

# Inspection of Kingsdale Foundation School

Alleyn Park, Dulwich, London SE21 8SQ

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Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since June 2017.

## **What is it like to attend this school?**

Pupils are rightly very proud of their school. They really enjoy their learning and talk with enthusiasm about the school's culture of mutual respect and inclusivity. This is a large and diverse school where everyone feels welcome and is valued. Bullying is rare. Pupils are taught why it is wrong and they know how to report any concerns. When bullying does occur, staff deal with it swiftly and effectively. Pupils are safe here.

Leaders' expectations of pupils are extremely high. Leaders want pupils to excel academically. They also provide pupils with the opportunity to pursue their wider interests. Leaders aim to nurture the talents of pupils through their scholar programmes in mathematics, music, art and sport. Leaders listen to the views of pupils and respond to them when appropriate. Pupils achieve exceptionally well in a wide range of subjects and attain highly at GCSE and A level.

Leaders' expectations of pupils' behaviour are high. Staff make sure that pupils know what is expected of them. Rules are simple and clear for all to understand. As a result, pupils' behaviour is exceptional. Pupils are respectful to each other and to staff. Learning is rarely disrupted due to poor behaviour, and teachers build strong classroom relationships with pupils. This allows pupils to thrive and enjoy their lessons.

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

Leaders have designed a curriculum that is broad and ambitious for all pupils. For example, nearly all pupils study two languages from the start of Year 7. At the end of Year 8, pupils make choices about the subjects that they wish to pursue further. These choices are designed so that pupils continue to experience a rich curriculum through study of both academic and creative subjects. Leaders focus on making sure that pupils study subjects in greater depth in Year 9 and build an excellent platform for GCSE study in Years 10 and 11. Students in the sixth form have a wide range of A-level subjects to choose from. This means that they can continue their studies in subjects like languages, music and art. Some students also choose to complete the extended project qualification, and all students participate in weekly enrichment activities.

Subject leaders have a clear vision of what they want pupils to know and remember. Subject leaders think carefully about the order in which they teach curriculum content so that pupils can build on previous knowledge, and progress to more complex ideas later. For example, in Year 7 history, pupils start to learn about empires when they study the Mughal empire. This prepares them for the study of the British empire in Year 8 and migration in Year 10. Subject teachers rigorously check whether pupils have understood what they are learning. Teachers check what knowledge pupils can recall and they correct mistakes as they identify them. Pupils

get regular feedback on their work, and are given time to learn from it. This happens consistently across subjects and through all year groups.

Leaders quickly identify the needs of pupils with special educational needs and/or disabilities (SEND) and make sure that they receive the support they need. Pupils with SEND study the full range of subjects. Teachers are skilled in planning to meet the needs of all pupils and adapt materials when necessary. Leaders identify any pupils with weaker reading skills when they join the school. These pupils receive the personalised support that they need to improve their reading.

Pupils' behaviour is exemplary. They move around the large site calmly with little or no need for staff intervention. At break times, pupils use the space available to them sensibly. They chat with friends, have lunch together, read or play sports outside.

The promotion of pupils' wider development is threaded throughout school life. The personal, social, health and economic (PSHE) education programme is well planned and sequenced from Year 7 to Year 11. Leaders adapt this to address current issues when necessary. Pupils are taught about British values and are encouraged to challenge racist, sexist and homophobic stereotypes. Pupils can develop leadership skills as sports captains, house leaders and student council members. Sixth-form students organise an annual family international culture day. The range of clubs and wider opportunities on offer to pupils is impressive. Pupils can choose from a range of diverse activities, from young designers to archery and horse riding. These are funded by the school, so that no pupil is left out. A comprehensive careers programme from Year 7 onwards gives pupils the information and experience that they need to make informed choices about their future careers.

Staff value the support that they receive from leaders regarding training and workload. Teachers at the start of their careers receive the training that they need to develop as teachers.

Governors know the school well. They visit the school often to speak to staff and pupils. Governors challenge leaders where necessary and offer support to implement the school improvement priorities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that all staff understand their role in safeguarding pupils in the school. Staff receive formal safeguarding training at least once a term. This is supplemented with weekly staff bulletins and online training webinars. Staff understand the context of the local area and the risks that this may present to pupils.

Leaders work well with outside agencies, and they report and follow up on issues promptly. Leaders keep accurate records of all concerns that they receive. Pupils are taught how to keep themselves safe, both online and physically. The PSHE

programme also covers issues related to healthy lifestyles and age-appropriate lessons on healthy relationships.

## **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

<b>Unique reference number</b>	136309
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10265834
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	2511
<b>Of which, number on roll in the sixth form</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne McGregor
<b>Headteacher</b>	Steve Morrison
<b>Website</b>	<a href="http://www.kingsdalefoundationschool.org.uk/">www.kingsdalefoundationschool.org.uk/</a>
<b>Date of previous inspection</b>	14 and 15 June 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders make use of one registered alternative provision.
- The school operates two off-site provisions. These are the Norma Gibbes Supplementary School and the Gibbes Academy of Excellence. These provide targeted support for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, operational headteacher and other senior leaders. Inspectors met with the chair of governors and other members of the governing body.
- Inspectors did deep dives in these subjects: English, modern foreign languages, mathematics, history, art and physical education. For each deep dive, inspectors visited a sample of lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers to discuss the curriculum. Inspectors also considered pupils' learning in other subjects, including economics, music, religious studies, citizenship, geography, computing, business studies and science.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.
- Inspectors spoke to a range of staff about the school's work, including about safeguarding and behaviour. Inspectors also looked at the staff, parent and pupil responses to Ofsted's surveys.

## Inspection team

Mark Smith, lead inspector	His Majesty's Inspector
Fiona Jatta	Ofsted Inspector
David Booth	Ofsted Inspector
Philippa Nunn	Ofsted Inspector
Aruna Sharma	Ofsted Inspector
Jude Wilson	His Majesty's Inspector

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