

Dog Kennel Hill School

Inspection report

Unique Reference Number	100786
Local Authority	Southwark
Inspection number	323346
Inspection dates	11–12 June 2009
Reporting inspector	Sarah McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	473
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Bibby
Headteacher	Mrs Linda Ewers
Date of previous school inspection	17 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dog Kennel Hill East Dulwich London SE22 8AB
Telephone number	020 7274 1829
Fax number	020 7924 0735

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Dog Kennel Hill Primary is a large school situated on the border between East Dulwich and Camberwell. More pupils than average are eligible for free school meals. A high proportion of pupils are from minority ethnic groups, and in particular from Black African or Caribbean backgrounds. More pupils than average speak a language other than English at home. The proportion of pupils who need extra help because they learn slowly or have difficulties with speech is higher than in most primary schools. The school has gained the Healthy Schools Award, the International Schools Award (Intermediate Level) and the Activemark.

The school has two Nursery classes and three Reception classes in the Early Years Foundation Stage. An after-school club shares the school site but is not managed by the governing body.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Dog Kennel Hill is a satisfactory school with strengths in the personal development of the pupils and in aspects of the curriculum. The care and welfare of the pupils are at the heart of all that the staff do, so pupils feel safe, confident and at ease in school. One parent commented. 'The school is a warm, friendly environment.' The spiritual, moral, social and cultural development of the pupils is good. Pupils from many social and ethnic backgrounds get on well with each other. They are particularly caring and attentive of fellow pupils who have disabilities. One parent said the needs of her child with learning difficulties are met 'with sensitivity and dignity'. Most pupils behave well in lessons and out at play and the few pupils who find it difficult to behave appropriately are managed well.

Pupils make satisfactory progress and leave school with standards which are below average in English, mathematics and science. Some teachers move lessons along at a good pace and ensure that pupils are productive. For example, pupils are well involved in their learning through strategies such as 'talking partners' and evaluating each other's work. However, not enough teaching is of a good enough quality to allow pupils to make any more than satisfactory progress in their learning. Teachers are growing in confidence in their use of information about pupils' progress to ensure that work is matched to individual need. Nevertheless, more able pupils are not always given sufficient opportunity to learn at a faster rate than less able pupils in the class. Pupils especially enjoy opportunities for art and music. Interesting and varied painting and clay work adorn the walls and shelves. In an assembly, pupils listened with rapt attention to the high-quality steelpan performance of Year 6. The organisation of lessons is not consistently effective in ensuring that all pupils make better than satisfactory progress in their writing and mathematics.

The new headteacher is managing the introduction of a new senior leadership team sensitively. She has a clear vision of where she wants the school to be in the future and the great majority of parents believe she has made a good start in this quest. The senior leadership team are clear about the school's strengths and weaknesses. Subject leaders are beginning to take more of a lead in their accountability for standards. As yet, they are not all sufficiently rigorous in evaluating the impact of teaching or the effect of curriculum projects on raising standards and achievement. The school has satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children arrive in the Nursery class with skills below those expected for their age in all areas of learning. Children make good progress in their personal and social development and sound progress from their starting points in the other areas of learning because the Early Years Foundation Stage is safe, nurturing and stimulating. By the end of Reception, over half of children achieve the nationally expected Early Learning Goals for their age. Parents value the work of the staff highly and appreciate the thorough settling-in procedures. Interesting activities both indoors and outside and good-quality resources result in keen learners. On occasion, too many Reception children choose to play in the small outside area, with the result that their learning is hampered by overcrowding. Children concentrate well and show good levels of independence. Most staff develop children's speaking skills effectively. However, there is sometimes insufficient challenge for the more able in Reception classes. On other occasions,

too much time is spent working with individuals at the expense of interacting with a wider group of children.

Staff are growing in confidence in their assessment of children's progress and planning of activities to match learning needs. Nevertheless, they are not yet all able to evaluate the effect of different activities on raising standards. The leadership and management of the Early Years Foundation Stage are satisfactory. The newly appointed coordinator has made a positive difference to the working practices of the team and has a realistic vision for further improvement. She has the commitment and drive to improve standards and achievement.

What the school should do to improve further

- Improve teaching and learning to a consistently good quality in order to raise standards and achievement in English, mathematics and science.
- Ensure data are used effectively to match work and activities to the needs of individual pupils, in particular for the more able.
- Develop the rigour with which the senior leadership team hold teachers to account for pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils arrive in Year 1 with skills that are below expectations for their age. They make satisfactory progress and leave in Year 6 with standards that are below average. In 2008, pupils at the end of Year 2 reached standards that were average in reading and mathematics and above average in writing. However, there were too few pupils reaching the higher Level 3 in any of the tests. Pupils at the end of Year 6 in 2008 attained standards below average in English, mathematics and science. Pupils did not quite reach the statutory targets required for that year group.

Pupils continue to make satisfactory progress. However, it is an uneven picture because the quality of teaching varies. Consequently, there are some discrepancies in the rate of progress between different classes, particularly for the more able pupils. Pupils who find learning difficult or have speech problems and those who do not speak English at home, make similar progress as their peers.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and talk with enthusiasm about their favourite activities. Many pupils agreed that they particularly like art, design and technology, and music. One boy commented, 'We are making a lighthouse with a bulb built into it - it's fun!' A few others think English can be a little boring and would appreciate being allowed to take more of a lead in their learning. In class and around the school behaviour is good. Attendance is average. Pupils are courteous and welcome visitors enthusiastically to the school. They have a good understanding of healthy living and of the benefits of a balanced diet and regular exercise. Many pupils take part in the school's sporting activities. Pupils report that they feel safe in the school and know who to go to if they have concerns. They are confident that any bullying is dealt with properly by the staff. Music plays a big part in the pupils' spiritual

and cultural development. Pupils' contribution to the community is good. The school council gives pupils opportunities to follow through ideas, such as improving the playground apparatus, but it does not always meet sufficiently regularly. Pupils raise funds for a range of charities such as Save the Children and Comic Relief. Older pupils support younger pupils in the school in their role as 'yellow sashes' or Zone Park leaders. The pupils' average attendance and satisfactory achievement in literacy, numeracy, and information and communication technology (ICT) prepare them satisfactorily for secondary school.

