

# Dyson Perrins CofE High School

## Inspection report

---

<b>Unique Reference Number</b>	116995
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	354722
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Usha Devi HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	920
Of which, number on roll in the sixth form	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Fenwick
<b>Headteacher</b>	David Griffin
<b>Date of previous school inspection</b>	23 January 2009
<b>School address</b>	Yates Hay Road Malvern WR14 1WD
<b>Telephone number</b>	01684 564751
<b>Fax number</b>	01684 573765
<b>Email address</b>	office@dysonperrins.worcs.sch.uk

---

<b>Age group</b>	11–18
<b>Inspection dates</b>	8–9 December 2010
<b>Inspection number</b>	354722

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 20 lessons and 18 different teachers. In addition to the lesson observations, inspectors looked at students' English and mathematics work with an assistant headteacher. They also made short visits to classrooms with the deputy headteacher and an assistant headteacher to look at the quality of the curriculum. Inspectors met with students, staff, the Chair of the Governing body and a local authority representative. Inspectors observed the school's work and looked at a range of documents, including departmental evaluations, governing body minutes, assessment information, policies and teachers' planning. They also took account of the findings from a recent parents' and carers' questionnaire sent out by the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following, which were key areas for improvement from the previous inspection.

- The progress and standards attained by students.
- The quality of teaching and how well teachers are meeting the needs of average and more able students.
- How well teachers are using targets to raise students' expectations of what they can achieve.
- The roles and responsibilities of senior and middle leaders and how well they are evaluating the impact of teaching on students' progress and taking action for improvement.

## Information about the school

Dyson Perrins is a smaller-than-average secondary school. Nearly all students are of White British heritage with a small number from other ethnic heritages. The proportion of students with special educational needs and/or disabilities is above the national average. The school has achieved Healthy Schools status, Artsmark Gold and the Eco-schools Silver Award. The school has specialist sports status.

At its last inspection in January 2009, the school was judged to require special measures. Inspectors have since visited the school each term to monitor its progress in improving the quality of education. Since the previous inspection, the school has experienced a number of staffing changes. During the past year, the governing body has appointed new heads of department for English and science and a special educational needs coordinator. In August 2010, five teachers left and five permanent teachers were recruited. In April 2010, the governing body elected a new Chair.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Dyson Perrins provides a satisfactory quality of education. It is an improving school and it has a number of good aspects. Strengths include:

- an enthusiastic team of staff and a governing body who are determined to work with senior leaders to continue improving outcomes for students
- students' good behaviour, their positive attitudes to learning and their high levels of attendance
- the strong impact the school's specialist sports status has on curriculum enrichment and attainment in physical education.

The school has worked effectively with the local authority to successfully eradicate inadequate teaching. As a consequence, students, including those with special educational needs and/or disabilities now make satisfactory progress. By the end of Key Stage 4, overall attainment is broadly average. In some subjects, such as art and design, and in the school's specialist subject of sports, students make good progress and attain standards that are above the national average. They make satisfactory progress and occasionally good progress in English. Consequently, they reach standards that are similar to national expectations in this subject. Standards in a few subjects, especially mathematics, are below national expectations. This is because of inconsistencies in the quality of teaching.

Teaching is satisfactory overall. It is good and better in some lessons and in some subjects. Progress accelerates when activities provide a sufficient level of challenge and capture the imagination of all groups of students. In contrast, some teachers do not always provide activities which engage all students or use assessment information to closely match work to the needs of students of different abilities. This is particularly the case for lower ability boys. Occasionally, teachers do not plan activities to address the gaps in students' knowledge caused by previous inadequate provision. When this happens, the rate of progress slows and students do not attain the standards of which they are capable.

Outcomes and provision in the sixth form are currently satisfactory. The school's assessment information shows that in the past some students did not make expected progress. To address this issue, senior leaders have started to extend curriculum choices so that courses can be better matched to students' capabilities. They have also introduced a new tracking system so teachers can keep a closer check on students' progress, particularly those at risk of underachieving. These developments have yet to lead to good and better outcomes for all students.

