

Dyson Perrins CofE Academy

Yates Hay Road, Malvern, WR14 1WD

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has created a strong team of academy leaders. Together with governors who share the same determination, they have relentlessly pursued improvement in all areas of the academy.
- The curriculum meets the needs and interests of students and contributes strongly to their spiritual, moral, social and cultural understanding.
- Students behave well. They feel safe, valued and respected. Students enjoy the extensive range of learning activities and the many opportunities they have to show responsibility.
- The positive climate for learning is enriched by the courteous and respectful relationships between staff and students, and among different groups of students.
- The sixth form is good and students who follow vocational courses achieve well.
- Teaching is good and lessons are well structured. There is a very positive working atmosphere in classrooms and this contributes well to the good progress students make.
- Standards have improved strongly in the last school year. The proportion of students gaining five A* to C grades, including English and mathematics, has risen and is now closer to the national average.
- Student attendance has improved and rates of exclusion have reduced considerably. Students say they want to be in school to learn.
- Students with special educational needs and those who are supported by the pupil premium are making good progress. Gaps in the achievement of these groups of students and their classmates are closing.

It is not yet an outstanding school because

- The proportion of students doing well in English and mathematics is not as high as it should be.
- Students are not always clear about the way teachers' comments can help them improve.
- Achievement in some subject areas needs to be better. The most able students are not given work that is hard enough.

Information about this inspection

- Inspectors observed 32 lessons across all the key stages. Seventeen of the lessons seen were joint observations with the academy’s senior leaders.
- Inspectors listened to students read and evaluated the quality of students’ work in lessons and in their books. Inspectors visited different areas of the academy site at morning break and lunchtimes, and saw staff delivering a session to improve students’ literacy skills.
- Inspectors had discussions with the headteacher, senior and middle leaders, the Chair and other members of the Governing Body. Inspectors also spoke to the academy improvement partner, as well as parents who made contact with them during the inspection. Inspectors also spoke to various groups of students both formally and informally.
- Inspectors considered the views of 63 parents who responded to the on-line questionnaire (Parent View). They also considered the views that parents expressed in the academy’s own questionnaire, as well as those who wrote letters to them. They analysed the 69 responses received to the staff questionnaire.
- Inspectors analysed the academy’s published examination results. They looked at the academy’s information on students’ progress; lesson plans; minutes of meetings, including those of the governing body; and records relating to the quality of teaching and behaviour. Inspectors reviewed the academy’s self-evaluation and plans for improvement, as well as documents relating to child protection and the academy’s safeguarding arrangements.

Inspection team

Huw Bishop, Lead inspector	Additional Inspector
Alan Johnson	Additional Inspector
Lynn Stanbridge	Additional Inspector
Andrew Phillips	Additional Inspector

Full report

Information about this school

- The academy is smaller than the average-sized secondary school.
- The large majority of students are from White British backgrounds and the proportion speaking English as an additional language is very small.
- The proportion of students known to be eligible for the pupil premium (additional funding for children in the care of the local authority, those from service families and students known to be eligible for free school meals) is slightly above average.
- The academy has a specially resourced provision for twelve students with autism spectrum disorders.
- The proportion of disabled students and those who have special educational needs is slightly above average.
- Twenty students attend off-site provision through the Aspire Partnership Consortium.
- Dyson Perrins CE Academy became an academy in August 2011. When it was last inspected by Ofsted in February 2013, it was judged to be requiring improvement.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress at the end of Key Stage 4.

What does the academy need to do to improve further?

- Improve teaching and raise achievement across all subjects by ensuring that:
 - lesson activities are set at a suitable level of difficulty, so that all groups of students are challenged and pushed to achieve their best
 - teachers' marking and feedback comments to students are always clear and informative, and students regularly correct and improve their work as a result.

