

# Inspection of Dunraven School

94-98 Leigham Court Road, London SW16 2QB

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Inspection dates: 28 and 29 March 2023

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

This school was last inspected 9 years ago and judged 'outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Leaders have a strong focus on treating all fairly and equally and developing pupils who have a range of interests and a variety of experiences. They have developed a curriculum that is broad and balanced. Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have developed an exciting curriculum that is engaging for all pupils.

Pupils are safe and happy. They are polite and show high levels of respect for each other. Working relationships between staff and pupils are positive. Pupils know that bullying is not tolerated. Staff respond to any rare incidents of bullying swiftly and effectively.

Pupils have access to an exceptionally wide range of experiences and opportunities beyond the academic curriculum. For example, pupils have attended a variety of trips abroad, including history trips to Berlin and Russia, and regular trips to the theatre and art exhibitions. Pupils in the primary phase have the opportunity to attend residential trips in numerous year groups. Pupils' participation in extra-curricular activities is extremely high. Through leaders' careful planning, visits link closely to pupils' learning, particularly in the primary phase.

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

Leaders have developed an ambitious all-through curriculum that is coherently designed from Reception through to sixth form. They think carefully about the knowledge and skills that pupils should gain across the school. Leaders sequence the content pupils learn so that knowledge builds over time. Teachers support students in the sixth form to produce extremely high-quality work. They check students' understanding effectively in the sixth form. This helps students to develop a deep and secure knowledge of subject content.

Teachers have strong subject knowledge and deliver lessons clearly. In most cases, teachers identify misconceptions swiftly and address these to ensure pupils are building new knowledge on firm foundations. However, this is not consistently the case. Sometimes, teaching does not check that pupils have fully understood content before moving on to new learning.

Leaders have prioritised reading. In the primary phase, pupils receive consistent phonics support. Teachers ensure that pupils practise reading using books that match the sounds they know. Pupils who need extra support receive additional support. This helps them to keep up with the phonics teaching programme. Reading is also prioritised in the secondary phase. Teachers encourage pupils to read for pleasure widely. They help pupils who need extra support, so that they can read fluently. In the early years, staff develop children's communication and language skills effectively with a strong focus on building vocabulary.

Pupils with SEND are well supported and follow the same ambitious curriculum as their peers. Leaders identify the needs of pupils with SEND. Teachers know pupils with SEND well and support them well during lessons.

Typically, pupils behave very well during lessons and around the school site. Lessons are rarely affected by low-level disruption. Systems to support behaviour are effective and pupils appreciate the rewards policy. The 'referral centre' and 'base provision' within the school have a positive impact on pupils' behaviour. This includes helping pupils who need to develop coping strategies when required. In early years, children follow routines sensibly and interact well with each other in a stimulating environment that is rich in resources.

Leaders have developed an exceptionally high-quality programme of personal development. They promote pupils' character development consistently from Reception to the sixth form. Pupils are taught a range of topics including how to stay safe online and about healthy relationships. This is done in a sequenced and age-appropriate manner throughout the school.

Pupils access an extensive range of extra-curricular activities. This includes a variety of sport and music clubs, pride society and a debate club. Participation in these activities is extremely high. Many pupils complete volunteer work in the local community and raise money for a range of charities.

In the sixth form, students all take part in weekly enrichment activities. Leaders check with great care that all students have impressive wider experiences. This helps students with their post-18 applications for the next stages of their education or training. Each student has their own mentor to help them with applications. Every sixth-form student also takes part in the 'passion project', producing a piece of work on a particular area of interest and delivering a talk to develop their oracy skills.

Leaders have developed a broad careers programme that prepares pupils for the next stage in their education, employment or training. Teachers help pupils to think about future options through a well-thought-out programme. This includes through various outings and external speakers.

Trustees and governors have a strong understanding of the school. They work effectively with leaders to realise their vision. Staff felt valued by leaders and appreciated strategies that are in place to help manage workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed robust systems to safeguard pupils. Staff understand how to identify and report concerns. Leaders act on any safeguarding reports swiftly. They use external agencies effectively when required.

Pupils are taught how to stay safe and understand how to report concerns. Leaders seek the views of pupils regularly. They use this to ensure that the personal development curriculum is effective and impactful. Leaders understand local risks and react effectively if new concerns are raised.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasion, teaching does not identify and clarify pupils' misunderstandings. This means that sometimes pupils do not learn from mistakes they make, and errors can persist in work. Leaders should develop the expertise of all teachers to address any gaps in pupils' understanding so that they are fully prepared for future content.

## **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>	137093
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10265831
<b>Type of school</b>	All-through
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 18
<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>	1,766
<b>Of which, number on roll in the sixth form</b>	267
<b>Appropriate authority</b>	Board of Trustees
<b>Chair of trust</b>	Helen George
<b>Headteacher</b>	Michaela Christian (head of primary) and Guy Maidment (head of secondary)
<b>Website</b>	<a href="http://www.dunraven.org.uk">www.dunraven.org.uk</a>
<b>Date of previous inspection</b>	14 and 15 October 2013, under section 5 of the Education Act 2005

## Information about this school

- 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.
- The school has a specialist centre for pupils with speech, language and communication needs, which is commissioned by the local authority. It caters for up to 15 pupils across all phases.
- The school uses one registered alternative provider.

## 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 met with the headteachers, school leaders, pupils and a range of staff. They also met with the chair of the local governing body, the chief executive officer of the trust and trustees.
- Inspectors carried out deep dives in the following subjects: English, mathematics, modern foreign languages and early reading. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils about their learning, and considered samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- To inspect safeguarding, inspectors spoke with the designated safeguarding leads, along with pupils and staff. Inspectors reviewed the single central record and other relevant documentation.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

### **Inspection team**

Simon Conway, lead inspector	His Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
Kieran Bird	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector
David Radomsky	His Majesty's Inspector
Stephen Jackson	Ofsted Inspector

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