

Dunraven School

94–98 Leigham Court Road, Streatham, London SW16 2QB

Inspection dates 14–15 October 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1
Sixth form provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The visionary Principal supported by his talented leadership team is highly committed to developing pupils' belief in their abilities and capacity to succeed and achieve their very best and be involved in their learning.
- Leaders have successfully raised the quality of teaching to outstanding. Through robust and regular checks on pupils' assessments, they ensure that this remains of the highest quality.
- Governors share and support the vision for excellence and work in harmony with school leaders to continue to improve further.
- Standards in all years are excellent and all groups of pupils achieve results that are significantly ahead of their peers nationally.
- Pupils' behaviour is outstanding. They have exceptionally high expectations of themselves and their desire and determination to succeed are second to none.
- Pupils and their parents and carers agree that they feel safe and cared for and the school's work to keep them safe is outstanding.
- The school provides excellent opportunities to promote pupils' spiritual, moral, social and cultural development. The curriculum, supported by extensive trips, visits and activities enables pupils to develop as reflective, empathetic and thoughtful individuals.
- The Early Years Foundation Stage is outstanding. Children in the Reception classes make an excellent start, achieving standards of development, significantly ahead of others nationally.
- The sixth form is outstanding and has sustained a track record of high achievement. Students perform exceptionally well and all gain places at university, college or on training courses.

Information about this inspection

- Inspectors observed the learning in 49 lessons; 17 were jointly observed with school leaders. They also observed support sessions for pupils receiving extra help with their learning.
- Inspectors looked at tutor time activities, visited breakfast club and attended a year group assembly. A visit was also made to the specialist speech and language resource base.
- Inspectors spoke informally with pupils on both sites and held meetings with groups from Key Stages 3 to 5, gathering their views and experiences of life in the school. An inspector also listened to the primary pupils reading.
- Meetings were held with governors, the school improvement partner and subject leaders as well as staff responsible for checking attendance and behaviour and co-ordinating special educational needs. An inspector spoke with the school librarian and all members of the leadership team were involved in inspection activities.
- Inspectors analysed the 157 staff questionnaires completed during the inspection and noted the views of the 116 parents and carers who responded to the online Parent View questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance, punctuality and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Ann Betts	Additional Inspector
Christopher Doel	Additional Inspector
Janet Hallett	Additional Inspector
Lynne Kauffman	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized all-through school. It is the host for a specialist centre for pupils with speech, language and communication needs, which is commissioned by the local authority and at present has 15 pupils in the secondary phase with three places in the sixth form. Fifteen places in the primary phase are also commissioned. The speech and language resource base forms part of the school's inclusion team, which is the focal point for a raft of academic and behaviour support for pupils and a meeting point for experts coming into the school to support and enhance pupils' learning.
- Dunraven School converted to become an academy in August 2011. When its predecessor school Dunraven School was last inspected by Ofsted it was judged to be good overall. The school remained on the same site with an extensive building and re-modelling programme.
- The academy currently has two Reception classes and two Year 1 classes in the primary part of the school and runs a daily breakfast and after school club.
- The sixth form, housed in the newly built sixth form centre, is part of a collaboration of four schools in the area.
- A third of pupils are White British, and with the largest proportions from minority ethnic groups, being of Black African and Black Caribbean heritage. The proportion speaking English as an additional language is above average.
- The school has no disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion known to be eligible for the pupil premium, which is additional government funding provided for pupils who are looked after by the local authority and those known to be eligible for free school meals, is well above average.
- A small number of pupils attend part-time courses at Lambeth College and work placements on motor vehicle maintenance and construction courses.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Successfully develop and grow the primary year groups and integrate all key stages, ensuring high standards for every pupil, as an all through school.