Quality of provision

Teaching and learning

Grade: 3

Teachers forge positive relationships with their pupils. They manage pupils well, have high expectations of behaviour and deal firmly but sensitively with any unacceptable conduct. Most teachers plan lessons carefully, with activities to engage pupils, although not all teachers ensure that tasks are appropriately challenging. They explain tasks clearly, questioning pupils to make sure that they fully understand before starting the activity. However, on occasion teachers talk too much and so time is lost for the pupils' own involvement. This is particularly so for the more able pupils, who have to wait while explanations are given to the rest of the class. Where teaching is more effective, extra activities are prepared to ensure the higher-attaining pupils are not under-occupied. The quality of marking is variable. Some teachers help pupils to learn well by ensuring that pupils know what they need to do to improve their work. In a few classes, marking is bland and uninformative. Teachers encourage pupils to spark ideas off their 'talking partners' and are starting to encourage them to assess their own and their fellow pupils' work. Teaching assistants are valuable in helping pupils who find learning difficult to keep up and take pride in their achievements.

Curriculum and other activities

Grade: 3

The curriculum gives pupils a satisfactory grounding in literacy, numeracy and ICT skills. New initiatives, such as linking subjects, role play and drama, have been successfully introduced to improve pupils' writing. However, curriculum leaders are only just starting to monitor and evaluate the impact of new strategies in other subjects on learning and standards. The introduction of interactive whiteboards in the classrooms is motivational and provides access to a wider range of resources. While the provision of ICT is satisfactory, there are missed opportunities for its use in extending pupils' learning.

Around the school is a wealth of evidence of pupils' positive enthusiasm for art, craft, music and gardening. Clubs at lunchtime and after school have a good take-up rate. The school promotes Spanish strongly through displays and labelling and offers lessons for all pupils. Pupils also benefit from artists in residence and visiting music teachers. Consequently, they are growing positively in their understanding of the local and wider world.

Care, guidance and support

Grade: 3

Staff are fully committed to the personal care of pupils. Thorough procedures for safeguarding ensure pupils are safe and secure. Child protection training and risk assessments of the site and of planned educational visits are routinely carried out. The school provides parents with a

good amount of information to keep them up to date with how their children are progressing. Parents appreciate the weekly newsletter for its news on events and celebrations. Academic guidance is less well developed. Teachers are beginning to use assessment data effectively to give the right steer to individual pupils to improve their learning. For example, in Year 5, pupils are given specific and helpful advice on how to improve their writing. However, in other classes pupils are not all sufficiently clear about how they can reach the next steps in their learning. The school makes sound provision for pupils who have additional needs, including those who do not speak English at home.

Leadership and management

Grade: 3

The new senior management team of well-established teachers and leaders who have recently arrived at the school is gelling well. It is starting to make a positive impression on moving the school on to a common goal of better achievement. Subject leaders are taking more of a lead in checking standards and achievement. However, the monitoring of teaching and curriculum is not rigorous enough in making teachers accountable for accelerating their pupils' progress. The management team knows clearly what works well and what needs developing. It has access to a useful bank of data on pupils' progress. Leaders are now taking the next step to use this information to set realistic targets for each year group and to push for improved performance. Governors are committed and knowledgeable. Recent successful building development has meant that less of an emphasis has been placed on questioning and challenging the satisfactory achievement of the pupils.

All pupils, whatever their background or disabilities, are included in activities and outings. However, more able pupils are not always given equally consistent opportunities to shine in their academic achievement as other pupils. The school is strong in the way it promotes tolerance and appreciation of other faiths and cultures. It has good links with other countries, such as Spain and South Africa, and encourages the pupils to become involved in a good variety of local activities. Partnership with a wide range of outside professionals ensures the hard-to-reach groups are served well. Most parents are very supportive of the school community.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 June 2009

Dear Pupils

Inspection of Dog Kennel Hill School, London, SE22 8AB

Thank you very much for helping us in the inspection by talking to us and showing us what you can do. Your parents believe you are happy and in safe hands. We definitely agree.

You told us that you like coming to school and we are not surprised. You get on well with your teachers and friends. Behaviour is good. We are pleased that you know how to lead such healthy and safe lives. We especially like the way you are enthusiastic about activities like sport, art, music, and design and technology. We were impressed by the way the older ones of you help the younger ones by being 'yellow sashes' or by running the Zone Park. It is not every day that we see so many pupils interested in gardening and proudly showing us the growing maize, courgettes, strawberries and wheat!

You go to a satisfactory school, because you make satisfactory progress to reach standards in English, mathematics and science that are below the average of other primary schools. We think some teaching is good, but some teaching does not help you progress well enough. Mrs Ewers and her team of senior teachers lead the school satisfactorily. Some are new to their leadership roles but they are already thinking of ways to improve the quality of teaching so you can achieve more.

To make your education better, I have asked your school to do three things:

- make sure teaching is at least good in all classes so you can make better progress and reach higher standards in English, mathematics and science
- use the information it has about your learning to set work and organise activities in class that let you progress at a pace suited to each of you individually
- arrange for senior teachers to check regularly that you are making the progress you should be making and, if not, to make sure you catch up.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be positive, behaving well and making the most of your time at Dog Kennel Hill School.

Yours faithfully

Sarah McDermott

Lead Inspector