

# Perins School

Pound Hill, Alresford, SO24 9BS

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress and this is improving as they move up through the school. As a result, they achieve well.
- Teaching in the majority of lessons is at least good and improving.
- Students behave well around the school. Their conduct, manners, attendance and punctuality are good. They are courteous to adults, welcoming to visitors and respectful of one another.
- The headteacher and members of the governing body have a clear vision for the direction of the school. They have agreed a strategy to raise standards of teaching and achievement to the very highest levels.

### It is not yet an outstanding school because

- Teachers do not consistently provide written feedback to students about their learning needs.
  - Numeracy is not as well developed across the subjects taught at the school as other key skills.
- Some subject and other leaders do not always specify weaknesses in teaching and learning precisely enough.

## Information about this inspection

- Inspectors observed 46 lessons or part lessons, involving more than half of the teachers. A small number were observed jointly with senior leaders.
- Meetings were held with groups of students, staff, including senior and other managers, and members of the governing body, including the Chair.
- Inspectors observed the school’s work, including the extensive provision it makes for disabled students and those who have special educational needs.
- They looked at a number of documents, including information about safeguarding, the school’s own data on students’ current progress and parents’ and carers’ views, its self-evaluation and records of monitoring in relation to teaching, students’ behaviour and attendance.
- Inspectors observed books in lessons as well as an appropriate selection made at random in order to help evaluate the progress made by students over time. A substantial number of exercise books from a range of teaching sets were tracked against students’ individual progress data.
- Inspectors took account of the 191 responses to the online Parent View survey and considered the 55 responses made by staff.

## Inspection team

Haydn Evans, Lead inspector

Additional Inspector

Victor Chaffrey

Additional Inspector

Heather Leatt

Additional Inspector

Stephen Williams

Additional Inspector

## Full report

### Information about this school

- This is an above-average sized secondary school.
- Perins School converted to become an academy school in August 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- A very small proportion of students are from minority ethnic backgrounds. The largest groups represented are of Asian heritage.
- The proportion of students known to be eligible for the pupil premium (looked after children, students known to be eligible for free school meals and children of service families) is below average. There are currently no looked-after children in the school.
- The proportion of students known to be eligible for the Year 7 'catch up premium' is below average.
- The proportion of disabled students and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school uses alternative provision. It has the support of the pupil referral unit and the college at Eastleigh as well as the colleges at Sparsholt and Basingstoke.

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

- Improve achievement and the quality of teaching by making sure that:
  - all teachers agree how they give written feedback to students so that all students are clear about what they should do to improve their work
  - numeracy is developed across the subjects taught at the school in line with other key skills.
  - all subject and other leaders specify weaknesses in teaching and learning precisely.

## Inspection judgements

### The achievement of students is good

- Students join the school with attainment that is above average. They make good progress so that by the end of Year 11 attainment is well above average. Students are not entered early for GCSE examinations.
- Student achievement is not outstanding as not all students are making rapid and sustained progress. This is partly because a number of students are unclear on how to improve their learning. There are insufficient guidance comments written in their exercise books.
- The school's successful examination results have been brought about by the raised expectations that senior leaders have of teaching and achievement. The school's tracking data indicate that students are on course to build on these improvements in both 2013 and 2014.
- Students are encouraged to read as often as possible. Those in Year 7, eligible for the catch-up premium, receive regular teacher-led literacy support and this provides the platform for further development. For example, students are supported by an online reading programme.
- Numeracy is not as well developed in other subjects as key skills like literacy and information and communication technology. However, students are generally well prepared for the next stage in their education, training or employment and the proportion who leave the school in education, training or work is significantly above average.
- The rapidly increasing rates of progress are projected to continue. These are based upon the tracking information on students' progress. Evidence gathered during the inspection through the observation of teaching and discussions with learners shows that students make good progress over time.
- Students from minority ethnic backgrounds including those of Asian heritage achieve well. This is because they are supported by the school's ethos of collaborative learning.
- Disabled students and those who have special educational needs achieve well. Students with a statement of special educational needs reach standards that are higher than those for similar students nationally.
- Students who make use of alternative provision achieve well.
- A small group of students who are known to be eligible for the pupil premium do not achieve well. In 2012 they achieved nearly a grade lower than the average for students nationally. However, the school is successfully narrowing the gap between these students and others. This is projected to accelerate in the next two years.

### The quality of teaching is good

- Teaching is characterised by excellent pace and challenge. It is supported by the very good subject knowledge of teachers and their relationships with students.
- Teachers make effective use of individual targets for students throughout the key stages, which helps to accelerate the pace of learning.
- Technology is used well to enrich teachers' explanations and to support students' learning. For example, in mathematics and science it helps to engage students and sustain their interest throughout the lesson as well as support their work at home.
- In the best lessons, teachers skilfully question and challenge students in order to elicit explanations that improve their learning and understanding. Students are encouraged to be active and develop their literacy in reading from the interactive whiteboard and the text.
- For example, in a year 9 science lesson, students were required to study population dynamics in different environments. Each group of students focused on a different environment. The teacher acted as facilitator skilfully drawing together the findings from the student groups. As a result, they were quickly able to assimilate a wide range of information and gain an understanding of a difficult concept with minimal support from the teacher.
- Independent learning is a feature of the school and is partly the result of the strong provision it

makes through the creative arts and physical education. For example, in a Year 10 drama lesson, peer assessment and review made a substantial contribution to students' performance.

