

# Perryfields High School Specialist Maths and Computing College

Oldacre Road, Oldbury, West Midlands B68 0RG

## Inspection dates

16–17 January 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since the last inspection, leaders have made improvements to teaching and learning at the school and pupils now receive a good education.
- In 2017, the progress made by pupils in Year 11 in key stage 4 was broadly similar to that made by other pupils nationally.
- Pupils currently at the school make good progress in a wide range of subjects in key stages 3 and 4.
- Governors are well informed about key aspects of the school's performance. They are active in ensuring that leaders take actions to make further improvements.
- Teaching and learning are now good and are especially strong in English and mathematics.
- The curriculum is broad and balanced and meets the need of learners.
- Behaviour is good. Pupils are well-mannered, courteous and polite in lessons, at breaktime and on their way to and from lessons.
- More pupils now attend frequently and attendance is better than the national average.
- Leaders have developed a strong culture of safeguarding in the school. Pupils say they are safe in school and that bullying is rare.
- Pupils who attend alternative education make good progress, attend well and their behaviour is courteous and polite.
- Pupils who speak English as an additional language make strong progress.
- Pupils show positive attitudes to learning. They are proud of their workbooks, they want to contribute to their lessons and they learn from their mistakes.
- Teachers provide the right level of challenge so that pupils in all ability groups make progress.
- There are still some boys and a minority of disadvantaged pupils in key stage 4 whose progress is not rapid enough.
- In 2017, students did not make good enough progress in the sixth form. Not enough pupils who left the school in year 11 chose to continue their studies in the sixth form at this school. Pupils are making better progress this year.

## Full report

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

- Improve progress for boys and disadvantaged pupils in key stage 4 by:
  - ensuring that pupils have a clear idea of what they need to do to improve their learning
  - making sure that teachers' assessments are accurate and they intervene quickly when pupils do not make good enough progress.
- Improve sixth-form study programmes by:
  - ensuring that more pupils opt for courses in the sixth form that meet their needs
  - ensuring that students understand accurately how to make improvements to their work
  - making sure teachers have accurate information about what students are capable of achieving
  - securing the recent changes leaders have made to the post-16 curriculum.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection, leaders have been successful in developing an aspirational and ambitious culture at the school. Leaders have a clear understanding of priorities for school improvement. The new headteacher is inspiring trust from the school community. Pupils enjoy coming to school and they are making good progress.
- Leaders have reviewed the school's work thoroughly and identified disadvantaged pupils, boys and pupils who have special educational needs (SEN) and/or disabilities as urgent priorities. This is because progress for these groups was not good enough in the past. The headteacher has restructured the leadership team. This means it is now clear which leaders have responsibility for improving progress for these pupil groups. Leaders have developed a thorough training programme for staff. As a result, most of these pupils are now making good progress.
- Leaders make sure that teachers work together more effectively. They require all teachers to check the accuracy of their assessments with another colleague. Leaders have trained all staff on how to engage and interest the wide range of pupil groups at the school. Leaders know that in a minority of lessons in key stage 4, there is still some inaccuracy in teacher assessments. As a result, some boys and disadvantaged pupils do not know clearly enough how to make improvements in their work. Leaders have plans to address this urgently.
- The school has been successful in preparing pupils for life in modern Britain and in promoting their social, moral, spiritual and cultural development. In assemblies, tutor times, through displays and across the curriculum, pupils learn how to welcome social difference and how to appreciate the virtues of tolerance and the importance of democracy.
- Leaders now spend additional funding well. Leaders ensure that the pupil premium, the Year 7 literacy and numeracy catch-up premium and special educational needs funding lead to progress for these pupils. For example, leaders have recruited additional staff and have bought revision resources and this helps pupils do well in assessments. In some cases, they have reduced class sizes which, in this school, has helped pupils overcome any barriers to their learning.
- Leaders have redesigned the curriculum so that it is now broad and balanced. Leaders are adding to the vocational curriculum in the sixth form. Pupils are guided effectively to courses that suit their interests and abilities. More pupils now take a modern foreign language at GCSE, for example. Leaders have planned a whole-school literacy policy that has resulted in pupils reading more widely and paying more attention to the accuracy of their writing.
- Pupils now participate in a range of extra-curricular activities that help them make progress. Leaders provide drama, music and art activities and these are well attended by pupils in key stages 3 and 4. Every Wednesday, after school, there are a wide range of enrichment opportunities for pupils to take part in that deepen their learning and allow them to revisit any learning that they find difficult. For example, in these sessions, in mathematics, pupils were helped with basic calculation skills and, in

English, pupils were taught how to structure their longer answers for the GCSE examination.

