

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Dyson Perrins Church of England Academy			
Address	Yates Hay Road, Malvern WRI4 IWD		
Dates of inspection	25-26 March 2019	Status of school	Academy inspected as VA.
Diocese	Worcester	URN	137186

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Requires improvement
The effectiveness of religious education (RE)	Grade	Excellent

School context

Dyson Perrins is a secondary school with 713 pupils on roll, including 56 in the Sixth Form and 10 in the mainstream autism base. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is well above national averages. The headteacher joined the school in September 2018. Ofsted judged the school to continue to be good in May 2018.

The school's Christian vision

To be a vibrant learning community where everyone has the opportunity to become their best selves. We believe that through effort, commitment and high quality educational experiences, we can all reach our potential and flourish, living 'life in all its fullness' (John 10:10) 'To Love, to Learn'

Key findings

- An effective vision creates an inclusive and aspirational learning environment where pupils flourish.
- Religious education (RE) is excellent and expresses the vision of pupils reaching their potential.
- Leaders know the school well and take bold, ethical decisions to ensure the curriculum meets the complex needs of the community.
- Outstanding pastoral care underpins the success of the school and drives rapidly improving academic outcomes.
- Inspiring provision for spiritual development is offered through the chaplaincy team, which welcomes and encourages those exploring their individual journey of faith. However, overall provision for collective worship is less effective.

Areas for development

- Leaders to monitor the impact of the vision, particularly on collective worship, and so uphold the Christian foundations of the school and increase the explicitly Christian nature of worship.
- Review the policy and practice for worship so it is distinct from personal, social and health education (PSHE) and spiritual, moral, social and cultural development.
- Refine teaching of RE to improve pupils' use of subject-specific vocabulary (religious literacy).

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Inclusion and aspiration characterise Dyson Perrins. The school serves a community with significant levels of deprivation and additional needs. As such, leaders have harnessed a dynamic vision, anchored in examples from the Bible, to make ethical decisions on curriculum choice and staffing levels. The mainstream autism base is a safe haven for those pupils on roll. Pastoral care, sensitively provided by specialists, and indeed by all staff, results in a positive climate. Dysons is an enabling environment built on firm foundations as a Church school. A warm family feel is expressed by many pupils. While there is still work to do on supporting a small number of pupils to attend more regularly and to behave better, the ethos of the school powerfully uplifts pupils and staff. The new headteacher has clear aspirations for all. In a relatively short time, his actions have transformed aspects of the daily life of the school. The ban on mobile phones was initially unpopular yet is now described by pupils as 'the best thing, as we now talk to each other!' All staff model expected behaviour. They genuinely care and build positive relationships with individuals. Their devotion to pupils and selfless giving of time is the hallmark of the school.

Pupils accept, support and generally agree with each other in the spirit of a family community. A culture of respect helps when differences occur. Pupils are adamant that when there are problems, staff go 'the extra mile' to help address them. All of the several pupil groups which contributed to the inspection felt safe and happy and so enabled to learn. Bullying is rare and pupils themselves tackle any prejudicial behaviour they encounter. As one said, 'We might not agree, but we have to work together, and everyone has the right to their views.' Pupils have a voice and staff listen. The outworking of such a vibrant vision is seen in the high level of engagement with social action. Pupils choose to support a wide range of charities. Most relevant is the support for a classmate who required specialist cancer treatment. #BackBilly is an inspiring example of compassionate action initiated by pupils. Students raised funds to support his care following treatment overseas.

The curriculum fosters individual interests and talents, despite the challenges of budget constraints. Christian values of resilience, trust, belief and challenge, are integral to lessons. One student said, 'teachers believe in us so we believe in ourselves'. Prioritising modern languages in KS4, before the national expectation, demonstrates the determination that all flourish. Creative arts and sporting prowess are celebrated alongside academic success. The high quality of art displayed, the range of sports facilities and well-used drama spaces speak of a school where all fulfil their potential in whatever sphere that may be. RE makes an important contribution to both the academic success and personal development of pupils. The subject develops skills of enquiry and reflection which support learning in other curriculum areas. The vision of flourishing is lived out every day, in every lesson. Exam results confirm the success of the broad curriculum. Many pupils enter Year 7 with low academic outcomes. Dysons actively addresses this with effective additional support. As a result, GCSE results are good and progress at least in line with national expectations. In essence, the culture of aspiration gives pupils, including those who are more vulnerable, self-belief. Thus, the vision is powerful in transforming lives.

Mental health and wellbeing for staff and pupils are prioritised. It is telling that when asked about their own wellbeing, staff talked of pupils and students first. Leaders are aware that members of staff are their most precious resource. Developing leadership qualities and sharing expertise is key to the senior leadership team. Additional leadership posts allow staff to develop their own skills to make a greater contribution to the life of the school. Professional development and mentoring feature strongly in school. Staff teaching RE access network meetings and support from the diocese. This is improving their confidence to use newer resources like 'Understanding Christianity'. In this way, adults too are flourishing.

The appointment of a chaplain has had a profound effect on the school. Her dedication and creative approach is supported by members of the local Elim 'Source' church. Representatives of other local churches contribute occasionally to the life of the school. The vibrant and engaging work of the chaplain and her associates enhances spiritual development. However, worship in tutor group time and in Year groups during the week is not consistently explicitly Christian in nature. Themes, for example on stress or human cloning, are relevant to pupils and can spark lively discussion. Themes relate more to PSHE than worship and this blurring of provision is also reflected in policy. Acts of worship do not have sufficient focus on the Bible or the life and teaching of Jesus. Prayer life too is limited, although there are signs of this developing with the new 'Prayer Tree'. Support from the local Anglican community

is less evident, although there is a renewed willingness to work with other denominations to support the school. Anglican traditions of worship are honoured in services to mark Christmas and Easter. The school offers a Eucharist for those who wish to attend. Other important times in the Church's year are not celebrated. For example, there was no mention of Lent in current worship. Pupils initiated a worship council out of a desire to improve the overall worship experience. As a result, their feedback and suggestions have improved the spiritual dimension of end of term services. These now include additional elements of drama, dance and music with an increase in pupil involvement in leading prayer.

At this time, governors do not have regular or robust systems in place to monitor the impact of the vision or the Christian distinctiveness of the school. They do not evaluate the impact of collective worship and have relied on the chaplain to uphold this key part in the life of the school as a Church school.

It is clear that Dyson Perrins is 'on the up'. With momentum from new leadership and a rapidly improving picture of standards, the school is well placed to grow its links with the diocese and other Church schools, sharing its own best practice and learning from others. In this way, the school itself is aspirational and relentlessly ambitious for its future, just as it is for the future life chances of its pupils.



The effectiveness of RE is Excellent

RE is a significant strength of the school. It is very well led and taught and, as such, is a deep outworking of the vision of aspiration and flourishing. As all pupils are entered for full course GCSE RE, it is clear that the subject has high status and is vital to the breadth of the curriculum offer. Exam results confirm the excellent quality of teaching and learning. RE is a flagship area and one of the highest performing subjects in exams. Over 70% of Y11s were able to use the RE GCSE towards their Progress 8 scores. This is outstanding. As is the data showing excellent progress for those who are disadvantaged. The number of those achieving the higher marks is also above that seen in other schools nationally. 'Understanding Christianity' is improving pupils' use of concepts and specialist language in Key Stage 3. However, such progress in 'religious literacy' is at an early stage. Those studying for A Level are very well supported to achieve good grades.

Headteacher	Mike Gunston
Inspector's name and number	Allyson Taylor 768