



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Dulwich College

November 2018



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School's Details

College	Dulwich College			
DfE number	210/6000			
Registered charity number	1150064			
EY Ofsted Ref	EY381689			
Address	Dulwich Common London SE21 7LD			
Telephone number	020 8693 3601			
Email address	enquiries@dulwich.org.uk			
Master	Dr Joseph Spence			
Chair of governors	The Rt Hon Peter Riddell CBE, PC			
Age range	0 to 18			
Number of pupils on roll	1804			
	Boys	1720	Girls	84
	Day pupils	1675	Boarders	129
	EYFS	143	Juniors	220
	Seniors	981	Sixth form	460
Inspection dates	14 to 15 November 2018			

1. Background Information

About the school

- 1.1 Dulwich College is an academically selective day and boarding school in Dulwich, South London, which is co-educational up to the age of seven and offers boarding for pupils from the age of eleven to eighteen. Founded in 1619 by Edward Alleyn in Dulwich Village, the college moved to its present site on Dulwich Common in 1870. There are five schools within the college, each with its own head: 'Ducks', for ages 0 to 2; the junior school, for ages 3 to 10; the Lower School, for ages 11 to 12; the Middle School, for ages 13 to 16; and the Upper School, for ages 17 to 18. The school has three boys boarding houses. The school is a registered charity, managed by trustees, who form the governing body. Since the previous inspection a new chair of governors has been appointed and a new science building has been completed.

What the school seeks to do

- 1.2 The school's aim is to offer academic challenges that enable each pupil to realise their potential whilst providing them with sporting, cultural, charitable, and adventurous engagement through which they learn to work co-operatively and to lead. The school seeks to nurture a supportive community that encourages a sense of social responsibility and one in which all pupils feel equally secure and valued.

About the pupils

- 1.3 Pupils come from a range of professional and other family backgrounds, whose heritage reflects that of the wider local area. Nationally standardised test data provided by the school indicate that the ability of the pupils throughout all sections of the school is above average. The school has identified 205 pupils as having special educational needs and/or disabilities, which include dyslexia and dyspraxia, 80 of whom receive additional specialist help. Three pupils in the school have an education, health and care plan or statement of special educational needs. Also, 98 pupils have English as an additional language, 55 of whom receive additional support. Data used by the school has identified a number of pupils as being the most able in its population, and the curriculum is modified for them and for other pupils because of their special talents in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school measures attainment using national curriculum tests in English, maths and reading. In the years 2015 to 2017, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2015 to 2017, performance has been well above the national average for maintained schools and above the national average for maintained selective schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been well above the national average for maintained schools and above the national average for maintained selective schools
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION

- 2.22 The overall effectiveness of the early years provision is outstanding.
- 2.23 Highly successful curriculum planning and assessment, driven by high expectations of achievement, clearly show progress and levels of development achieved by all children. Children make good and, at times, excellent progress in relation to their starting points and are supported extremely well as they transition from one stage of learning to the next, ensuring they feel confident and happy.
- 2.24 All children learn in an extremely caring environment. Practitioners who clearly understand each child's learning needs provide excellent support and encouragement for all children, including those with specific needs.
- 2.25 Quality time is given to all children, who respond positively to encouragement from adults. They express their needs and feelings confidently and seek out their key person when tired or needing reassurance. The high level of support provided for all children's personal, social and emotional development enables all children to feel safe, secure and happy.
- 2.26 Protecting and safeguarding children is a high priority and staff recognise the responsibility they have in protecting such young children. Leadership and management are extremely conscientious, have an excellent knowledge of safeguarding procedures, and fulfil their responsibilities with care.
- 2.27 Leadership and management demonstrate high levels of commitment when evaluating practice. Very effective self-evaluation has been undertaken and the action plan highlights needs along with measures for success. They ensure that children's learning opportunities are of a high standard, providing them with a strong foundation for learning, and preparing them extremely well for future opportunities.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- 2.28 The effectiveness of leadership and management is outstanding.
- 2.29 An ambitious vision with high expectations for children's achievement is demonstrated by all practitioners. High standards of provision and care are ensured for all children and governors are fully aware of, and support, the under 2s provision.
- 2.30 Effective systems for supervision and performance management support staff development and their care of the children. Further training needs are identified to enable practitioners to develop their skills and understanding of the age group with which they work.
- 2.31 Practitioners place a high priority on evaluating provision and are reflective practitioners who clearly identify areas for improvement and plan a way forward together. They also take into account the views of the parents, and where appropriate, those of the children. Parents in the pre-inspection questionnaires, and those spoken to, all expressed very positive views regarding the early years setting and its management.
- 2.32 The curriculum meets all statutory requirements. Practitioners know each child extremely well and carefully consider their needs and interests. They plan excellent learning programmes based around a child's interests, for example providing opportunities for matching toy safari animals with photographs when a child shows an interest in this topic. As a result, children gain maximum benefit and enjoyment.
- 2.33 The extremely well-planned curriculum and learning programmes ensure all children have an excellent start to their education and are extremely well prepared for each new step, as well as for the next stage in their learning.

