



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Dunstan's College

November 2019



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School's Details

College	St Dunstan's college			
DfE number	209/6032			
Registered charity number	312747			
Address	St Dunstan's College Stanstead Road Catford London SE6 4TY			
Telephone number	0208 516 7200			
Email address	info@sdmail.org.uk			
Headmaster	Mr Nicholas Hewlett			
Chair of governors	Mr Paul Durgan			
Age range	3 to 18			
Number of pupils on roll	947			
	EYFS	55	Juniors	250
	Seniors	508	Sixth Form	134
Inspection dates	12 to 14 November 2019			

1. Background Information

About the school

- 1.1 St Dunstan's College is a co-educational, independent day school for pupils aged from 3 to 18 occupying one site in the London borough of Lewisham, with additional sporting facilities located a short walk away. The college includes a junior school with an Early Years Foundation Setting (EYFS), a senior school and a sixth form. It is overseen by the trustees of St Dunstan's Educational Foundation, all of whom are governors. Originally founded in the City of London in 1408, the college moved to its current location in 1888. Since the previous inspection the school has extended its facilities, including opening a wellness centre, restructured its college leadership team and made changes to academic and pastoral systems.

What the school seeks to do

- 1.2 St Dunstan's is committed to encouraging its pupils to thrive as individuals. It promotes values of courage, creativity, confidence, compassion and curiosity, and has a liberal Christian ethos which aims to promote open-minded thinking within a happy, inclusive and challenging environment.

About the pupils

- 1.3 Pupils come from a range of family backgrounds in south London reflecting the religious and ethnic diversity of the local area. Data provided by the school indicate the ability profile of the senior school is above average and that of the sixth form is broadly average compared to those taking the same tests nationally. The school has identified 160 pupils as having special educational needs and/or disabilities (SEND) for a range of learning difficulties, of whom 38 receive additional support. Two pupils have an education, health and care (EHC) plan. There are 171 pupils who speak a language other than English at home, most of whom are fluent in English. Additional support is provided for 32 of these pupils. More able pupils in the school's population extend their learning through a programme of enrichment and co-curricular activities, as well as a scholarship programme.

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. 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.

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 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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](#), [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 and relevant 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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for sixth formers in maintained 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.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils develop high levels of knowledge, skills, understanding and resilience as they move through the college.
- Pupils of all ages have outstanding attitudes to learning and are effective independent learners and thinkers.
- Pupils have outstanding communication skills and learn effectively by collaborating with their peers.
- Pupils achieve well in a wide range of curricular and co-curricular activities.

3.2 The quality of pupils' personal development is excellent.

- Pupils show kindness and compassion for each other and a genuine appreciation for their community and the world beyond.
- Pupils of all ages develop strong self-understanding and self-confidence with assistance from staff who know them well and are highly supportive.
- Pupils of all ages are active and effective decision-makers.
- Pupils exhibit high standards of behaviour and moral awareness.
- Pupils' personal development is greatly enhanced by their richly diverse and inclusive community.

Recommendation

3.3 The school is advised to make the following improvements:

- In the context of excellent outcomes, and the pupils' good level of IT skills, the school should consider the wider use of digital devices in lessons to further accelerate progress and develop pupils' thinking skills.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils of all ages display excellent knowledge, skills and understanding and become resilient in their learning as they move through the school. They make progress in each lesson because they engage in a wide variety of activities which are well planned by their teachers. They are confident that they are making progress. In many lessons, pupils build effectively on work done previously. In the junior school pupils successfully pronounced a selection of previously learned sounds in a phonics starter activity and other pupils demonstrated clear understanding of volcanoes while answering questions during their assembly. Pupils described how devising their own experiments within the international primary curriculum had helped their understanding. Senior pupils are efficient and effective independent learners who grasp every opportunity both within and beyond the curriculum to further their knowledge and understanding. Younger pupils in the senior school produced excellent research essays on subjects such as social media, climate change and the value of homework as part of their global perspective course. Scholars hone their study skills by choosing a topic of interest and producing well-argued and accurately referenced essays on subjects such as racial bias within the law, and the possibility of achieving carbon neutrality.