Inspection judgements

The leadership and management are outstanding

- The Principal and his team's relentless pursuit of excellence and thorough understanding of the school's strengths and areas for further improvement have raised all aspects of the school's work to outstanding.
- Inspirational leadership at all levels has ensured the completion of an extensive building project and incorporated a new Early Years Foundation Stage and primary phase, without allowing any turbulence to disrupt learning.
- High standards abound in all areas because senior and middle leaders model the very best practice and are excellent communicators, adept at sharing information with each other about pupils' academic and personal progress. Without exception, all are committed to involving pupils in their own learning.
- The highly sophisticated inclusion department, overseen by the director of inclusion, successfully provides an essential focal point for a vast array of expertise accessible to enhance learning. Pupils from all groups receive tailored support programmes and their achievement is never less than good and, frequently, outstanding.
- Equal opportunities are rigorously promoted and the school ensures that every pupil has an equal chance of success. Discrimination in any form is not tolerated and pupils show great regard and understanding for each other's differences. Focused careers guidance, mentoring and a powerful network of training and work partnerships ensure that every Year 11 and sixth form student has a place arranged when they leave. No student is denied anything that the school has to offer.
- Systematic, thorough monitoring of pupils' progress underpins the school's continued success in raising achievement, through the quality of teaching and pupils' involvement in their learning, to outstanding. The whole-school ethos of developing 'the growth mind-set' has raised pupils' expectations through their own self-belief and instilled excellent attitudes to learning and future success.
- School leaders have established a detailed programme of support, activities and additional resources for pupils eligible for the pupil premium. These range from smaller groups with additional teachers in core subjects to personal mentoring and access to technologies for research and homework. They closely check how effective each has been to raise achievement and are flexible in their approaches to ensure that learning gaps are closing effectively.
- The range of subjects studied, enhanced by a vast array of enrichment and extra-curricular activities and events, is outstanding. In addition, varied assemblies, such as using dance to illustrate overcoming fears and obstacles in life in modern Britain, and creative tutor time activities to boost self-esteem promote common values. Few opportunities are missed to promote pupils' spiritual, moral, social and cultural development, which is a true strength of the school.
- Leaders are highly effective in raising pupils' awareness of how to stay safe and strong links with community police provide pupils with excellent first-hand information on how to keep themselves safe both inside and outside the school. Leaders make thorough checks on the attendance and behaviour of pupils enrolled on courses outside the school. They see that all pupils achieve high standards and make excellent progress.
- The school is held in high esteem and leaders at all levels, supported by the Principal, share their expertise with other schools. The local authority works in partnership with the school.
- **The governance of the school:**
 - The governing body has an insightful and exceptional understanding of all aspects of the school's considerable strengths. Governors are highly skilled and committed to continue to improve the school and have a clear and visionary 'eye' set on the future. Governors carry out their statutory duties at the highest level and provide a fine-tuned balance of providing strategic guidance and an appropriate blend of support and challenge.
 - Governors express great respect for the leadership team and work cohesively to drive forward the vision to create a fully inclusive, all-through school. They have an excellent understanding of school data and regularly use this to make comparisons with others nationally, and to raise questions within the school. Governors are passionate about how well pupils learn and intrinsically link this with the quality of teaching. They make regular visits to check directly on key areas within the school and analyse the impact of additional funding on the achievement of disadvantaged pupils.
 - Governors keep a sharp eye on the management of finances and assign specific governors to every project to see it through from start to finish. This has contributed to the successful completion of an extensive and lengthy range of refurbishments and new buildings within the school.
 - Governors monitor to ensure that the quality of teaching relates closely to salary progression and is

linked to pupils' achievement. They are highly committed to developing all staff and actively encourage their professional development. They make thorough checks on the primary phase breakfast club, the specialist resource base and ensure that safeguarding consistently meets requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding, and this is underpinned by their excellent attitudes to being the very best that they can be and reaching their goals in life. The whole school ethos of raising self-belief and self-esteem has contributed to their excellent behaviour in lessons and around the school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep themselves safe, within and outside the school, and all are knowledgeable about e-safety and understand the potential dangers of misusing the internet. This is because the school has used assemblies, workshops and external providers such as the 'Girls against gangs' group to raise and sharpen their awareness.
- Pupils in the school across all years play an active part in taking on additional responsibilities, immersing themselves in the life of the school. Many volunteer for the student leadership programme and tackle whole-school projects, training others and guiding more than 3000 visitors around the school during the recent Open Session for Year 7 admissions.
- Pupils have a powerful and articulate voice in the school and sit alongside school leaders, sharing in implementing changes, such as the new house system, which they say allows them to get to know each other even better and be more involved as a community.
- Pupils' conduct at all times is exemplary and the tone is set from the first impression of the Year 8 pupil receptionist who greets and welcomes visitors to the premises. Pupils show their polite, courteous, respectful manners in lessons, and around the two sites. They treat each other and all adults with the highest levels of mutual regard.
- Without exception, pupils express great pride in being a part of the school and present themselves smartly in the school uniform. Attendance has risen to above average and pupils rush to be in school and arrive to lessons on time. Punctuality is high.
- Bullying is very rare and pupils say that they try to resolve their own issues before calling upon staff to intervene.
- Pupils attending part-time courses adhere to the school's high expectations of behaviour. They know how to keep themselves safe and are praised for being excellent ambassadors for the school.