- 2.34 Practitioners actively promote equality and diversity. They model and celebrate excellent behaviour and intervene effectively when necessary. Ensuring children achieve the very best outcomes is a high priority for practitioners. British values are embedded in daily activities and attitudes. Children make their own choices about cereals at breakfast time and fruit at snack time.
- 2.35 Practitioners regularly undertake safeguarding training, including Prevent strategy. A safe handover at the start and end of each session protects children from harm, and daily checks and comprehensive policies ensure all children are safe. Rigorous staff recruitment procedures are in place and all staff are appropriately inducted when new to the school. Medicines and accidents are thoroughly recorded with comprehensive procedures in place, and fire practices are held regularly.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- 2.36 The quality of teaching, learning and assessment is outstanding.
- 2.37 Children of all abilities are extremely well supported and encouraged by practitioners who have high expectations of what children can achieve. Extra challenge is given to more able children and appropriate support is given to those with additional needs.
- 2.38 Practitioners have an excellent understanding of the age group they work with and undertake further training to improve their skills and so enable greater outcomes for children. They have excellent knowledge of the EYFS curriculum and this secure knowledge underpins all they do, enabling all children to understand, and engage fully with their learning. There is a variety of opportunities for children to develop mathematical understanding through child-initiated activities. However, intentional use by adults of mathematical vocabulary in meaningful contexts during everyday activities is at times limited.
- 2.39 A strong partnership between parents and practitioners enables assessment information to be gathered effectively. Before a child begins at the setting parents complete an entry profile about routines and previous experiences ensuring that practitioners are fully informed. The online learning journal enables information to be completed regularly by both parents and practitioners and enables a clear picture of each child to be built.
- 2.40 Practitioners' assessment of each child as they develop further understanding and skills is comprehensive and recorded in their online learning journals. This information is used carefully to plan next steps for all children. Children with different needs are quickly identified and provided for by caring staff enabling them to make excellent progress and achieve well.
- 2.41 Staff carefully support and encourage each child in their achievement enabling them to understand how to become a competent learner. Daily conversations with parents ensure that they understand how their child should progress and how they can contribute to their child's learning.
- 2.42 Formal meetings, as well as daily communication between key persons and parents, provide excellent opportunities for them to understand how their child is doing in relation to their age. Excellent links with parents helps them to support their child's learning at home.
- 2.43 Practitioners promote diversity and equality through learning activities and the use of appropriate resources. All children are treated as individuals and their needs are catered for and supported. Children learn about festivals celebrated by other cultures as well as their own and use a variety of artefacts to support their learning. Parents from different cultures support this learning, and practitioners use familiar words from a child's home. Children are taught to respect others. They co-operate and show excellent manners.
- 2.44 High quality teaching, support and encouragement ensure all children acquire the skills necessary for future learning. They are extremely well prepared for their move to the next class.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- 2.45 The personal development behaviour and welfare of children are outstanding.
- 2.46 The learning environment is extremely well organised and happy. A very positive and caring culture is evident throughout the setting and is underpinned by strong British values. Achievement is valued and celebrated by adults and children.
- 2.47 Babies confidently communicate their needs through gestures and babbling, and toddlers sometimes use two or three-word sentences. They are praised when mastering new skills which encourages them to be successful learners.
- 2.48 Children are happy and clearly enjoy their learning. They independently explore the noise made by different objects with curiosity and confidence. Accessible and stimulating resources enable them to use their imagination as they follow their own ideas and interests. Children independently, confidently and skilfully use cutlery when enjoying their breakfast and lunch.
- 2.49 Children have strong relationships with their key person and feel extremely secure socially and emotionally. This security enables them to make the transition to the next class with greater ease.
- 2.50 Warm and highly supportive relationships help children to grow emotionally and give them the confidence to express their needs and wants. This is evidenced when they leave their main carer and when waking after nap time. Their physical needs are extremely well met enabling them to feel secure within a safe environment.
- 2.51 Attendance is carefully recorded, and parents are contacted if a child is absent. Good behaviour is modelled by all staff who encourage the children with positive comments reinforcing the school's designated 'Golden Rules'. Behaviour is excellent. Children are kind and caring of others and relate well to their friends.
- 2.52 Children understand the risks from germs and know to wash their hands before meals. They know it is important to follow the rules especially in the outdoor woodland area and are encouraged when they do so. High standards of care and hygiene practice support children's personal needs. Children of this age do not have access to the internet.
- 2.53 At mealtimes children sit with friends and an adult in family groups and enjoy a happy learning time together. They have plenty of opportunities to enjoy fresh air and jump, run and climb in the outdoor areas. Healthy food is provided, and individual dietary needs are known and carefully catered for.
- 2.54 Children are supported by staff as they learn how to resolve conflicts and show care for those outside the school community. They contribute to life in Britain by caring for others and raising money for charities.