Inspection judgements

The leadership and management are good

- The headteacher and other senior leaders have brought about significant improvement in the academy since the last inspection. The culture of the academy is characterised by wanting all students to do their best. This is demonstrated by the improvement in students' achievements, their positive attitudes to learning and the good relationships between staff and students.
- Senior leaders have communicated clear improvement priorities to all staff and changes to individual roles and responsibilities have strengthened the academy. Teachers in charge of subjects share and support these priorities, and understand the important part they have to play in securing improvement. They say they are empowered to do so. Carefully focused training supports leaders' improvement.
- Senior leaders evaluate the academy's work accurately and share a clear understanding of its strengths and weaknesses. Improvement has been particularly strong because consistent systems have been established to check the quality of teaching. Senior leaders review all aspects of teachers' performance, including lesson observations and information about students' achievement and progress, before recommending teachers for pay progression. There is an effective programme of support which helps teachers to reach the expected standard and leaders hold underperforming staff to account.
- The management of pupil premium funding has improved. It is now used in a focused and effective way to achieve better outcomes for this group of students. All teachers have received training in using more effective ways in the classroom to ensure success for all. As a result, there is now clear evidence that the gap in achievement between those who are supported by the pupil premium and other students is closing.
- Leaders' effective actions over time have led to improvements in the quality of learning offered to students. The academy's engagement with parents has also improved significantly. Recent surveys show that students and their parents have confidence in the academy's ability to provide a high quality education. These views support a strong capacity within the academy to improve further.
- The curriculum meets students' needs well, and there is a good combination of academic and vocational subjects available. Students value the guidance they are given to choose subjects appropriate to their abilities at Key Stage 4 and the sixth form. Those students who attend off-site alternative provision are looked after through regular contact, visits and checks on how well they are doing.
- Students' personal growth is a particular feature of the academy's work and this enriches their exceptional experience of spiritual, moral, social and cultural development. There are good learning opportunities available beyond the classroom which includes sixth formers working alongside younger students to promote literacy skills, as well as visits and events designed to promote a learning community which works well together.
- The learning experience for all groups of students at the academy supports the way the academy promotes tolerance and respect for people of all faiths and none, different cultures and lifestyles. This helps students in their preparation for life in modern Britain.
- The academy meets all the statutory requirements for the safeguarding of students. Case studies show that vulnerable students are cared for well and continue to make good progress with their studies in spite of some challenging circumstances.
- **The governance of the academy:**
 - Governance is strength of the academy. Governors have a realistic understanding of how well the academy is performing, and the quality of teaching and learning. Governors have been fully engaged in re-establishing the academy's vision and ethos; they share and support the high aspirations of the headteacher. Many governors have strong and useful skills and expertise, so they are very able in holding the academy to account for the quality of its leadership, teaching and the achievement of students. They have an excellent knowledge of the academy's performance and can compare it with

similar academies.

- Governors know in detail how the pupil premium is spent and why it is allocated as it is. They talk with confidence about the good impact it is having on students' progress. Governors receive and question the high quality information they are given regarding teacher performance and they monitor this carefully and impartially. They ensure that there is a close link between salary progression and the quality of teaching.
- The governing body monitors the academy's expenditure effectively, keeping the quality of teaching and learning, together with the progress and achievement of students, at the core of their work. Governors are proud of the academy and its importance in the local community. This is a core feature of their vision and aspirations for the academy's future.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. This is because a positive learning atmosphere is promoted by staff and students. Students behave well in lessons and around the academy; they are polite, courteous and considerate to their peers and to staff.
- Attitudes to learning are strong. Students understand and can talk about the importance of good attitudes and behaviour. Students say that they enjoy attending the academy and recognise with enthusiasm the improvements that have happened. They can explain how these now help them to make good progress.
- Behaviour around the academy at break, lunchtime and at the end of the day is typically good. Although a minority of parents and carers expressed some reservations about behaviour and how it is managed, the majority commented that it is at least good.
- Attendance is improving over time and the number of students excluded for short periods because of poor behaviour has reduced. Students attend regularly and punctually, and lessons begin on time. This is making a significant contribution to their good levels of achievement.
- There are many systems to support students and ensure that they are well cared for. Expectations of good behaviour from students are very high and these are modelled effectively by teachers and other adults. A peer-to-peer counselling service has been established (MAFIA) and all students know how and where to access support should they need it. Students say that they feel confident in the support they receive, and that it helps them to think and behave with maturity.
- A thoughtfully planned programme ensures that students in all year groups are encouraged to lead safe and healthy lives. Work is undertaken on a variety of themes. These cover the importance of healthy eating, together with the adverse effects of drug and substance abuse. A Year 8 lesson on relationships considered arranged marriages, close and intimate relationships, and the various pressures that can present themselves in such situations. This contributed well to students' moral, social and cultural development. Students could make the connection between this theme and other areas of their learning.
- Classrooms are looked after well by students and there was no evidence of graffiti or litter. Students look smart in their uniforms, and teachers are consistent in the way they support the behaviour and uniform policies. Students respond positively to this and say that the respect they have for the academy site is promoted because of their excellent relationships with staff.
- Students commented that they were not aware of any incidents of bullying in the academy and were confident that, if bullying happened, it would be dealt with quickly by staff. Students could identify an adult they could turn to if they were in need of advice, help or support.