The quality of teaching is outstanding

- School leaders have placed a strong emphasis on raising the quality of teaching in all areas of the school and are passionate about involving the pupils in their learning. This is one of the main reasons why the quality of teaching has improved and is now outstanding.
- Staff share their expertise and have developed a culture and learning environment where skilled and deep questioning successfully draws out and promotes pupils' understanding.
- Pupils themselves frequently lead parts of lessons, present their work and question each other and their teachers. Classrooms provide a safe and secure place where pupils are not afraid to speak out, or to learn by getting it wrong, before they get it right. In an English lesson, pupils worked hard, unpicking the key points from a text to achieve the very best marks for a complex examination question. They check their ideas with a mark scheme, before their own work is returned and self-reviewed with increased skill and proficiency.
- Teachers encourage pupils to improve their reading and frequent competitions and new book requests for the school library are highly effective in promoting a love of reading, particularly among reluctant readers.
- Teachers and supporting adults unanimously encourage, support and express their very high expectations for every pupil, and the pupils equally expect the very best of themselves. Excellent support for pupils who have special educational needs is provided in class and within the resource base. This high quality support is mirrored for those who speak English as an additional language, where needed. They learn in line with their peers and make excellent gains.
- The most able pupils receive suitably challenging work and pupils themselves say that the pitch of work in

the 'accelerated sets' is exactly what they need.

- Teachers plan and adapt their lessons to incorporate a sharp match of tasks and interesting activities for all groups of pupils, and are adept at stimulating interest about their subjects through the use of varied and different resources.
- Teachers regularly check pupils' understanding during lessons and encourage pupils to question and check their own and each other's understanding. Confident pupils also check the teachers' work and engage in intellectual discussions, such as Year 11 pupils questioning the teacher's solutions to quadratic equations in a mathematics lesson.
- Verbal and written feedback on how well pupils are learning is sharp and helps them to improve even further. Established homework programmes and an online system which parents can also check extend pupils' thinking beyond the lessons and have contributed to their excellent achievement.
- Outstanding teaching is endemic in all year groups of the school and across all subjects and has contributed to consistently high levels of achievement for all pupils.

The achievement of pupils

is outstanding

- Pupils join the school with skills in reading, writing and mathematics which are broadly in line with their peers nationally. They make excellent and rapid progress and reach standards which are significantly above average by the time they leave.
- Excellent teaching and tailored support for pupils enable them to learn exceptionally well in all subjects. Achievements in English and mathematics are high and all groups make outstanding progress, including disabled pupils and those with special educational needs, those from minority ethnic groups and those who speak English as an additional language. School pupils within the speech and language base make excellent progress, supported by a team of specialists encompassed in the inclusion hub.
- The proportion of pupils achieving five or more GCSE passes at grades A* to C including English and mathematics has remained significantly above the national average for successive years. In a wide range of subjects, significantly above average proportions of pupils attain the highest A or A* grades at GCSE.
- The most able pupils exceed national levels of attainment because they are identified early and set challenging work.
- This pattern of significantly high attainment is echoed in the sixth form where there is a track record of high achievement.
- Less able pupils in Year 7 benefit from additional funding to boost their literacy and numeracy skills. Small group support led by specialist staff enables them to catch up quickly. All pupils carry a reading book and the younger pupils are regular users of the school's vibrant library.
- Attainment gaps between Year 11 pupils eligible for pupil premium funding and their peers in school and nationally are closing rapidly. Compared with the previous year, when they were two thirds of a grade behind, they are now a third of a grade behind in English, and they have halved the mathematics gap to around half a grade behind. Pupils make similarly exceptional progress because the school provides an extensive array of additional activities and resources to boost their learning, such as Saturday classes, revision breakfasts and access to new technologies.
- The attendance and progress of pupils who study on other sites and courses are closely monitored to ensure that they make excellent progress and gain the qualifications which enable them to proceed with their chosen career paths.
- The school is highly selective about entering pupils early for GCSEs and only the small proportions deemed ready are considered. For mathematics, the most able have the further mathematics pathway and statistics options open. In English language, those succeeding then focus on their English literature.