OUTCOMES FOR CHILDREN

- 2.55 Outcomes for children are outstanding.
- 2.56 Children make good and, at times, excellent progress from their individual starting points. The vast majority of children achieve, with some exceeding, expected levels of development. Staff are fully aware of the needs and interests of all children and provide appropriate support as they prepare them to transition to the next class.
- 2.57 Children are busy, active learners who achieve extremely well, are fully involved in their learning and show high levels of fascination.
- 2.58 Younger children understand and follow simple instructions when using the soft play, and older children listen carefully to instructions when going outside to the woodland play area enabling them to explore safely and with confidence. Babies make their needs known with gestures and toddlers use words or simple sentences as they increase their ability to communicate.

- 2.59 When wanting to mix sand and water together the older children carefully move sand on a spade from one tray to another, showing increased control and problem-solving skills. They balance with skill when trying to reach a toy and climb up steps and onto logs with increasing competence, taking risks to succeed. They have a strong sense of achievement when skilfully pouring their own milk at breakfast and water at lunch. When preparing fruit, they competently use small knives, with adult support, to cut up a banana. They show excellent control as they peel their orange before enjoying it for snack.
- 2.60 Their personal development is excellent. They use their initiative and work with increased focus and attention when mixing paint, gaining great satisfaction. When getting ready to go outside they co-operate extremely well with adults, find their own boots, and show an interest in changing into outdoor clothes. They enjoy achieving, and problem-solve when trying to find a way to put a dress on a doll. They persevere when trying to reach the toys with which they want to play. When making ice creams they use their imagination and pretend a small wooden ball is the scoop of ice cream.
- 2.61 Children sort objects as they match toy frogs together and they count children when they are in the outdoor woodland areas. They enjoy filling and emptying containers with water as they show a growing awareness of quantities and measure.

COMPLIANCE WITH STATUTORY REQUIREMENTS

- 2.62 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

RECOMMENDATION FOR FURTHER IMPROVEMENT

The school is advised to make the following improvement to its provision for children in the early years.

- Increase the use of mathematical vocabulary in meaningful contexts during everyday activities.

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and an assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Richard Mannix	Reporting inspector
Mrs Angela Russell	Co-ordinating inspector for early years
Mr Peter Nicholls	Compliance team inspector (Bursar, HMC school)
Mrs Tracy Kirnig	Team inspector for boarding (Head, GSA school)