Safety

- The academy's work to keep pupils safe and secure is good. Students say that they are safe and talk confidently about the systems in place to ensure this. They are also very aware of how to keep themselves and others safe in different situations, including the times when they use the internet.

- The academy meets all statutory safeguarding requirements. Staff and governors have received appropriate training relating to safeguarding, child protection and recruitment. Safeguarding procedures and policies are re-enforced visibly around the academy buildings so that there is total clarity and understanding. Risk assessments are thorough, comprehensive and rigorous.
- Site management is strong and effective, with appropriate staff on duty at key points and times. Visitors to the academy follow specific procedures which are made clear to them as they arrive.

The quality of teaching is good

- The quality of teaching has improved since the last inspection and is now good. This has resulted in the improved attainment by Year 11 students in 2014 and the improving progress of all students who are currently at the academy.
- Observation of lessons confirmed the academy's view that teaching is good. Students make good progress because their lessons are well planned, and they are given an interesting and varied range of learning activities.
- Students are enthusiastic in lessons and enjoy participating in them. They want to achieve. That is why they enjoy coming to the academy. They behave with respect towards their teachers and each other, responding well to questions asked by teachers and working well together in groups. The work seen in their books showed that students develop the knowledge, skills and understanding that prepare them well for the next stage of their learning.
- Inspectors saw how teachers always want students to do their best in lessons. This is also reported in the academy's own records of how teaching is checked. Students know how well they are doing and their progress is also checked regularly. They receive regular homework that is marked, but students are not always clear about the way teachers' comments can help them improve.
- Teachers use the information the academy has on students' progress to help them plan lessons that contains work that is at the right level for the groups of pupils in class. While the best teaching allows all students to make progress, sometimes discussions that arise naturally in learning, particularly with more-able students, are cut short. As a result, students do not have the best opportunity to explore ideas fully and guide their own progress.
- Leaders have taken effective action to improve the quality of teaching through a carefully targeted programme of training for all teachers. All groups of students, including those who have special educational needs and those for whom English is an additional language, benefit from the development of literacy and numeracy skills in all subjects.
- Teachers have good subject knowledge; their confidence and enthusiasm helps students to remain engaged in their learning. This motivates them to make good progress.
- Highly effective learning was evident in a physical education lesson where students had to plan and undertake a training regime to assess muscle strength. The learning was good because students were applying learning to real-life situations. They made rapid progress because the lesson was well planned, offered challenge and clearly engaged them.

The achievement of pupils is good

- Students enter the academy with attainment that is below average. In 2014, at the end of Key Stage 4, the proportion of students gaining five A* to C grades, including English and mathematics, improved to 50%, which is broadly average. This represents good progress from lower starting points.
- Students currently on roll at the academy show very positive attitudes to learning. They are making good

progress in Key Stage 3 and Key Stage 4. These Stages include smaller proportions of more-able students and higher proportions of students with below average starting attainment compared to those found nationally. Current information held by the academy indicates that the rapid, good progress made in 2014 will continue.