- In some exercise books there is not enough guidance to students on how to improve their written work. As a result, some students do not make as much progress as they could.
- Teachers' expectations about students' progress are generally high as illustrated by classroom discussions. Students confidently enter into a dialogue with their teachers. The effect is that in the vast majority of lessons observed, including key subjects like English, mathematics and science, it enhanced students' confidence to learn independently.
- The teaching of students who use alternative provision is good.

### **The behaviour and safety of pupils are good**

- Students typically have good and, in some cases, exemplary attitudes to learning as when they were able to work independently of their teacher. These make a significant contribution to their improving achievement.
- Students' behaviour in a range of teaching groups and settings is mostly good and often excellent. Their behaviour around the school is good. They are polite to adults, helpful to visitors and generally respectful of one another. There is a positive ethos in the school. Corridors and recreational areas are orderly, respectful and free from overt supervision by senior leaders.
- The majority of parents, carers, staff and students comment positively about both the behaviour and safety at the school.
- The full programme of personal, social and health education and special events helps to promote equal opportunities and ensure a cohesive community with a tolerance toward others. The school promotes students' spiritual, moral, social and cultural development very well.
- Students have a good understanding of bullying, including cyber-bullying. Students say that any bullying or harassment is dealt with discretely and effectively. There are very few incidents but the school robustly records them and is observant of any patterns that might develop.
- Students are given clear guidance on how to keep themselves and others safe, which is communicated to them through their lessons and assemblies. However, occasionally students can become distracted in their learning. This tends to arise when independent learning is not well managed by the teacher.
- Students are generally punctual to school and to their lessons. The rate of attendance is above average and the proportion of students persistently absent is correspondingly lower than average.

### **The leadership and management are good**

- The headteacher has a clear vision for the school that is well supported by a strong governing body. This is seen in the way the school manages the performance of teachers, based upon accountability. Teachers' performance is systematically linked through learning and pay to training and is monitored and supported by governors.
- The headteacher and senior leadership team have high expectations of staff. Their approach to 'narrowing the gap' and improving the achievement and personal development of all students is relentless. This is illustrated by the school's success in rapidly improving students' progress in mathematics over the past year. Substantial increases in attainment are projected for the near future.
- Some subject and other leaders do not always specify weaknesses in teaching and learning with enough precision. The headteacher's proposed changes to the school's monitoring and evaluation policy are relevant to resolving this issue.
- Good tracking of teacher performance linked to continuous professional development has been very effective in improving individual staff. Senior leaders have been successful in raising standards of teaching by using a number of strategies including in-service training and teachers observing one another teach.
- Self-evaluation is frequently used throughout the school by teachers and students alike.
- The school's curriculum is effective and changes have been made to meet the needs of all groups of students. Students with moderate learning difficulties and disabled students and those who have special educational needs are well supported. This is having a positive impact on the school's results.
- Curriculum enrichment, including a broad range of out-of-hours activities, visits and community-based projects, enhance students' achievement and helps to promote their spiritual, moral, social and cultural development.
- The school's success in promoting equality of opportunity is seen in the increasingly good progress made by all groups of students and the narrowing of the attainment gap between those eligible for pupil premium funding and the rest of the students.
- The school works well with parents and carers, as indicated by the positive response from Parent View, showing that, in a significant sample, a substantial majority of the parents and carers would recommend the school to others.
- **The governance of the school is effective:**
  - Governors have a clear vision for their role in improving the school. They make effective use of progress data to check the impact of teaching on raising students' attainment and regularly hold the headteacher and senior leaders to account. They have received the relevant training to enable them to effectively fulfil their statutory duties, including those relating to safeguarding. They make sure financial resources are managed properly. Governors have a good understanding of teachers' performance is managed and make sure that pay progression takes account of teachers' individual achievements in relation to their targets. They know the strengths and areas of weakness in teaching. They are strongly supportive of the school's strategy for narrowing the attainment gap between different groups of students. Governors monitor the use of the pupil premium funding to see that the progress of students known to be eligible for free school meals continues to improve. They are also aware of how the school uses the Year 7 'catch up' funding to enhance students' progress. Governors regularly challenge senior leaders. This is based on their involvement with the quality assurance checks that take place each term and the regular visits of link governors to the school. This is having a positive effect on the quality of teaching and students' achievement, both of which are improving

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	137128
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	412396

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

<b>Type of school</b>	Academy convertor
<b>School category</b>	Non-maintained
<b>Age range of students</b>	11–16
<b>Gender of students</b>	Mixed
<b>Number of students on the school roll</b>	1155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Pakenham-Walsh
<b>Headteacher</b>	Janice Bernard
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01962 734361
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