	Ofsted Inspector

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