- 3.6 In the EYFS a large majority of the children meet or exceed the school's expected levels of understanding in literacy and mathematics and make rapid progress from their starting points. In the junior school, the school's own assessments in mathematics, cognitive ability and English indicate that the level of attainment of pupils is excellent as compared with other schools who use the same attainment tests. In the senior school the following analysis uses data from 2016-18, the last three years for which data is available. At GCSE results have been above the national average for maintained schools. At A-level, results have been above the national average. Progress, as informed by value added data, and by inspectors' observation of progress in lessons and written work, is excellent. Pupils with special educational needs and/or disabilities (SEND) and English as an additional language make excellent progress from their starting points and perform in line with and sometimes better than their peers at GCSE and A level. Scholars and high ability pupils achieve academic success, having gained benefit from the scholar's programme and the wide range of academic societies. A large majority of pupils gain admission to their first-choice university and pupils who choose to take a different path as young adults are well supported in their choices by effective careers advice. In the pre-inspection questionnaires, a very large majority of parents and pupils agreed that teaching enabled progress.
- 3.7 Pupils of all abilities have outstanding attitudes to their learning and are determined to succeed. They enjoy their lessons and participate fully from an early age. Nursery children are enthusiastic when sorting different shaped blocks, learning numbers and developing their communication skills by playing imaginative games with each other. In the junior school pupils displayed a high level of perseverance when conducting their science experiment on solubility, worked with consistent effort to improve their breast-stroke technique during a swimming lesson and were able to lead their drumming activity with confidence and skill. As they move through the senior school pupils become sophisticated learners due a strong programme to improve teaching and learning, initiated by senior leaders and developed in academic departments. In mathematics lessons they were willing to work independently, only seeking help after trying a number of their own methods. They support each other and give and receive criticism from their peers with maturity, for example in drama lessons. GCSE historians asked pertinent questions of each other to further their knowledge of international relations and sixth form geographers developed their thinking about the factors causing food shortages through well focused discussion. Pupils value the new system of *learning scores* for their regular half termly grades which prioritise engagement, response to feedback, collaboration and strategies for study. Junior and senior pupils commented that this system encourages them to develop strong learning habits and helps them to understand their strengths and weaknesses.
- 3.8 Throughout the school pupils develop a wide range of academic, creative, physical and practical skills. as a result of the vision of the college's leadership team, who seek to give every individual a chance to work out the person they want to be. Pupils listen to each other carefully and with great respect from an early age and are able to value everyone's contribution to a discussion or argument and appreciate that it helps them learn. They debate with considerable skill, for instance in their religion, philosophy and ethics lessons, where GCSE pupils demonstrated their understanding of the importance of applying reason whilst keeping passion in check. Pupils develop strong skills in physical education and the extensive wider games curriculum as well as in dance, and their creative skills are highly developed in drama, art and music. They embrace opportunities to perform and achieve excellence in choirs and instrumental groups, in house and school drama productions and in the highly individual artwork on display around the school. They become, for instance, equality ambassadors, skilled Warhammer players, excellent cooks, eco-warriors, chess players or drummers by developing these skills in the extensive co-curricular programme. They develop skills of teamwork in all of these areas as well as in sports teams, the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award scheme (DofE).