- The learning and progress of different groups of students, including those who are disabled, those who have special educational needs, and those entitled to additional funding through the pupil premium are improving and getting closer to the national average. The gap between students eligible for the pupil premium and their classmates achieving five A* to C grades, including English and mathematics, reduced by 7% in 2014 and is the same gap as found nationally.
- The progress students make in English and mathematics is improving. It is stronger in English than mathematics. In 2014, improved progress was made by groups, including lower and middle ability students, disadvantaged students, and those with varied special educational needs. Higher attaining students made better progress in English.
- In 2014, improvements were seen which narrowed the gap in attainment and progress of disadvantaged students compared to other students. Attainment in English for disadvantaged students was one grade below other students nationally and just under a grade below other students within the academy. In mathematics, attainment for disadvantaged students was one and three quarter grades below other students nationally and just over one and a quarter grades below other students in the academy.
- Test and examination results, together with other information about performance, are used well to ensure that every student is set realistic targets for the subjects they study. Performance against these targets is checked carefully and this contributes significantly to improving examination results.
- A small number of students study off site. They do well because of the good quality of teaching and learning they are offered, coupled with the effective arrangements within the academy for checking their progress.
- Students in Year 7 benefit from funding provided through the Year 7 'catch-up' programme to support their literacy skills. They make significant gains in their reading ability because of these activities and this is contributing positively to the good progress they make in their learning.
- All students leave the academy at the end of Year 11 with a placement in education, training or employment. This reflects well on the progress students make in the academy, especially in developing their key skills in literacy and numeracy. The academy is successful in preparing students for the next stage in their learning.
- Students who attend the specialist autistic base at the academy make good progress. Their specialised learning is integrated with mainstream lessons, and this shows the academy's success in making sure everyone has the same chance to succeed.
- Students' achievement is not yet outstanding because some subjects are still not doing well enough. Senior leaders have taken effective action to improve achievement and weaker subjects such as psychology, history and dance are now doing better. Leaders recognise that they must continue this to ensure that students make exceptional progress in all subjects in order to reach their goal of becoming an outstanding academy.

The sixth form provision

is good

- Attainment in the sixth form meets the 16–19 interim minimum standards specified by the Department for Education. Students who do not already have a grade C in English or mathematics follow a programme that enables them to achieve this. Over 60% of the students involved in this programme succeeded in 2014.
- Attainment and progress in the sixth form has risen and is improving. Current information provided by the

academy shows that an achievement rate of 99% compared to a target of 94% is in line with national levels. Attainment in vocational subjects is in line with national expectations. This includes the progress of disadvantaged students, students with special educational needs and the progress of more-able students.

- Teaching in the sixth form is good and this enables improved progress for all groups of students. Intervention programmes have been introduced that have also helped to improved progress and communicate this more effectively with parents.
- The number of students staying on to study in Year 12 and Year 13 is improving, with current figures well above the national average for post-16 study programmes. This is because all students now follow courses that meet their needs and build on their prior learning.
- Partnerships between the sixth form and other educational institutions have enriched the provision for students. This has resulted in improved attitudes to learning. This also contributes to a robust way of checking how well things are going for all students, because other teachers work alongside the sixth form's own staff.
- All students take part in additional activities related to their individual study programmes. These range from voluntary activities and work experience to mentoring and befriending younger students and supporting their learning in a reading programme. This has contributed to an improvement in the reading ages of these students, helping them to gain better reading skills that are in line with those expected for their age.
- Behaviour in the sixth form is outstanding. Attendance has improved and is now above average. Students are mature and articulate in the way they respond in lessons and in their private study time. They act as positive role models to younger students.
- Students have a good understanding of the potential risks to their health and well-being. They are supported by an effective network within the academy. Through this, teachers become aware of any barriers to learning at an early stage and can take appropriate action.
- The academy provides good information, advice and guidance, including impartial careers education for students from Year 9 through to their sixth form learning. Students are supported by outside speakers and organisations such as the "Oxbridge Shadowing Pathways". The large majority of students go on to further study or employment and in 2014, 98% of students were successful in gaining entry into their university of choice.
- The leadership and management of the sixth form is good. The head of sixth form has improved teaching and learning to meet the needs of the changing profile of students within the academy. The sixth form is an integral part of the 11–18 educational vision and leaders demonstrate good capacity to bring about further improvement.

What inspection judgements mean

Academy		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding academy 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 academy 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	An academy that requires improvement is not yet a good academy, but it is not inadequate. This academy will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>An academy that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This academy will receive regular monitoring by Ofsted inspectors.</p> <p>An academy that requires special measures is one where the academy is failing to give its pupils an acceptable standard of education and the academy's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the academy. This academy will receive regular monitoring by Ofsted inspectors.</p>

Academy details

Unique reference number	137186
Local authority	Worcestershire
Inspection number	453417

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

Type of academy	Secondary
Academy category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	657
Of which, number on roll in sixth form	179
Appropriate authority	The governing body
Chair	Paul Charman
Headteacher	Stuart Wetson
Date of previous academy inspection	13 February 2013
Telephone number	01684 564751
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