

Dog Kennel Hill School

Inspection report

Unique Reference Number	100786
Local Authority	Southwark
Inspection number	376458
Inspection dates	12–13 September 2011
Reporting inspector	John Laver

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Martin Finn
Headteacher	Linda Ewers
Date of previous school inspection	11–12 June 2009
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons and observed 16 teachers. They held meetings with staff, members of the governing body and groups of pupils. They talked to parents and carers. Inspectors observed the school's work, and looked at the school improvement plan, records of the monitoring of teaching and learning, the governing body minutes, data on pupils' progress and reports from the School Improvement Partner and local education authority. They analysed questionnaires received from 97 parents and carers, 138 pupils and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is improving the attainment and progress of pupils from minority ethnic backgrounds, and pupils with English as an additional language, from their starting points.
- The extent to which teaching is enabling pupils from a wide range of backgrounds to achieve as well as they can.
- How well children in the Nursery and Reception classes are provided for and make appropriate progress.
- How effectively both senior leaders and subject coordinators at the middle level of leadership and management are monitoring the school's provision and helping to bring about school improvement.

Information about the school

Dog Kennel Hill School is a larger-than-average school. The proportion of pupils who come from a range of minority ethnic heritages, and the proportion who speak English as an additional language, are both well above average. The proportion of pupils identified as having special educational needs and/or disabilities, which includes a range of learning, behavioural and emotional needs, is just above average. The proportion of pupils known to be eligible for free school meals is above average. Children join the Early Years Foundation Stage in the Nursery and also attend two Reception classes. The school has Healthy School status, holds the intermediate level of the International Schools award and has been given the Spanish School of the Year award by the Spanish Embassy. The school operates a morning breakfast club before the beginning of the school day.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Dog Kennel Hill School is a good school. It offers a welcoming and caring environment, which enables pupils to develop a wide range of personal qualities while making increasingly good progress in developing the skills which help them move smoothly into the next phase of their education. Parents and carers recognise the school's success, a typical parental comment being, 'We are particularly impressed by the focus on the children's emotional, social and cultural development.'

Children in the Nursery and Reception classes make a good start to their school career, and the good progress they make there is continued throughout the school, with pupils reaching average levels of attainment overall by the time they leave at the age of 11. Attainment in English is increasingly above average. A small minority of pupils, including several from ethnic minorities, attain at a lower level and make inconsistent progress. This is usually when the teaching is less engaging and does not provide sufficient pupil activity. The school has been increasingly successful since the previous inspection in reducing other variations in attainment and progress. The gap once evident in attainment and progress between boys and girls has been narrowed as a result of the school's focus on improving boys' motivation and writing skills. Pupils with special educational needs and/or disabilities are well supported and make good progress. The many pupils with English as an additional language are now amongst the highest achievers. The most-able pupils, who had sometimes underachieved in the past, are now challenged much more effectively to reach their potential, mainly as a result of improved teaching.

Increasing academic success is matched by good gains in pupils' personal development. Attendance is average but has improved, and most pupils enjoy coming to school. Pupils behave well, feel safe and well cared for, enjoy taking on responsibility and get on very well together. They love the wide range of enrichment activities such as clubs and visits. Spiritual, moral, social and cultural development is outstanding. Pupils are encouraged to reflect on challenging concepts such as issues of personal and collective responsibility, as observed for example in discussions in assembly about qualities of leadership and the response to incidents of international terrorism. Parents, carers and pupils are enthusiastic about the school's outstanding success in embedding Spanish throughout the school from the Nursery up to Year 6, gaining an award from the Spanish embassy. Links with schools abroad and the school's success in addressing issues of cultural diversity have resulted in an International Schools award.

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The teaching is increasingly successful in meeting the needs of pupils, through teachers having high expectations and making good use of assessment, including some exemplary marking, to show pupils how well they have done and how they can improve their work. Occasionally, teachers talk for too long and do not encourage enough independent work, so although progress is good overall, a small minority of pupils do not always achieve as well as they should.

The determination of the headteacher, shared by other school leaders, staff and governors, to continue the strong trend of school improvement, is underpinned by rigorous monitoring, accurate self-evaluation and appropriate planning for further development. This drive for success, combined with high expectations and a record of good improvement in addressing issues identified at the previous inspection, demonstrates that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Further improve the attainment and progress of all pupils by:
 - giving pupils more opportunities to work independently of the teacher
 - providing more engaging and creative tasks for the minority of pupils, particularly some learners of minority ethnic heritage, who do not achieve as well as the majority of pupils do.