The early years provision

is outstanding

- Children joining the Reception classes make excellent progress and by the end of their first year, the great majority have significantly exceeded the national standard for a good level of development.
- The most able children have exceeded the national early learning goals by the time they are ready to leave the Early Years Foundation Stage and are moving towards Year 1 levels ahead of their classmates.
- Disabled children and those with special educational needs are swiftly identified by skilled early years staff that form a tight-knit team and ensure that each child is known and treated as a unique individual. School staff share their expertise so that high quality support is quickly put in place and progress escalates.

- Children are quick to learn routines and show a good awareness of how to play safely and take care when using the stairs inside and outside. They mix easily and are responsive to adults' prompts ensuring that behaviour is always at least good.
- The new, purpose-built setting is equipped with vibrant, stimulating resources made accessible to every child. This creates excellent opportunities for children to reach and achieve their true potential.
- Indoor and outdoor spaces prompt exploration, and allow children to take risks and be creative and inventive as part of their daily challenges. An example is the purpose designed 'hills' where children develop their imagination and skills in the great outdoors.
- The quality of teaching is consistently high and adults respond to children's interests, making learning highly enjoyable and developing a powerful desire to want to learn more. Adults praise and encourage, helping children to grow in confidence and develop strong values and personal qualities in harmony with the ethos of the whole school.
- The leadership is exceptional and all staff contribute and share assessments. Working openly with parents and carers, they have the very best information on what children can do and how to help them to improve. Parents and carers comment on how 'included' they feel and welcome opportunities to come in and read with their children.
- Excellent transition is in place and children are well prepared for their move into Year 1.

The sixth form provision

is outstanding

- Students' achievements in the sixth form are exceptional; this includes students who join the school in Year 12 from other schools. They consistently reach standards which are significantly above those seen nationally across a range of subjects in Year 12 and Year 13. Progress for all groups of students is outstanding.
- High proportions of students gain grades A* to C and more than half, A* to B grades. The most able students consistently gain the highest A* or A grades, year on year. This provides excellent career opportunities for their next steps and every student moves into a university, college or training place when they leave.
- Personal tutors provide excellent support within the school and students relish the chance to pursue their interests through a wide range of work placements, projects and volunteer work within the community. Students are excellent role models within the school, as head boy and girl, house captains and academic mentors. This broadens students' personal experiences and strengthens profiles for future work and college applications.
- Sixth form students show their excellent attitudes to learning, behave impeccably in lessons and move safely between the sites. They lead their younger counterparts by example.
- Disabled students, those with special educational needs and those who are disadvantaged make excellent progress through the sixth form and achieve exceptionally well in line with their peers. Learning gaps have closed completely because highly specialised advice and guidance are readily provided as part of the sixth form learning package.
- Sixth formers value the excellent teaching which they receive, regularly present their work, involve themselves in discussions and share views. They say that this helps them to deepen their understanding and continue to improve. Teachers encourage students to speak out and in turn many intellectual debates and exchanges underpin their excellent achievement.
- The leadership of the sixth form is outstanding. A dedicated team ensures the holistic development of every student, carefully checking and monitoring both academic and personal progress. Mutual respect and regard permeate the sixth form centre and all have the highest aspirations for success.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137093
Local authority	Lambeth
Inspection number	447735

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

Type of school	All-through
School category	Academy converter
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1300
Of which, number on roll in sixth form	220
Appropriate authority	The governing body
Chair	Joel MacInnes
Principal	David Boyle
Date of previous school inspection	Not previously inspected
Telephone number	020 86965600
Fax number	020 86965602
Email address	info@dunraven.org.uk

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