

# Inspection of Dulwich Village Church of England Infants' School

Dulwich Village, London SE21 7BU

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Inspection dates: 17 and 18 October 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>
Early years 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 under section 5 of the Act since September 2008.

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

Pupils arrive each morning with a smile on their face and a skip in their step. They are greeted by warm and friendly staff. Pupils are extremely happy and safe here. Expectations for all pupils are extremely high. Learning starts as soon as pupils walk into their classrooms. They are clear of the routines and expectations, including children in the early years. Pupils are excited to get into their learning.

Pupils are rightly proud to be part of this school. They value the care and support they get from all staff and the positive friendships they have formed. Staff expect the best behaviour of all pupils. As a result, behaviour is impressive, both inside and outside the classroom. Even though the school is spread over two sites, it operates as one close-knit school. For instance, pupils in Year 2 cross the road to have their lunch and attend assemblies. Staff know all pupils and their families very well.

Families highly value the strong community links the school has forged over time. Pupils engage with groups in the community, helping raise money for charities and donating resources to support those in need. The pupils are being developed as global citizens.

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

Leaders have designed an aspirational curriculum. In many subjects, it goes beyond the expectations of the national curriculum. Leaders have made staff training a priority. As a consequence, teachers are confident when teaching all subjects. Expectations of all pupils, including those with special educational needs and/or disabilities (SEND), are consistently high. Staff routinely check pupils' prior knowledge. They build on this learning in each lesson progressively. As a result, pupils understand how previous learning is relevant to what they are learning now. For example, when learning about different artists, pupils are able to remember and compare their use of lines, shape and colour.

All pupils are challenged appropriately within their learning. In mathematics, children in Reception use resources confidently to support them with their learning. They can talk about what they know when creating repeating patterns, including basic shapes. Older pupils can see the patterns in number sentences and use the correct vocabulary to explain them.

Leaders have made sure that reading is a priority. All staff receive regular training and deliver the reading programme consistently and with confidence. Pupils who have fallen behind catch up quickly. Books that pupils read match their phonic level. Pupils routinely use their phonics strategies to decode unknown words. The assessment processes in place are extremely thorough and help identify gaps in class or individual pupils' knowledge. Pupils new to English learn reading strategies quickly. All staff promote the love of reading. A range of engaging books are shared with pupils daily. Staff encourage pupils to take home books regularly.

Systems for identifying pupils with SEND are rigorous. Leaders work with outside agencies efficiently, so that the school knows how to best support pupils. Communication with parents is impressive. This is clear from the extremely positive feedback from parents of children with SEND at the school.

Pupils behave exceptionally well at all times. They are highly motivated in lessons and demonstrate positive attitudes to their education. Pupils listen to adults and follow instructions at all times. Pupils interact beautifully with each other and include each other in their play. Staff give pupils the tools to communicate their emotions. In Reception, children collaborate with each other when solving problems or working on a project. They demonstrate great concentration when focusing on activities.

Pupils learn the importance of the school values of love, kindness, joy, self-control, and faithfulness. This is built on through the school's vision and is embedded in the ethos. Pupils learn about positive relationships and different family units. Staff plan school visits regularly to strengthen the curriculum offer. Pupils have access to a broad range of extra-curricular clubs.

Leaders work closely with families if attendance is low, this leads to rapid improvement. Staff are proud to work here and feel completely cared for by senior leaders. They value the way leaders look out for their well-being. Governors are fully aware of their statutory duties. They encourage the outward facing work the school engages in. They both support and challenge school leaders regularly.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at

any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100823
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10228844
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Megan Pacey
<b>Headteacher</b>	Helen Poyton
<b>Website</b>	<a href="http://www.dulwichvillageinfants.co.uk">www.dulwichvillageinfants.co.uk</a>
<b>Date of previous inspection</b>	16 September 2008

## Information about this school

- The school is a Church of England faith school. The latest section 48 inspection took place in February 2019.
- The school currently uses one alternative provision run by the local authority for one pupil.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a group of governors, including the chair of governors. Inspectors spoke to a representative from the dioceses and a representative from the local authority. They met with the headteacher and other members of the leadership team.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and history.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Tom Canning	Ofsted Inspector
Ann Pratt	Ofsted Inspector

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