- 3.9 Pupils exhibit agile numerical skills. Reception pupils could find shapes effectively in their classroom, identify the number of sides and attribute names. Junior school pupils of different ages confidently produced symmetrical shapes, found the highest common factors of two numbers with ease and seamlessly applied their mathematical knowledge in other subject areas such as physics and chemistry, when graphing results of their experiments or using mathematics ratios.
- 3.10 In the junior school pupils develop their digital skills in their weekly timetabled specialist computing lessons. In the senior school, pupils are familiar with technology and they develop skills of coding and computer aided design in computer studies and design technology. Pupils can use on-line learning platforms and the school's virtual learning environment to access work and assessments on-line. However, some pupils felt that more extensive use of digital devices in the classroom would increase their learning opportunities and further develop their skills.
- 3.11 Pupils achieve well within and beyond school in a wide variety of academic, sporting and creative fields, encouraged by expert coaching promoted by the school's leadership. Sporting successes include local representation in athletics, badminton, basketball, cross country, netball, rugby and swimming and in recent years 50 pupils have achieved representative honours across ten different sports. Each year almost three quarters of Year 10 pupils complete the DofE bronze award and half of these go on to complete their gold award in the sixth form. About half of eligible pupils are members of the college CCF and they speak positively of the experiences and leadership opportunities given to them. In the annual St Dunstan's Festival pupils greatly value opportunities to work with professional directors when taking part in plays and devised pieces. In some cases, these opportunities have resulted in new and exciting interests for those involved. In music, large numbers of pupils have high levels of performance skills which they demonstrate in several different instrumental ensembles and choral groups.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop convincing self-understanding and confidence from an early age. They have a positive outlook and are clear that they can become whoever they want to be in the school's open and supportive environment. In the EYFS children have the confidence to describe and then follow their interests. Having expressed interest in finding out about locks, nursery children learned how they work, discovered that locks contain springs and then enjoyed playing with large springs themselves. Junior school pupils are skilled and confident public performers; they enjoy delivering assemblies and performing in dance and drama. Pupils gain confidence by regularly reviewing their peers, for instance in dance lessons where their comments help each other develop more effective movements. In art, music, drama and sculpture sessions pupils of all ages explore their own identities effectively. Senior school pupils spoke of the positive impact drama activities have on their confidence and that debating in lessons and beyond helps them to be able to express their opinions without fear. They are willing to seek and listen to advice, feel well supported by dedicated and approachable tutors and teaching staff, and are very well motivated to improve their own learning. This is because skilled teaching staff always accept any contribution to discussion and recognise its value. Pupils are used to a culture of honest evaluation and for this reason they have no fear of failure. In their pre-inspection questionnaires, a very large majority of the parents agreed that the school encourages their child to be more confident and independent.

- 3.14 Pupils of all ages are active and well-informed decision makers. They make age-appropriate decisions about interests to pursue, subjects to study and their possible future career path. Nursery children choose which activities to take part in, such as imaginative play using notebooks and pencils, or dressing up, and slightly older pupils choose their favoured snack by putting their choice into a selection box each day. Junior school pupils choose which activities to pursue in the *Forder* activity sessions at lunchtimes and they understand the necessity to choose those which develop different personal skills, whether they be courage, compassion, creativity or curiosity. Senior school pupils discover areas of interest and then are able to pursue these, often by establishing and running their own societies such as the LGBTQ and Green societies. Pupils commented that they value the transferable skills they acquire as a result of developing their interests and sharing them with others. The strong sense of community in the college is generated, in part, by the collective worth of all these individual decisions, which are to its benefit. Good decision making is a skill that pupils work at through their time in the college and they are able to recognise when their decisions have been more or less successful. For instance, they say that the *Skills for Life* programme has helped them to adapt their previous behaviours and make decisions to be less angry or more hard working. Pupils also learn from collaborative decision-making when participating in team events such as in the DofE expeditions, the CCF or in team sports at all levels.
- 3.15 Pupils show compassion and kindness for each other and have a discernible appreciation for their community and the world beyond. They think deeply about the lives and experiences of others and about the values which are important to them and the school. This is in line with St Dunstan's motto '*Adorn the White*', at the heart of which lies the idea of being who you are to fill in the blankness of the shield which represents you. Pupils come from a wide variety of religious backgrounds and benefit from exploring the similarities and differences between them. In this they are well supported by a chaplaincy which emphasises their shared humanity within the school's broad and liberal interpretation of its Christian heritage. Junior school pupils enjoyed a collective spiritual experience with their staff when singing carols together and commented that their philosophy lessons enabled them to think more deeply about making the most of every day. Sixth formers said that they appreciate the inclusive tone set during assemblies and the shared sense of reflection and community cohesion evident during their remembrance commemoration each year. Pupils willingly explore ideas of faith and reason in their religion, philosophy and ethics lessons. Senior pupils carrying out a pupil-led debate on the existence of God, exhibited advanced understanding of the theories and an awareness of the importance of listening to all arguments and developing theirs accordingly. Pupils enjoy exploring their deepest feelings in drama, music, dance and art whether playing the African drums, taking part in devised drama pieces or creating art works from natural materials.
- 3.16 Pupils have a very clear understanding of the importance of behaving well and respond positively to the restorative approach adopted by the school to any misdemeanours. In the pre-inspection questionnaires almost all the pupils agreed that the school expects them to behave well. Junior school pupils lined up without talking and walked calmly to assembly, holding doors open for each other on the way. Senior school pupils have helped to shape their own awards system which has helped to reinforce positive behaviour patterns. They translate their moral awareness into carrying out activities such as charitable giving, both in terms of money and time, to local causes and they are able to engage with the great issues of our time, such as climate change and inequality, in an intelligent way.