Outcomes for individuals and groups of pupils**2**

Many children join the school with attainment below age-related expectations. They go on to leave school with average levels of attainment overall, and increasingly with above average standards in English. Many pupils demonstrate well-developed speaking and listening skills, and the presentation of work is good. Recent assessment data, combined with observations, confirm that the great majority of pupils are on track to meet appropriately challenging targets. Lesson observations during the inspection demonstrated pupils' enthusiastic response to good teaching, whatever the level of pupils' ability. For example, pupils respond eagerly to questions or opportunities for discussion. This was observed in a science session for older pupils who were learning about the separation of liquids and solids. They experimented enthusiastically, discussed their findings maturely and were made by the teacher, who had high expectations, to explain their reasoning clearly. Pupils with special educational needs and/or disabilities and those with English as an additional language benefit from good support both within and outside the classroom, and make good progress. A few pupils, particularly some boys from a minority ethnic background, make less progress in lessons, usually when they are given too few opportunities to be actively involved. Higher-attaining pupils achieve well, as observed in a poetry lesson in which pupils explored descriptive language through a series of tasks which encouraged them to devise their own questions and explore a range of challenging language. Good personal development contributes to

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the good learning evident in most lessons. Pupils comment on how safe they feel in school, and they enjoy working together. Older pupils support younger ones, for example in making mathematics games and helping their reading. Pupils talk knowledgeably about the benefits of exercise and a good diet. Several pupils get a good start to the school day in the well-organised breakfast club. There is an active school council, and pupils enjoy taking on responsibility, for example in fund-raising for charities and supporting a township school in South Africa. The school has worked hard and with some success to reduce persistent absenteeism, so that while attendance is average, it is improving, and pupils are now better prepared for the next phase of education than at the time of the previous inspection. Art, music and Spanish are particular strengths of the school, with a parent describing the Spanish teaching as 'simply superb'. There is a good take-up of enrichment activities such as sport and the popular steel band. These activities, and the opportunity for visits such as that to the Globe theatre, contribute strongly to outstanding personal, social, moral and cultural education. Pupils have a well-developed understanding of the impact of cultural diversity around the world.

.....

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The good teaching and pupils' positive attitudes towards learning result in good progress. Assessment, including marking and the use of targets, has improved since the previous inspection, and examples were observed of pupils responding to detailed teachers' comments and improving their work. Another strength in the teaching is the effective deployment of teaching assistants, who help particular

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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individuals make good gains in understanding. Teachers make increasing use of strategies such as drama to improve pupils’ confidence and skills in language and literacy. The quality of teaching and learning in Spanish is a particular strength. A few teachers do not allow pupils enough time to work on their own, and spend too long in telling pupils what they want them to do. As a result, some pupils get bored and learning slows down. The school is currently working on developing a more creative, linked curriculum. There are already some good links between subjects in place, for example between history and English, and planning is thorough. Extra-curricular provision is excellent, with a majority of pupils taking part in one or more activities. For example, there is a wide range of clubs, including sports, music, Spanish and the arts are several different clubs for musical activities alone. Good care, guidance and support underpin personal development and academic progress. A strong programme of personal, social and health education helps to develop pupils’ understanding of key issues such as personal safety. There are well developed procedures to ensure smooth transition when pupils move on to their next school. Good links with outside agencies ensure appropriate support for vulnerable pupils and have helped to improve attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In her three years at the school, the headteacher has worked hard to improve key aspects such as pupils’ progress. She has been well supported in this by her leadership team and an active and knowledgeable governing body. Staff share the aspiration to continue building on those successes already achieved. The monitoring of teaching and progress is now more systematic and rigorous at all levels. The systems for tracking pupils’ progress, and holding progress meetings to address the needs of individual pupils, have had a positive impact on learning and progress. Links with other local schools are not extensive, but there are some opportunities for joint staff training, and the school has made good use of outside support, for example to spread good practice in mathematics teaching. There are strong links with parents and carers, not only through communications such as regular newsletters but also through a high turnout of parents and carers at events such as assemblies and curriculum workshops. Parents and carers take full advantage of the opportunities to support their children’s learning. The school has good safeguarding arrangements in place. Procedures are monitored, evaluated and adapted as required. Staff are well trained in safeguarding issues, there are clear lines of responsibility and pupils are taught important basics such as internet security. The school is very inclusive in its

