

Perins School A Community Sports College

Inspection report

Unique Reference Number	116417
Local Authority	Hampshire
Inspection number	338813
Inspection dates	17–18 March 2010
Reporting inspector	Thomas Gibson

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1016
Appropriate authority	The governing body
Chair	Paul Humm
Headteacher	Janice Bernard
Date of previous school inspection	14 April 2007
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Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 33 lessons, undertaking three joint observations with school staff and observed 33 teachers. They held meetings with staff, students, governors and the school improvement partner. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation form, its records of students' progress, and the school development plan. They also considered responses to questionnaires completed by staff, students and 148 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to improve the level of attainment for students on free school meals and at school action plus
- the school's effectiveness in consistently challenging higher attaining students to ensure they make sustained and substantial progress
- the effectiveness of the use of prior learning of individual students to plan and develop lessons
- students' understanding of the level they are working at and what they specifically need to do to improve.

Information about the school

Perins is an averaged sized mixed comprehensive school serving a large rural area. A very large majority of students are from White British heritage and very few have a first language that is other than English. The proportion of students with special educational needs and/or disabilities is well below average as is the proportion entitled to free school meals. The school has specialist status as a community sports college. It has achieved the Sportsmark Gold and Artsmark Silver awards and Investors in People status. The governing body is responsible for the Patchwork Nursery which is on site and operates throughout the year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Perins is an inclusive community school providing students with an outstanding education. Students overall make outstanding progress. Attainment levels are high. Students are well known as individuals in this cohesive community. One student commented, 'Teachers are great; they are there for you both in lessons and around the school.' The school's specialist status as a sports college has had a significant impact in the life of the school and the wider community.

Students make outstanding progress because of the excellent care and guidance they receive, the high expectations of staff and because of the outstanding learning habits they have developed. Teaching is good and there are areas of outstanding practice. The marking of books and planning of lessons need to be further refined to ensure they are focused on the learning needs of each individual student. The innovative developments in information and communication technology (ICT) across all curriculum areas have facilitated the opportunity for students to develop as independent and inquiring learners. This is supported by a curriculum which is appropriate to their individual needs.

Senior and middle leaders and managers have a very inclusive approach which is reflected in the individual provision for the very few students who do not thrive within the main stream curriculum. Governors and school leaders have a very clear view of the school's role within the community. The continuous improvements within the school are due to the clear understanding that the reflective and insightful senior and middle leaders have of the strengths and areas for development within the school. The school's rigorous monitoring of students' progress, its creative approach to learning and its clear focus on the needs of the individual have led to sustained improvements in standards since the last inspection and demonstrate the school's outstanding capacity to further improve.

Students' spiritual, moral and social development is good. They are provided with many opportunities to be involved in and out of classroom activities, particularly in sport, but also, for example, in the very popular arts festival in which over 60% of the students were involved.

What does the school need to do to improve further?

- Ensure that the good teaching that already exists within the school is further improved across all departments by:
 - refining lesson planning to focus on the progress in learning that each student will make

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- improving the consistency of day-to-day marking so that it provides clear specific guidance for individual students on what they need to do to progress in their learning.

Outcomes for individuals and groups of pupils**1**

Students enjoy their learning and have excellent learning skills. They have good levels of concentration and are able to work both independently and in groups. They are confident in utilising ICT to support their understanding. The very safe climate for learning encourages a creative environment in which students can ask pertinent and probing question to clarify their learning.

Their outstanding levels of achievement are due to the consistently good teaching, the robust tracking of their progress and their high levels of motivation. Higher achieving students are challenged by the high expectations of their teachers and the pace of their learning. The school has an excellent understanding of the individual needs of students with special educational needs and/or disabilities. Coupled with the effective support of the teaching assistants, students with special educational needs and/or disabilities make outstanding progress. The school tracks in detail the progress of students receiving free school meals. They now make good and improving levels of progress.

It is clear from the responses to parent and student questionnaires and from discussions with individuals and groups that students feel safe in the school. Relationships between staff and students are a strength of the school and are based on mutual respect. This is apparent in lessons and around the school. Their behaviour is thoughtful and contributes to successful learning and the positive ethos that permeates the school.

