

Dunraven School

Inspection report

Unique Reference Number	100639
Local Authority	Lambeth
Inspection number	276360
Inspection dates	16–17 November 2005
Reporting inspector	Stephen Long HMI

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Joel MacInnes Mr David Boyle
Date of previous school inspection	Not previously inspected
School address	94–98 Leigham Court Road London SW16 2QB
Telephone number	02086772431
Fax number	02086647242

Age group	11–18
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools and three additional inspectors.

Description of the school

Dunraven School is larger than other comprehensive schools and has a sixth form which was established two years ago. The school population is ethnically diverse; the largest groups are from White-British, Black-British, Black-African and Caribbean backgrounds. The ratio of boys to girls is higher than average. The proportion of students whose first language is not English and those who are entitled to free school meals is very high. The proportion of students with learning difficulties and disabilities, including those with a Statement of Special Educational Need, is broadly average. The number of students joining or leaving the school other than at the normal times is low. Specialist status in technology was awarded in 2000 and a second specialism, in mathematics and computing, was added this year. The school participates in a wide range of initiatives to enhance the students' learning and the life of the school. For example, it plays a lead role in the LEA through its work with more able students, including an extensive summer school programme, and is part of the Creative Partnerships national programme. The school has been widely recognised for its successful work in these, and other, areas.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Ensure that achievement across the curriculum matches that in the most successful subject areas * Increase the opportunities for students to take responsibility for their learning* Help all students understand what to do to improve their work* Improve attendance further

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall, and good in the sixth form, with some outstanding features. In the most effective lessons, teachers set high standards and sustain students' interest with appropriately challenging and varied tasks. The teachers have good subject knowledge and ask well chosen questions to test and deepen the students' understanding. Overall, lessons are well planned and incorporate resources that support students' learning effectively. Good use is made of information and communication technology (ICT) to prepare and present lessons, for example through the use of interactive whiteboards, and these are helping to raise standards. In some specialist areas, accommodation is limited. The split site also means lesson time is lost when students transfer between sites. The majority of teachers know their students well and relationships are such that students enjoy their work and try hard. Work is usually matched to the abilities of individuals. However, some subject areas do not make sufficient use of extension activities to stretch the more able. Most students know how well they are doing and their work is well marked. Nevertheless more consistent reference needs to be made, in lessons and marking, to national curriculum levels or examination criteria to exemplify the next learning steps and set specific targets. Students have insufficient opportunities to work independently and evaluate their own learning and that of their peers. There is some excellent practice in the school that needs to be shared so that learning is maximised in all areas. Students with learning difficulties and disabilities are well supported. Comprehensive information about needs and targets for improvement is carefully profiled and shared with teachers and support staff. Most teaching assistants give good support in class.

Curriculum and other activities

Grade:

The school provides a balanced curriculum which broadly meets the needs and interests of students and the requirements of the national curriculum. The school's specialisms in technology, mathematics and computing enhance students' learning both within the lead subjects and across the curriculum. They also extend the opportunities available to students, for example, some take the GCSE mathematics examination early and go on to study statistics at Key Stage 4 and further mathematics at A level in the sixth form. Students have access to a wide range of

clubs and activities which enrich learning and help them get the best out of school. Education for health, safety and citizenship are good. The school keeps the curriculum under regular review to ensure that it is responsive to students' needs. It is developing links with local colleges, business and industry to give greater opportunities for work-related learning.

Care, guidance and support

Grade:

The school provides a good level of care for students including those who are vulnerable or at risk and those who need to attend more regularly. Induction arrangements are well organised and students make a good start in Year 7. Their well-being is monitored carefully as they move through the school and students are well prepared for the different stages in their education and their future careers. The school nurse and other visiting specialists make a valuable contribution to the students' health and welfare. There are appropriate procedures for child protection; however whole-school training needs to be up-dated. The support for the students in public care requires formalization in written plans. Risk assessments are appropriately thorough and regularly updated and the site is securely monitored to keep it safe. The school analyses data well on students' academic progress in order to provide effective support for those at risk of underachieving. This work is well coordinated; appropriate use is made of the learning mentor and parents are kept well informed.

Leadership and management

Grade:

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

Thank you very much for taking part in your school's inspection. We value your views about your school and would like to thank the large numbers of you who talked to us in meetings, in lessons and around the school.

Your school is a good one and has the potential to be outstanding. You have good teachers, you are able to study a wide range of subjects and the school looks after you well. We liked the atmosphere at Dunraven. You do well in your learning and you told us you enjoy school. This is something your parents feel also. You work hard and behave well. Students in the sixth form are good role models for younger students. Your school supports you well, but it would like to help you do even better. The school needs your help to achieve this and also values your ideas. The teachers want to make sure that you are taught as well as possible in all your subjects. They have a clear idea as to how this can be achieved and intend to work as a team to ensure this happens.

We would like you to work closely with your teachers to make sure you know exactly what you need to do in order to learn better in each subject. This means you 'being in charge' of your own learning, for example by helping to check your own work and asking your teachers to explain the things you get wrong. There are a few of you who don't come to school as often as you should. It is important for any of you in that situation to realise that missing days can affect how well you learn. We have enjoyed being in your school. We hope that you enjoyed talking to us and showing us what you do. Although you are part of a good school, we are confident that you will want to make it even better. We have offered ways in which we believe you can help the school achieve this. We wish you every success.