- Leaders emphasise the importance of pupils reflecting on their learning. Leaders know there is more to do so that pupils are clear about what they need to do to make improvements in their work.
- Safeguarding is effective at the school. Leaders have trained staff thoroughly. They have created a rigorous and secure system of record-keeping and staff recruitment. This means that pupils feel safe and their welfare is given the highest priority.

### **Governance of the school**

- Governors are well informed about the school. Leaders tell them which groups of pupils are doing well and which need further attention. As a result, governors have a clear idea of which groups are underachieving. Governors receive regular reports about pupils' progress and they are active in ensuring that leaders take necessary action.
- They have taken some difficult staffing decisions to bring about a balanced budget. Governors are clear that their planning for the school is focused on making sure pupils make good progress.
- Governors place the highest priority on keeping pupils safe. Governors make sure that leaders work closely with the local authority to protect pupils at the school. As a result, pupils say the school is secure and they feel safe.
- Governors have a clear understanding of the risks faced by young people. They ensure that all staff are well trained in how to help the school develop a strong safeguarding culture.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders place the highest priority on safeguarding. They have, for example, put into place a curriculum for pupils that informs them about how to stay safe online, how to help prevent bullying and how to avoid the dangers of gang violence. Leaders help pupils to learn about building healthy and safe relationships.
- Leaders are meticulous in following up any concerns and making sure that pupils are well supported. Leaders make sure that document keeping is clear and well used to put into place care plans.
- Records are detailed and well managed and vetting checks for staff are thorough. Leaders give induction training to newly appointed staff on safeguarding before they start work at the school.
- Staff are well trained. They are regularly updated by leaders to make sure they have an accurate understanding of safeguarding and can take effective action when needed. All staff have undertaken training in child sexual exploitation, female genital mutilation, children missing in education, and radicalisation and extremism. As a result, pupils are knowledgeable about key issues and talk about how important it is to look after each other at school.

## Quality of teaching, learning and assessment

Good

- Teachers use plans that are well matched to the different abilities of each class. They provide levels of challenge that suit the needs of pupils.
- Teachers' subject knowledge is strong. Inspectors saw lessons in English, mathematics and science where pupils' enthusiasm for the subject was clear because teachers were able to explain lesson content with clarity.
- The teaching of literacy is a strength of the school, especially at key stage 4. Inspectors saw books in history, religious studies and physical education (PE), as well as English, where pupils were writing at length, and with accuracy and interest. Teachers give pupils lists of subject-specific vocabulary in their lessons. Pupils use these challenging terms in their writing and speaking.
- Teachers use written and oral feedback to promote and enhance pupils' learning. Inspectors saw evidence, especially in English and religious studies, where progress had been made because of effective guidance.
- Teachers use questions effectively that help pupils understand their lessons. Teachers help pupils check their progress. Pupils are encouraged to ask their own questions whenever they need help.
- Pupils take homework seriously and it is set regularly. However, too many pupils felt that homework was not set with any clear purpose.
- Pupils learn well in the inclusion centre as a result of effective teaching. This helps pupils feel part of the school and prepares them well for reintegration into mainstream classes.
- Teachers' commitment to pupils' personal development is strong. Inspectors saw lessons where family life and personal relationships were taught in a sensitive manner.
- Teaching is responsive to the changing needs of pupils. Inspectors saw lessons where pupils received carefully matched tasks, in science for example. In these lessons, teachers corrected misunderstandings as soon as they arose. Teachers require pupils to learn from their mistakes and, across a range of subjects, inspectors could see pupils wanting to know how to improve.
- Teachers provide high-quality lessons in creative learning. Inspectors saw lessons in drama, dance, music and art where pupils expressed themselves imaginatively.
- English and mathematics are strengths of the school. In these subjects, pupils make good progress because teachers encourage a deep interest in learning. Pupils' books showed evidence of careful drafting in English and clear mastery of basic concepts in mathematics.
- Inspectors saw many examples of pupils being thoughtful in their learning. For example, in 'personal development and mentoring' lessons, pupils carefully considered their views about the many different ways people relate to one another. In these lessons, pupils encouraged each other to challenge negative stereotypes and derogatory language.
- In some lessons in key stage 4, some boys and disadvantaged pupils are not making