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

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

The headteacher has maintained a relentless focus on improving students' learning. He has been ably supported by other members of the senior leadership team. They have an accurate understanding of the school's strengths and aspects requiring improvement. Capacity for sustained improvement is satisfactory because further work is required to help middle leaders accurately evaluate the impact of their departments on the performance of students and identify what more needs to be done. Ensuring all middle leaders take quick and appropriate action in order to secure rapid improvement in students' progress has been identified as a priority by senior leaders.

**What does the school need to do to improve further?**

- Raise achievement in the subjects where students are not reaching national standards, and especially in mathematics, by:
  - building on the existing improvements and increasing the proportion of consistently good and better teaching
  - making sure teachers plan activities that engage all students and use assessment information to provide work which suitably challenges students of different abilities, especially lower ability boys
  - ensuring that marking clearly identifies what students need to do to improve and that students have the opportunity to respond to teachers' comments.
- Increase the impact all middle leaders have on outcomes and provision by ensuring they:
  - take quick and appropriate action in order to secure rapid improvement in students' progress in all year groups
  - use monitoring and assessment information to accurately evaluate the impact of their departments on the performance of different groups of students across the school.
- Improve outcomes and provision in the sixth form by:
  - continuing to develop the curriculum choices so that courses are better matched to students' capabilities
  - making sure all teachers keep a closer check on students' progress so that additional support can be put in place for those who are at risk of underachieving.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

'I am learning so much more' and 'we learn new skills,' were just some of the comments made by students when describing the changes that have taken place. From their broadly average attainment on entry to the school, students make satisfactory progress. This prepares them soundly for the world of work. In some subjects and lessons, they make good and better progress. This is also the case for students with special educational needs

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

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

and/or disabilities. Learning is best when students are fully involved in lessons. An example of this was seen in an outstanding physical education. Students developed an excellent understanding of muscles and their function by taking part in a range of well-planned exercises.

At the time of the last inspection, more-able students and those of average ability were not making enough progress. This is no longer the case. These groups of students are now making at least satisfactory progress. Observations of students in lessons, their work and the school's assessment information show that in some subjects lower ability boys do not always make the progress of which they are capable. This is because their work is often too difficult and does not sufficiently capture their interest.

Students are considerate, courteous and welcoming. Students told inspectors that behaviour has improved. Many commented that 'staff are much fairer' and 'quickly sort out any problems'. Students' spiritual, moral and social development is good. Their understanding of the United Kingdom as a multicultural society is less well developed. Students understand the importance of leading a healthy lifestyle. A high proportion participate in sporting activities and competitions. Students make a strong contribution in the school and the community. For instance, they enjoy performing at the local theatre and taking on a wide range of roles within the school.

*These are the grades for pupils' outcomes*

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

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

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

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

## How effective is the provision?

The quality of teaching is satisfactory. The proportion of good and better teaching is increasing. In all lessons, relationships between students and staff are good. Teachers make reference to targets in lessons as an effective way of raising expectations of what students can achieve. However, when teachers mark students' work they do not always ensure their comments clearly identify what needs to be done to improve. In some subjects, such as in English, students have the opportunity to respond to teachers' comments and correct their errors. This effective practice is not consistent across all subjects.

Opportunities for students to apply their literacy and mathematical skills in other subjects are developing. The school is in the process of strengthening the mathematics curriculum so that it systematically builds on students' previous learning. There is a suitable mix of academic and vocational options at Key Stage 4. With support from the school's specialist status, the curriculum is effectively enriched with a good range of activities. These include rock climbing, girls' rugby, film club and cooking.