Students take advantage of the many opportunities provided through the sports college status for physical activity and have an excellent understanding of what it means to live a healthy lifestyle. There is a very high level of participation and obvious enjoyment of all groups of students in a variety of team and individual sports. This enables the school to provide for the needs of all groups within the school and results in the very high level of active participants in sport within the school. The highly inclusive nature of the physical education department is a distinctive feature of the specialism and a key reason for the obvious enjoyment of so many students in a variety of team and individual sports.

Students make an outstanding contribution to the school and wider community.

Students are proud of their roles as prefects, mentors, buddies and sports leaders. They contribute to the evaluation and development in their learning; for example, through their involvement in the development of the new curriculum in religious education and their contributions to the further development for the outstanding provision for ICT within the school.

The positive and challenging environment within the school provides outstanding preparation for the students' future economic well-being. The highly refined literacy, numeracy and ICT skills of the students, coupled with the individual careers advice and enterprise opportunities, help students focus their ideas and raise their aspirations. The

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school is beginning to develop opportunities for students to understand further the diversity of the multicultural society they will work in. Students have opportunities to learn about different cultures, through art, music, sport and visits from adults and students from other countries. Links with schools in Africa, Serbia and Australia enable students to gain an insight into wider global affairs.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and there are examples of outstanding practice across the school. In a Year 8 religious education lesson students were engaged and enjoyed designing a church which would meet the needs of all Christian faiths. The imaginative use of technology, the creative use of indoor and outdoor space and the challenging tasks set ensured all students made outstanding progress. Teachers have high expectations, good subject knowledge and are enthusiastic. The excellent relationships between staff and students underpin the good teaching. Classroom environments are engaging with excellent examples of students' work displayed. While lessons are planned in terms of activity, they do not always focus on the progress in learning of individual students.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Assessment is good and teachers utilise the detailed tracking system available; however, the marking of books does not consistently provide students with specific guidance on how they can make further progress. The school's virtual learning environment is extensively used both in lessons and for independent learning.

The curriculum meets the needs of individuals and groups of students very effectively because it is flexible. For example, students in Year 8 have the opportunity to study GCSE astronomy, while at Key Stage 4 there is the opportunity to study at AS level, for example in ICT. This innovative approach to the curriculum ensures that it meets the needs of the locality through the provision of the opportunity to study animal husbandry. It meets the needs of the individual with the provision to gain qualifications in, for example, construction. The school, through the introduction of the 'transforming learning' curriculum in Year 7 and the 'learning to learn' project in Year 8, is supporting students in their development as enquiring independent learners.

The sports specialism has a significant impact on the development of students' leadership skills. All students in Year 8 follow the young sports leaders award. There is a high level of engagement with all extra-curricular activities, including art, music, drama and ICT.

Care, guidance and support are at the foundation of this inclusive school. Students have a strong sense of belonging to the community. The innovative guidance team is highly valued by the students. Transition arrangements are excellent. One parent in response to the questionnaire wrote, 'The transition between Years 6 and 7 was handled brilliantly.' Highly personalised intervention strategies have enabled students to overcome challenges in their learning. Links with external agencies are outstanding. The school successfully makes positive links with the families of students who are at risk of underachieving and this has a direct impact on the good progress that they make.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior and middle leaders lead and model a climate of very high expectation for all and have a deep commitment to building on and sustaining improvements. The quality and use of students' performance data are excellent as seen in their high attainment. A rigorous system of lesson observation is in place which underpins performance management and opportunities for professional development. The structured management of teaching and learning has enabled the quality of teaching to continue to

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develop, despite a number of staff changes and the high number of new entrants to the profession. The teachers and the whole staff are receptive to new ideas and to creative ways of working.

The governing body has an excellent understanding of the strengths and areas for development within the school. It effectively monitors and evaluates the impact of improvement plans. Governors have a high level of insight and are well organised and thorough in their approach. They offer outstanding support and challenge to the school. The school appreciates the importance of engaging parents to support the learning and well-being of their children which is reflected by the appointment of a parents' and carers' coordinator. Developments in technology are further enabling improvements in communication.

