

Inspection of Dyson Perrins CofE Academy

Yates Hay Road, Malvern, Worcestershire WR14 1WD

Inspection dates: 7 and 8 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and feel safe at this inclusive school. Leaders have created a culture in school which celebrates difference. This is done particularly well for pupils with special educational needs and/or disabilities (SEND), as well as pupils from the LGBTQ+ community. As a result, pupils are respectful and welcoming to all. This prepares them well for life in modern Britain.

Staff have high expectations for pupils in all aspects of school life. Pupils live up to these. This is reflected in their positive behaviour and their participation in all aspects of school life. Pupils' behaviour in and around school is calm and friendly. There are extensive opportunities for pupil leadership roles. For example, prefects are role models for their peers, careers champions support the careers leader, and the eco-committee works to protect the environment. Pupils appreciate the value that leaders give to their opinions.

The wider development offer at the school is strong. The house system creates a competitive buzz around the school. Pupils particularly enjoy events such as dodgeball, creative writing, and baking. There are many extra-curricular activities on offer, such as calligraphy, drama, and the 'fun fit' programme, which is an adapted sports programme for pupils with SEND. Many pupils participate in these.

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

Leaders have developed an ambitious curriculum, which builds on what pupils already know. It identifies the key knowledge that pupils need to learn and the teaching material that will best support this. As a result, most pupils can link prior learning with new learning. Most teachers regularly check that pupils understand the work. However, some teachers do not always check that learning is clearly understood before moving on. This means that gaps in knowledge can widen and go unnoticed.

Pupils with SEND are well supported. The SEND team works closely with parents, external agencies, and pupils to identify how to best support pupils' learning. Leaders share this information with staff, who adapt the learning to meet the needs of all pupils. Specialist staff provide autism awareness support for pupils with autism spectrum disorder in the school's SEND resource base. All of this prepares pupils well for their next steps.

Leaders have prioritised reading for pupils who struggle to read. They carefully assess what individual pupil's specific needs are and ensure they get the help they need from specially trained staff. These pupils catch up quickly. There are opportunities for all pupils to read during the school day and to be read to by their tutors. However, this aspect of the reading programme and the choice of books that pupils read are not yet creating an enjoyment of reading.

Pupils are well mannered and respectful. There is a calm and orderly atmosphere around school. Leaders ensure that pupils receive support if they need to regulate their behaviour. The school's approach to restorative practice between teacher and pupil works well to provide a fresh start. Pupils value this.

The personal development curriculum is well planned and focuses on developing pupils' characters. It is underpinned by the principles of leadership, organisation, resilience, initiative, and communication. This helps to equip pupils with leadership roles and skills such as debating. For example, pupil leaders from the LGBTQ+ group have delivered assemblies to promote and raise an awareness of difference. As a result, pupils in the school are respectful towards all.

Careers education is a strength. Pupils receive information and guidance about apprenticeships, training, employment, and education courses. This is done with visits to providers, careers fairs, and careers interviews. Leaders have worked hard to ensure that pupils learn about the importance of further education. As a result, more pupils are successfully inducted onto post-16 courses.

Leaders and governors have a clear oversight of the school's strengths and areas for development. For example, there is an increasing number of pupils who are completing the suite of subjects that form the English Baccalaureate. However, some pupils do not attend school as well as they should. This means they are not getting the good quality of education they are entitled to. Leaders are aware that more work needs to be done here. Staff, including early career teachers, feel well supported by leaders to manage their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have appropriate recruitment checks. Staff receive regular safeguarding training and updates. This helps them to identify pupils who may be at risk. They report these to the safeguarding team. These are dealt with quickly so that pupils get the help they need in a timely manner. There is a culture of vigilance across the school.

Pupils feel happy and safe at school. They know who to speak to if they have concerns about themselves or their peers. They learn about risks they may face and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check pupils' understanding before introducing new learning. This means that, at times, misconceptions and gaps in knowledge

widen. Leaders should ensure that teachers use assessment effectively to check pupils' understanding and adapt their teaching to meet the needs of all pupils.

- Some pupils are persistently absent. This means they miss out on the good quality of education they are entitled to. Leaders should act swiftly to improve the attendance of all pupils by evaluating and reviewing the wide range of strategies in use and refine and adapt their approaches accordingly.
- Currently, pupils are not reading widely for pleasure. This means that pupils do not fully develop their enjoyment of reading as well as they could. Leaders should consider the range and relevance of texts within the reading curriculum in order to promote pupils' enjoyment of reading.

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 information from Ofsted Parent View 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.

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

Unique reference number	137186
Local authority	Worcestershire
Inspection number	10285051
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	654
Appropriate authority	The governing body
Chair of governing body	Paul Charman
Headteacher	Mike Gunston
Website	http://www.dysonperrins.worcs.sch.uk
Date of previous inspection	27 March 2018

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provider for one pupil in Year 11.
- The school has a Christian religious character. A section 48 inspection was completed in March 2019. The next inspection is due within eight years of the previous inspection.
- The school has a SEND resource base on site for pupils with autism spectrum disorder.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher, other senior and middle leaders, the special educational needs and disabilities coordinator, the designated safeguarding lead, the attendance lead, the reading lead, and the careers lead.
- Inspectors held discussions with those responsible for governance and the school's improvement partner.
- Inspectors carried out deep dives in English, mathematics, science, geography, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors reviewed the school's tutor programme. Inspectors also visited 'line up' at the start of the day and tutor time in the afternoon.
- Inspectors met with members of staff and spoke to pupils, formally and informally, at various points in the inspection. Inspectors took account of responses to the pupil and staff surveys, as well as the responses to Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, attendance, bullying, and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment.

Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
Gwen Onyon	Ofsted Inspector
Mark Bailie	Ofsted Inspector
Thomas Walton	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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