



Perins School A Community Sports College

Inspection Report

Unique Reference Number 116417
Local Authority Hampshire
Inspection number 290527
Inspection date 14 March 2007
Reporting inspector Anne Wellham HMI

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

Type of school	Comprehensive	School address	Pound Hill
School category	Community		New Alresford
Age range of pupils	11–16		SO24 9BS
Gender of pupils	Mixed	Telephone number	01962 734361
Number on roll (school)	1015	Fax number	01962 735930
Appropriate authority	The governing body	Chair	Mrs Jan Conway
		Headteacher	Mrs Janice Bernard
Date of previous school inspection	26 March 2001		

Age group	Inspection date	Inspection number
11–16	14 March 2007	290527

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Perins School is an average sized, mixed comprehensive serving a large and generally prosperous rural area. It takes students from the full range of ability although on entry to the school most students are already achieving at above the national average. The great majority of students are of White British heritage and very few who speak English as an additional language. The proportion of students with learning difficulties and disabilities is well below average as is the proportion entitled to free school meals. The school acquired specialist status as a community sports college in 2001.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Perins is a good school with some outstanding features. The combination of highly motivated students and committed staff create an ethos where the ability to learn is valued and enjoyed. One student remarked 'Perins is good at making children realise there is always something they are good at'. Parents are highly supportive of the school. Behaviour overall is outstanding in lessons and in and around the school and relationships between students and with staff are excellent. The school's specialist status has had a significant impact on the achievement and personal development of students.

Standards are significantly above the national average with students achieving examination results which are well above average at Key Stages 3 and 4. Students in Year 11 who take A level general studies and A/S levels achieve good grades. Students achieve well and make good progress in relation to their starting points, especially at Key Stage 3. Students with learning difficulties and disabilities achieve as well as other students. The school is making extensive use of data to enable teachers and departments to monitor and assess students. Baseline testing of students when they arrive is used to set targets. However, the analysis of data to track academic progress and judge the effectiveness of actions taken to improve achievement are not fully developed. It is not used in ways that make it easy to review progress from year to year.

Students progress well because their attitude to learning is excellent and teaching is good. There is a high level of enjoyment in lessons and students and teachers work collaboratively to define the essence of what makes good teaching. The team of student mentors trained to observe teaching provide constructive feedback to teachers and develop a mature understanding of their own responsibilities in a two-way learning process. Information and communications technology (ICT) is used effectively to enhance teaching and learning and the school is making good progress in developing an e-learning environment.

The curriculum provides opportunities for all learners to progress and develop well overall although the provision of some aspects is not as good as it should be. The curriculum for religious education (RE) at Key Stage 4 is only partly in place and not all students are provided with a coherent and progressive programme for citizenship and personal, social and health education (PSHE). A strong emphasis is placed on moral and social development but students do not fully develop their spiritual and cultural awareness.

The school has a dedicated headteacher and senior leadership team and some innovative middle managers. In most aspects of school performance leaders and managers set clear direction although this is not as effective in the delivery of the statutory curriculum for citizenship and RE. The school is aware this needs addressing and is in the process of restructuring their provision.

The governing body provide a satisfactory level of challenge in most areas of the school's development. However, action taken on key issues identified during the last

inspection has not led to sufficient improvement. Two issues remain as recommendations in this report and therefore capacity to improve is satisfactory.

What the school should do to improve further

- Improve the use of analysis of data to judge the effectiveness of actions taken to improve students' achievement.
- Increase opportunities for developing spiritual awareness and ensure that the delivery of the RE curriculum at Key Stage 4 is fully in place.
- Provide a coherent and progressive programme for citizenship and PSHE across the whole school.

Achievement and standards

Grade: 2

Students' achievement is good. When students enter the school at the age of 11, standards are above average. Results in the national tests at the end of Year 9 and in GCSE examinations in 2006 were well above national averages. Students in Years 10 and 11 taking advanced level examinations perform very well. Students who took the Year 9 tests in 2006 made very good progress in all core subjects. The rate of progress in Years 10 and 11 is not as high although they achieve well in relation to their starting points. The progress of students with learning difficulties and disabilities is in line with other students.