Teachers and support staff work successfully with a good range of partners to ensure students, including those whose circumstances make them vulnerable, feel safe and receive a good level of care and support. Those parents and carers who responded to the most recent school questionnaire praised the way the school cares for their children. Good transition arrangements ensure students settle in quickly. One student, reflecting the views of many said, 'We are very well looked after when we start in Year 7'.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders, staff and the governing body have successfully accelerated students' progress following a period of underachievement. Staff have benefited from training and support from the local authority and the school's teaching and learning team. The school's business manager has been instrumental in creating a robust system for keeping a close check on students' progress. This has given senior leaders an accurate understanding of students' performance in all subjects and year groups. They are aware that in order to further narrow gaps in attainment between different groups of students, there is more to do to raise standards reached by lower ability boys. Improving leadership at middle level and ensuring that standards in all subjects are at least in line with national expectations are rightly identified as the school's most pressing priorities.

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

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

Members of the governing body are supportive and increasingly hold the school to account through meetings and by checking the work of the school for themselves. All requirements for safeguarding are in place. The governing body has recently strengthened procedures for ensuring policies and procedures are regularly monitored and evaluated.

Students show a good understanding of the local community and there are strong links with schools in Tanzania. Links with different localities in the United Kingdom are in the early stages of development. The positive impact of a range of partnerships can be seen on students' personal development, good levels of attendance and improving outcomes. The school is continuing to increase opportunities for parents and carers to contribute to whole school decisions.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

Senior leaders are tackling previous weaknesses decisively. As a consequence, students are now making satisfactory and sometimes better progress. The school's assessment information shows students are on track to reach standards that are broadly average. The quality of teaching and learning is satisfactory overall and is enhanced by good relationships between staff and students. Students value the small class sizes, as a result of which they receive a high level of individual attention. Sometimes, this does limit opportunities for students to enhance their learning through debate and discussion with their peers.

The limited breadth of the curriculum has been responsible for low transfer rates into Year 12 and retention into Year 13. Current information shows that the number of students wishing to join the sixth form is increasing because there has been a recent focus on expanding the range of courses and listening to students' opinions on where improvements can be made.



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

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

Students speak positively about their experience and the care and support they receive. They welcome the increasing range of responsibilities they are being given to contribute to the school and wider community. For example, acting as teaching assistants for younger students and acting as heads of houses and as prefects.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

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

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



9 December 2010

Dear Students

**Inspection of Dyson Perrins CofE High School, Malvern, WR14 1WD**

Thank you for welcoming us when we inspected your school. We enjoyed speaking with you, visiting your lessons and looking at your work. As you know, I have been visiting your school regularly since June 2009. I have been really impressed by how hard everyone has worked and the improvements that have been made since that time. You have always been well behaved, helpful and courteous during my visits. Many of you told us that the school has improved and that you are making better progress than in the past. We agree. We judged that your school is satisfactory and it has a number of good features. You now make satisfactory progress. In some subjects, such as physical education and art and design, you make good progress. Staff look after you well and help you to stay safe. You enjoy taking part in a range of after-school clubs, including sporting activities such as rock climbing.

There are three main things the school needs to do to improve further.

The first thing is to ensure you reach higher standards at the end of Year 11, particularly in subjects that are not performing as well as others, such as mathematics. To do this, we have asked teachers to make sure all your lessons are as good as the best ones and to plan work that engages and meets your learning needs. We have also asked teachers to give you the guidance you need to improve when they mark your work and to give you the chance to respond to their comments.

The second is to make sure all the teachers responsible for different subjects keep a close check on how well you are doing and give you the support you need so that you make the progress of which you are capable.

Finally, we asked senior leaders and members of the governing body to improve the sixth form so that all students make better progress and reach higher standards.

You can help by continuing to work hard in all your lessons.

Thank you once again to you all. I have enjoyed visiting your school and I will take always lots of good memories. I will miss visiting your school and wish you, the staff and the governing body every future success.

Yours sincerely

Usha Devi

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).