- 3.17 Pupils collaborate very effectively across age groups. They show initiative and energy when working together towards common goals, for instance, in their houses when raising money for various charities or preparing for the art and drama competitions and in societies such as the Green Society where they explore their ideas and plan activities to highlight issues of sustainability. Junior school children help each other frequently and naturally whether they are reception children taking turns at the water table or Year 4 pupils helping each other with explanations in a maths lesson. Pupils acquire their skills of collaboration early and so by the time they are in the senior school they work together naturally in many lessons. Adults throughout the school and senior pupils are excellent role models who set a tone of kindness within and beyond lessons, creating a highly supportive culture. Many sixth formers act as peer mentors for younger pupils both academically and in their roles as youth mental health first aiders; younger pupils commented that they are very willing to share their concerns with them. Pupils contribute energetically to the college parliament and, through this body, have enacted positive change within the school such as the initiative to work towards being a plastic-free school.
- 3.18 Pupils value the diversity of the college and its inclusivity very highly and have a strong sense of belonging to the local community where it is situated. They respect each other, each other's heritage, and the nuances of their backgrounds. Junior school pupils commented that everyone is welcome in their school and that pupils who come from different cultures make it very interesting. Pupils very much value the summer term Festival when they are able to take part in a very wide range of creative, scientific and social activities, many of which also include participation from parents and members of the local community. They are actively involved in this community in a variety of ways, helping children read in a local primary school, visiting local care homes and hosting residents for tea, running the pop-up library and supporting the local food bank. Sixth form leaders are instrumental in carrying forward many of these initiatives to the great benefit of all pupils in the college community. In the junior school pupils relish the opportunities they are given for leadership, whether as *playground pals*, *transition buddies*, house captains or sports captains, commenting that being a leader does not mean you are the best but that you can encourage others to do their best.
- 3.19 Pupils embrace the very busy life of the college with enthusiasm and appear to be energetic and well adjusted. Pupils understand the importance of maintaining a balance between work and leisure. They devote a significant amount of time each week to physical exercise and they make sensible decisions with regard to diet. They demonstrate a strong awareness and understanding of the importance of online safety because they are well educated about the risks. Pupils appreciate the leadership's initiative in creating a wellness centre and the care of professional staff who assist them with their mental well-being. They value the *Skills for Life* Programme and the work they do in personal, social, health and economic education (PSHEE) which they believe gives them the skills they will need as young adults.

4. Inspection Evidence

4.1 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 co-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Kate McCarey	Reporting inspector
Mr John Pearson	Compliance team inspector (Director of studies, HMC school)
Mrs Heather Beeby	Team inspector (Head, IAPS school)
Mrs Susan Belej	Team inspector (Head, ISA school)
Mr James Slocombe	Team inspector (Principal, ISA school)
Mr Justin Stanley	Team inspector (Head, HMC school)
Mrs Joanne Taylor	Team inspector (Deputy Head, HMC school)
Mrs Karen Wilcock	Team Inspector (Deputy Head, GSA school)