Personal development and well-being

Grade: 2

The school places a high priority on the good personal development and well-being. Students learn in a caring and supportive environment where they feel safe. The wide range of activities offered by the sports college and the physical education department improves the health and fitness of students. 60 per cent of students take part in at least one extra curricular sports club per week. A recent self-review concluded accurately that 'Pupils have established a countywide reputation for sportsmanship, courtesy, appearance and ability owing to their own high standards and the standards set by staff'. Behaviour overall is outstanding in lessons and in and around the school. Students listen and respect the opinions of each other. This adds to the positive and purposeful learning atmosphere in most lessons. Students enjoy their education because of the wide variety of activities they are involved in. Students report that they feel safe in the school. If any bullying is reported, the school then quickly and effectively deals with it. Students are actively involved in the school community. They contribute to decision making through the school council, the prefect system and the house system. Student representation on the governing body, the middle management group and as teacher training mentors prepare students well for the responsibilities of adult life. Work experience and other work related activities prepare them well for life beyond the school. As a result, by the end of Year 11, almost all students continue into further education, employment or training. Students' high standards of literacy, numeracy

and ICT equip them well. Attendance is good. Whilst a strong emphasis is placed on moral and social development, students do not fully develop their spiritual and cultural awareness.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teaching is outstanding in some respects. Lessons are well planned to provide pace and challenge for students of all ability levels. Carefully targeted questioning helps students to develop their knowledge and understanding. Strong teacher student relationships underpin the quality of teaching and learning. As a result, students behave and respond well and make good progress. For example, in physical education lessons (PE) lessons, students are fully involved, assess and evaluate the performance of one another and persevere well, rising to the physical challenge they are offered.

The quality of marking of students' written work is inconsistent across subjects. In a small minority of cases it is not marked at all, unfinished work is not commented upon and there is a lack of feedback as to what students need to do to improve the quality of their work.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum and good opportunities to participate in a range of extra-curricular activities. All students receive a broad and balanced curriculum at Key Stage 3 that meets statutory requirements although provision for citizenship and PSHE is not part of a coherent and progressive programme. Aspects of the Key Stage 4 curriculum have been successfully developed to meet the needs of the broad range of students' interests and needs. A/S levels in English, ICT, general studies, sports studies and advanced mathematics provide a suitable level of challenge for those students identified as gifted and talented. A range of interests and abilities are served through a skills for life course, national vocational qualifications in collaboration with local colleges, an ICT qualification delivered through sport as well as GCSEs. There is an option to take RE at GCSE although this is taken by only a small cohort of students and the delivery of a core syllabus is not fully in place.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The school provides a caring and supporting environment where students feel safe, develop their personal qualities and make good progress towards the targets set for them. Those with learning difficulties and other disabilities are well supported and annual reviews take place for those with a statement of special educational need. Parental involvement ensures they are kept

fully up to date with their child's progress toward the targets set for them. The use of tutor time and annual review/target setting days is effective in offering good quality pastoral and personal support. A small minority of parents who responded to parental questionnaires do not feel that the school takes account of their views. For example, a small percentage are concerned about changes to the structure of parental consultation evenings. The quality of the targets that are set for students is variable as they are not always sufficiently clear, concise or challenging. Provision for ensuring health and safety is very strong. Child protection and risk assessment procedure are securely in place and all staff are aware of their responsibilities. When appropriate, support is enhanced further by the effective involvement and multi-agency approach of outside professional agencies. Older pupils benefit from good quality advice in helping them decide the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good. The senior leadership team is led well by the headteacher who is committed to improving the education of all students. Self-evaluation is over generous in assessing some areas of school performance. The senior leadership team have a broad range of information on students' attainment and progress which they analyse to see whether targets have been met. However, the school's use of data analysis to track academic progress and judge the effectiveness of actions taken to improve progress rather than attainment is not sharp enough. The school has rigorous procedures for monitoring teaching and learning which are linked well to supporting the professional development of staff through coaching and mentoring. The governing body is working closely with senior leaders to plan and implement school improvement. Resources are deployed efficiently and effectively to achieve value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to let you know the judgements we made about your school.

We think Perins is a good school with some outstanding features.

- Examination results are very high and you make good progress according to your abilities.
- Behaviour is fantastic in lessons and in and around the school and relationships between students and with staff are excellent.
- Being a community sports college has had a significant impact on your achievement and personal development by helping you to be fit and healthy and enjoy a range of sports.
- There are lots of opportunities to get involved in school life and to take on posts of responsibility.
- You get on well together and bullying rarely happens.
- You told us how much you like and respect your teachers. They are good at helping you to learn although the books we looked at showed that they do not always mark and comment on your work as well as they could.
- We think the mentors who observe lessons and think carefully about how teachers and students can improve learning are doing a really good job.

To make your school even better we think your school needs to:

- analyse the data they collect to make sure that the teaching and learning in the school allows every student to make as much progress as they are able to
- make sure that you all have a chance to study some RE in Years 10 and 11 and plan times when you have chance to improve your spiritual development
- plan a programme so everyone gets a chance to take part in citizenship and personal, social and health education.

Thank you for taking part in the inspection. We wish you success for the future.

Anne Wellham HMI