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approach to encouraging a harmonious environment and supporting vulnerable pupils. All pupils have access to what the school offers, and issues such as potential discrimination are sensitively addressed through assemblies. The school makes a good contribution to community cohesion. Pupils participate in community events, for example through fund-raising and helping to care for the local environment. Pupils have a well-developed understanding of a range of beliefs and values in various parts of the world. This has been recognised in the International Schools award, while one parent commended the school for its 'great celebration of diversity'. The school has productive links with several schools abroad, but none with schools in other areas of the United Kingdom, and the school recognises this as an area for development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in both the Nursery and Reception classes. Many join the school with levels of knowledge and skill below age-related expectations. Children settle quickly and learn established routines in a safe, nurturing environment. Although classes were observed very early in the school year, it was obvious that children already felt comfortable in their new surroundings, and they play and learn both independently and collaboratively in a very constructive way. Children are confident, and in Reception in particular many talk confidently and clearly to adults, for example when describing their attempts to create various prehistoric animals. Teaching is effective in ensuring that children achieve a good balance between structured and 'free-flow' activities, although occasionally staff observe for too long without intervening or challenging children in order to move their learning on. Staff track children's progress well, and then plan activities thoroughly so that individuals can make appropriate levels of progress. The school's 'open-door' policy and encouragement of home visits and parental workshops ensure

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good links with parents and carers, and the school also has good links with pre-schools and outside agencies, so that vulnerable children are well supported. Leadership and management ensure that resources are used well to enhance children’s learning and play experiences, although parts of the outdoor environment in particular are rather old and worn. The leadership and other staff work hard to compensate for this so that children’s learning experience remains positive.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are particularly appreciative of the quality of care and support which teachers and other staff provide for their children. Almost all parents and carers feel that their children are safe at school and that the teaching is good, while most believe that their children enjoy school. Parents and carers are particularly enthusiastic about the quality of Spanish provision throughout the school. A few parents and carers feel that the school does not help them sufficiently to support their children’s learning and feel that behaviour is not sufficiently well managed. A small minority do not believe that the school is led effectively or helps their children achieve a healthy lifestyle. From talking to parents and carers and from reading their comments, the inspection team found that there are strong links between home and school, children behave very well most of the time, and there is a strong level of support for almost all that the school has done and is aiming to achieve.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dog Kennel Hill School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 97 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	71	24	25	3	3	1	1
The school keeps my child safe	61	63	35	36	1	1	0	0
The school informs me about my child’s progress	38	39	48	49	9	9	0	0
My child is making enough progress at this school	35	36	53	55	8	8	0	0
The teaching is good at this school	49	51	41	42	3	3	0	0
The school helps me to support my child’s learning	48	49	33	34	12	12	1	1
The school helps my child to have a healthy lifestyle	37	38	44	45	8	8	3	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	42	45	46	6	6	1	1
The school meets my child’s particular needs	31	32	53	55	8	8	1	1
The school deals effectively with unacceptable behaviour	37	38	43	44	5	5	4	4
The school takes account of my suggestions and concerns	29	30	55	57	8	8	0	0
The school is led and managed effectively	31	32	51	53	8	8	4	4
Overall, I am happy with my child’s experience at this school	50	52	41	42	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 September 2011

Dear Pupils

Inspection of Dog Kennel Hill School, London SE22 8AB

Thank you for your warm welcome when we visited your school recently. It was very interesting for us to talk to you and see you both in lessons and around the school.

Dog Kennel Hill School gives you a good standard of education. The school has improved a lot since it was last inspected. Almost all of you, from the Nursery right up to Year 6, now make good progress in your work. This is because your teachers teach you well, and you help them by your willingness to learn. Most of you attend school regularly, and you told us how you feel safe and well cared-for. You behave well and get on very well with each other. We know that you like the visits and activities like the steel band, which you enjoy outside of lessons. You get particularly good opportunities in music, art and Spanish. You know a lot about how people in other parts of the world live and what they believe in. You are good at taking responsibility, for example when being members of the school council or when older pupils help the younger ones. We were impressed by how well teachers mark your books. They work hard so that you enjoy school and can do well. Just occasionally, teachers do not give you enough opportunities to work on your own or in groups, so you miss out on opportunities to think for yourselves. Your headteacher leads the school well, and all the adults in school want to help you do your best.

In order to make your good school even better, we have asked the school to:

- make sure that your teachers give you enough opportunities to learn by yourselves, and give you tasks which will always interest you, particularly for the few amongst you who sometimes find it hard to concentrate for long in class when the teacher is talking to you.

You will help your teachers make the school even better if you all continue to do your best at all times.

Yours sincerely
John Laver
Lead inspector

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