The school rigorously monitors the progress of different groups of students by ethnicity, gender and socio-economic background, both in terms of academic progress and extra-curricular involvement. The outstanding knowledge and understanding of individual students within groups ensures that effective links are established between home and school to support any student who may underachieve. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels. Staff receive regular safeguarding training, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of school life. Community cohesion is outstanding because the school has adopted an open approach to seeking the views of a wide range of stakeholders to guide its work. It uses its specialist status to engage a wide variety of work with local, national and international groups. Local councillors recently visited the school to meet with students to discuss how the school and the students could help further improve provision within the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1

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The effectiveness with which the school deploys resources to achieve value for money	1
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Early Years Foundation Stage

From their starting points children make good progress. They have a very clear understanding of how to stay healthy; this is demonstrated by their involvement in outdoor activity and their readiness to eat healthy meals. They move with consideration for each other, demonstrating their secure understanding of how to keep safe. Staff give children's well-being a high priority with daily risk assessments helping to ensure their safety.

Teaching is good. Positive relationships exist and children react well when discussing activities with adults. On occasions, adults are too quick to take the lead and this slows the progress of children with regard to self-discovery and free-play options. The curriculum provides ample opportunity for children to take part in a good variety of activities. They visit the local shops, and use a range of materials and resources. There is a good balance of adult-led and child-initiated activities. Good opportunities exist for enhancement such as a Spanish class and the mini-rugby session. Curriculum planning does not always clearly identify how activities meet the learning needs of individual children.

Children are respected and well cared for. Since the last inspection there has been an improvement in the recording of assessments. Adults observe and record progress, and the key worker collates this information well. Good, detailed assessment books with pictorial evidence go home to parents. Safeguarding arrangements are detailed and the site is secure. Parent partnerships are good. However, opportunities are missed to involve parents and carers more in evaluating the quality and development of the provision. Leaders are reflective and evaluate the provision systematically and they have already identified the need for greater resourcing to support the children's physical development. Parents are very supportive of the setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately 15% of parents returned questionnaires. The vast majority were positive about their children's experience at the school. A minority of parents would like more

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help in being able to support their children's learning and a similar percentage of parents does not feel that the school takes account of their views and suggestions. The school has introduced a parents' and carers' coordinator and a parents forum to address these issues.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Perins School A Community Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 148 completed questionnaires by the end of the on site inspection. In total there are 1,016 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	44	68	46	9	6	2	1
The school keeps my child safe	66	45	75	51	3	2	1	1
The school informs me about my child's progress	56	38	78	53	11	7	2	1
My child is making enough progress at this school	50	34	74	50	17	11	4	3
The teaching is good at this school	52	35	79	53	13	9	0	0
The school helps me to support my child's learning	56	38	66	45	22	15	0	0
The school helps my child to have a healthy lifestyle	44	30	88	59	9	6	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	36	72	49	12	8	3	2
The school meets my child's particular needs	48	32	77	52	12	8	3	2
The school deals effectively with unacceptable behaviour	40	27	79	53	14	9	4	3
The school takes account of my suggestions and concerns	41	28	74	50	19	13	2	1
The school is led and managed effectively	56	38	68	46	14	9	2	1
Overall, I am happy with my child's experience at this school	72	49	58	39	12	8	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 March 2010

Dear Students

Inspection of Perins School A Community Sports College, New Alresford, SO24 9BS

On behalf of the inspectors who visited your school recently, I would like to thank you for your warm welcome and helping us with the inspection. We enjoyed meeting you and talking to you around the school. You were very positive about your school and the support you receive from the teachers, staff and in particular the guidance team. We have taken your views into account in coming to our overall judgement that Perins is an outstanding school.

Your positive attitudes to learning and highly developed learning skills, supported by the high expectations of your dedicated teachers, ensure that you achieve high standards and make outstanding progress. The school's specialism as a sports college has a significant impact on school life and you told us how much you value the many extra opportunities you are given in a wide variety of activities. Senior leaders and managers are committed to providing you with an excellent education and ensure this happens through their rigorous monitoring of the school's work.

To improve your school even further we have asked the school to ensure that:

- your work is marked so that it will give you clear specific guidance on how you can improve and reach the next level
- the good teaching you already receive is further developed by refining the lesson planning so that it specifically identifies how in each lesson each individual student can make progress in their learning.

The inspection team has every confidence that your school will continue to improve further.

Yours sincerely

Thomas Gibson

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