good progress. This is because these pupils do not have a clear enough idea how to improve or when teachers' assessments are not accurate enough.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident, self-assured and understand how to be successful learners. Inspectors saw pupils' books in both key stages 3 and 4 that were well organised, tidy and allowed pupils to revise easily for tests and assessments.
- Pupils who attend alternative provision arranged by the school behave well, attend regularly and show positive attitudes to their learning.
- Pupils learn how to manage their physical and emotional well-being. In PE, science and 'personal development and mentoring' lessons, pupils are taught how to eat healthily, how to stay safe online and how to challenge bullying.
- Pupils learn that all forms of bullying are unacceptable. Leaders keep bullying logs that show teachers are responsive to any pupil's concerns. Staff react to bullying promptly and pupils are confident such incidents are responded to rigorously by their teachers.
- Teachers look after their pupils well. For example, if a pupil is absent, teachers and welfare staff respond quickly, working with the local authority and families to ensure that pupils are safe.
- Pupils learn how to help each other in lessons. In geography lessons, for example, pupils are nominated by teachers to be 'lead learners'. These pupils role model good learning behaviours and encourage other pupils to meet their targets.
- Pupils are encouraged to promote the virtues of cultural diversity. In a whole-school culture day, for example, pupils learned about a wide range of cultures celebrated through food, dance and art. Pupils participated in a lesbian, gay, bisexual and transgender history month and learned how to respect and celebrate a range of different lifestyles.
- Pupils have a clear understanding of their career options. Pupils are ambitious and know what qualifications will help them gain access to a wide range of education and training pathways. Pupils in key stage 4 have access to independent careers guidance which they find helpful.
- Pupils are punctual to their lessons and well prepared for learning. The school site is spread over a wide area and there are many different routes to and from lessons. Nevertheless, pupils make their way from one building to another safely and quickly. Pupils told inspectors that the school is a safe environment.

### Behaviour

- The behaviour of pupils is good.
- Pupils' attendance was higher than the national average in 2016 and in 2017.

Attendance of pupils currently at the school is higher than at the same point last year.

- Last year, too many disadvantaged pupils did not attend school frequently enough. This has improved markedly this year and these pupils' attendance is currently in line with the national average for all pupils in the previous year. This is because the school has worked strenuously with the local authority and with vulnerable pupils' families to improve their attendance.
- Persistent absence is reducing, especially for disadvantaged pupils. This is because there is a rigorous approach to unauthorised absence. The school is increasingly successful working with families and the local authority. A recent expansion of the school's welfare team has resulted in more effective liaison with families.
- Pupils' conduct and self-discipline around the school and in lessons are good. Pupils follow instructions; they put effort into their work. Their workbooks are sources of pride.
- Pupils are offered leadership responsibilities and an increasing number accept these opportunities. For example, teachers offer classroom mentor roles to pupils and, where this is taken up, pupils help each other check their progress.
- There is very little litter around the school and inspectors did not see any graffiti. Pupils are proud of the classroom displays. In religious studies, for example, displays help pupils think through their responses to different faiths and illustrate their respectful view of different faiths' creation stories.
- The school has an inclusion centre where staff help pupils who are at risk of low attendance improve their attitudes to learning. Inclusion centre staff are effective in ensuring that pupils make up any work missed. This helps pupils ensure improvements in their attendance.
- Pupils learn how to welcome social difference and the traditions of cultures different to their own. Inspectors saw lessons where pupils' work showed thoughtful attitudes to relationships, the demands of family life and the need to welcome diversity. Inspectors heard pupils challenge derogatory language in the media about different cultural groups. Pupils have organised activities to support charities such as the British Heart Foundation. They told inspectors how proud they were to have funded the purchase of an emergency defibrillator through their efforts.

## Outcomes for pupils

**Good**

- Overall, pupils in Year 11 in 2017 made broadly average progress from their starting points in key stage 2 in their GCSEs. This was an improvement on 2016, when progress was below the national average.
- Students in Year 13 in 2017 did not make good progress in their A-level studies. This year, students currently in the sixth form are making improved progress.
- In 2017, most pupils made good progress in English and in mathematics. Most-able pupils and those pupils who speak English as an additional language made more progress than any other pupil group.
- A higher proportion of pupils in 2017 gained the highest grades at GCSE in English and

in mathematics than the national average.

- In 2017, most disadvantaged pupils made progress in line with others nationally with similar starting points. However, some disadvantaged boys did not make good progress overall.
- In 2017, a minority of pupils who have SEN and/or disabilities did not make progress in line with other pupils nationally. Pupils who have SEN and/or disabilities are now making good progress in key stages 3 and 4 and in a range of subjects across the curriculum, including English and mathematics.
- In 2017, not enough pupils made good progress in the English Baccalaureate qualification. Pupils' progress in current key stage 4 is much better than last year in the subjects of the English Baccalaureate, especially in history, geography, languages and religious studies.
- More pupils in year 11 went on to employment, education or training than the national average in 2017 because the school had prepared them well for the next stage of their education.
- Pupils at the school in key stages 3 and 4 are now making much better progress than last year. In particular, disadvantaged pupils are making better progress than they did in 2017. Boys, overall, are also now making good progress. There is still a minority of boys and disadvantaged pupils in key stage 4 who are not making good progress.
- Pupils in both key stages 3 and 4 who are learning English as an additional language make good progress at the school. It is better than other pupils nationally with similar starting points.
- Those pupils attending the alternative providers used by the school make good progress in subjects across the curriculum. At the Oaktree unit, for example, pupils study up to eight subjects for GCSE and are making progress in line with their starting points at key stage 2.
- In key stage 3, in most subjects, pupils are now making good progress. Pupils make especially strong progress in English, mathematics, religious studies, history, geography and science.
- Pupils read widely and with fluency. Inspectors saw evidence of pupils reading for pleasure in lessons and in social time. Pupils responded with imagination and accuracy to a wide range of non-fiction in English, history and in religious studies.

