

# Inspection of Dinnington High School

Doe Quarry Lane, Dinnington, Sheffield, South Yorkshire S25 2NZ

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Inspection dates: 11–12 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Sixth-form provision

**Requires improvement**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Since the previous inspection, the school has made improvements. However, there are more improvements to make so that pupils' experiences are of a better quality. Pupils' achievement is beginning to improve. However, too many do not achieve to their potential. In most subjects, pupils' learning is in a sensible order. This is beginning to help them to remember important knowledge.

Most pupils behave in lessons and around the school. However, a few do not. Some do not have positive attitudes in lessons. At social times, some pupils do not cooperate with staff straight away. Pupils say that bullying is rare. They say that staff help to sort it out if it happens.

Too many pupils do not attend school often enough. There have been some small improvements in attendance. However, attendance has not improved enough.

Pupils with special educational needs and/or disabilities (SEND) get better support than they experienced in the past. There is still more to do to make sure that they get the necessary support in the classroom to help them improve their work.

Staff and pupils recognise the improvements made since the previous inspection. They are positive about the school and enjoy working and learning in it.

## **What does the school do well and what does it need to do better?**

The quality of education requires improvement. Pupils' achievement is improving. However, the improvements have been too slow. A significant number of pupils do not achieve as they should. Teachers organise lessons so that pupils revisit learned knowledge. This helps to identify gaps in knowledge and understanding. However, some teachers do not make the best use of this information consistently. Some pupils do not get the individual help they need to deal with the existing gaps in their knowledge. This is because teachers work hard to keep pupils on task and do not always have the time to help. A significant minority of pupils do not have the self-control to keep themselves on task.

In most subjects, teachers cover topics and concepts in an order which makes sense to pupils. The order helps them to learn. Some teachers do not consistently use assessment to identify the gaps in pupils' learning. Because of this, some pupils fall behind.

The school has adopted a two-year key stage 3 curriculum. This means that pupils do not get the opportunity to study some subjects in enough depth. In addition, music, food technology and computing are not in the key stage 3 curriculum at all. Leaders are aware of this and plan to include these subjects in the very near future.

Disadvantaged pupils' work is comparable to that of other pupils in the school. Leaders have made sure that disadvantaged pupils and those with SEND have the same opportunities to learn as others. Leaders have not identified the needs of some pupils with SEND precisely. Because of this, some pupils with SEND do not get the support they need. Their progress suffers. The school's inclusion facility provides dedicated support for those pupils who need it. As a result, these pupils make better progress.

Most pupils have positive attitudes to learning and behave well. However, some pupils do not respond to teachers' requests at the first time of asking. This is particularly the case during social times. A minority of pupils lack courtesy towards others. Staff work hard to encourage pupils to change their behaviour. Exclusions have reduced. Pupils say that relationships with staff are much more positive than in the past. The school is proud of the extensive care it offers to those pupils who need it the most.

A large minority of pupils do not attend school as they should. The attendance team supports pupils and families to improve attendance. Leaders know that attendance must improve further. The multi-academy trust has been slow to act but is now supporting the school in this area.

The school provides pupils with opportunities to develop their confidence. Pupils say that student leadership has changed and now they have more say in how to improve their school.

Students enjoy the sixth form and have very positive attitudes. They appreciate the support they get. Not all students achieve as they should in some of the A-level subjects. Most students move on to the type of education, training or employment they aim for.

School leaders and trustees are aware that the school needs to improve further. The trust has been slow to provide the support required in the past. This has changed recently. School leaders are now getting the support they need.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive the training they need to keep pupils safe. The culture of safeguarding is very strong. Pupils are safe and looked after while they are in school. Staff and pupils know what to do if they have any concerns. Effective systems are in place for teachers and staff.

The school works with families, external agencies and with the local authority to protect vulnerable pupils. All pupils say that they feel safe at the school.

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

### (Information for the school and appropriate authority)

- Teachers' expectations of pupils are not consistently high. Consequently, the quality of work some pupils produce, including those with SEND, does not help them to make the progress they are capable of making. Leaders should ensure that the expectations of all pupils, including those who are disadvantaged and those with SEND, are high so that pupils achieve to their potential.
- The needs of some pupils with SEND are not identified with precision. The support they receive in the classroom is not as effective as it should be. Some pupils with SEND, therefore, are not making the progress they are capable of making. Leaders should ensure that all teachers receive precise information on pupils with SEND which allows them to provide the support these pupils need to make better progress.
- The curriculum in key stage 3 does not allow pupils to study the broad and balanced curriculum which they are expected to cover. Because of this, they are missing out on important subjects such as music, computing and food technology. In other subjects, they are not covering the content in enough depth. Leaders should ensure that the key stage 3 curriculum is at least as broad and ambitious as the national curriculum.
- The behaviour of a significant minority of pupils is not as positive as it should be. This gets in the way of pupils' learning. It takes up a lot of teachers' time. Leaders should ensure that the school's behaviour policy is applied consistently by all staff. They should further raise the expectations of all pupils so that behaviour improves further and quickly.
- Too many pupils do not attend school regularly enough despite the determined work of leaders and staff. Pupils who are regularly absent miss important work. This holds back their learning. Leaders should continue to work with pupils and families to encourage better attendance and reduce absence.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141730
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10121726
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	987
<b>Of which, number on roll in the sixth form</b>	132
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Brian Rossiter
<b>Principal</b>	Rebecca Staples
<b>Website</b>	<a href="http://www.dinningtonhigh.co.uk">www.dinningtonhigh.co.uk</a>
<b>Date of previous inspection</b>	5 March 2019, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection in March 2019, the school has undergone a number of leadership changes at senior and other levels.
- The school is a member of the LEAP Academy Trust.
- A number of pupils attend alternative provision. The school makes use of Jade; Chislett; First Class Green Beans; Unity Centre and a number of other local authority approved alternative provisions.
- The school has developed the Segrave facility to cater for the needs of those pupils who require individualised support.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Discussions were held with the principal, trust leaders, senior leaders, curriculum leaders for mathematics, science, history and geography and also with a range of leaders across the school.
- The lead inspector met with members of the local governing body and trustees.
- The subjects which were considered as part of the inspection through the deep dive methodology were mathematics, science, history and geography. As part of the deep dive methodology, we visited lessons, talked to the curriculum leader for each subject, held discussions with the teachers and pupils from the lessons visited and scrutinised pupils' work.
- To inspect safeguarding in the school, we scrutinised the school's single central register relating to the safe recruitment of those adults who work with pupils, along with records relating to safeguarding. We also held discussions with staff and pupils as well as with the designated safeguarding leaders for the school.

## Inspection team

Barry Found, lead inspector	Her Majesty's Inspector
Stephen Crossley	Ofsted Inspector
Colin Scott	Ofsted Inspector
Phil Riozzi	Ofsted Inspector

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