## 16 to 19 study programmes

**Requires improvement**

- There are too few students studying in the current sixth form.
- In 2016, students made progress that was broadly in line with other pupils nationally. However, school leaders' analysis of outcomes in 2017 shows that, overall, students had not made good progress.
- Over recent years, most students who retake their English and mathematics GCSE make good progress. Almost all passed with a good grade.
- Most students who start courses in Year 12 are retained by the school into Year 13.



- Students value their work experience and say it helps them feel ambitious and apply to higher education courses that are demanding. Work experience makes a contribution to the programmes of study. Students apply their work-related skills of self-discipline and aspiration to their academic courses.
- Careers education is a strength of the sixth form. All students go on to courses of higher or further education and training.
- Current students at the school in Years 12 and 13 are making improved progress. This is because new systems for tracking individual progress are enabling teachers to offer support more quickly. There is more work to do here. These systems are not well enough used by all teachers.
- Leadership of the sixth form has not been strong enough to ensure that sufficient numbers have been recruited to its courses. This means leaders have struggled to ensure the viability of the courses on offer. Most pupils leaving in Year 11 in 2016 and in 2017 chose to continue their education, employment or training at providers other than this school.
- Leadership is improving but still requires improvement. For example, leaders know they need to provide accurate information to teachers of what pupils are capable of achieving. Leaders have a clear grasp of the problems facing the sixth form, especially the low numbers being recruited. The impact of leadership has not been secure enough to result in any significant improvement in the numbers of students opting for courses offered by the school.
- The quality of teaching, learning and assessment is inconsistent and so requires improvement. In some lessons, for example, students are motivated and learn diligently and with enthusiasm. In other lessons, students are less sure how to improve their learning and so make slower progress.
- Students are safe and said that they feel supported by leaders. Students cooperate well with each other and with their teachers. They want to do well in their studies and are eager to know how to improve.

## School details

Unique reference number	104012
Local authority	Sandwell
Inspection number	10042853

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

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,135
Of which, number on roll in 16 to 19 study programmes	39
Appropriate authority	Local authority
Chair	Carole Gallant
Headteacher	Ian Barton
Telephone number	01214 217979
Website	<a href="http://www.perryfieldshigh.sandwell.sch.uk/">www.perryfieldshigh.sandwell.sch.uk/</a>
Email address	<a href="mailto:ian.barton@perrys.org.uk">ian.barton@perrys.org.uk</a>
Date of previous inspection	10–11 December 2015

## Information about this school

- Perryfields School is an average-sized secondary school. Pupils enter the school with starting points broadly similar to those found nationally.
- Some pupils are educated at three providers of alternative education: Impact Education and Training Centre, Whiteheath Education Centre and the Oaktree Centre.
- The school has a small sixth form. Most of the students are from Year 11 at Perryfields School.
- The proportion of pupils who are eligible for pupil premium funding is similar to the

national average.

- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national average.
- The school meets the government's floor standards, which are the minimum expectations for progress and attainment.

## Information about this inspection

- Inspectors observed learning in 63 lessons or parts of lessons through key stages 3, 4 and 5. An inspector conducted a visit to one of the school’s alternative providers.
- Inspectors conducted a joint scrutiny of pupils’ books with members of the middle leadership team in the presence of the senior assistant headteacher.
- Inspectors held a range of meetings with the headteacher and other members of the senior leadership team, middle leadership staff and school staff.
- Inspectors met with a representative of the governing body.
- Inspectors met with pupils and discussed with them their learning and workbooks.
- Inspectors met with the designated safeguarding lead and scrutinised a range of records of recruitment, welfare plans and actions taken to keep pupils safe.
- Inspectors scrutinised a wide range of documentation the school produces as part of its self-evaluation and development planning, along with school policies.
- Inspectors took into account evidence gathered from Parent View, 80 free-text responses and other communications from parents and carers.

## Inspection team

Graham Tyrer, lead inspector	Her Majesty’s Inspector
Mark Sims	Her Majesty’s Inspector
Colin Parker	Ofsted Inspector
Gwendoline Onyon	Ofsted Inspector
Graeme Rudland	Ofsted Inspector

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