

Deyes High School

Deyes Lane, Maghull, Liverpool, Merseyside L31 6DE

Inspection dates

13–14 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- After very weak GCSE and A-level results in 2018, leaders, including the multi-academy trust, took speedy and effective action to reverse the decline.
- The rapid expansion of the trust had left Deyes High School for too long with too many tasks falling on the shoulders of too few senior leaders.
- In September 2018, the board of trustees gave Deyes High School more full-time senior leaders. It also increased its own capacity to monitor standards, which its members had not previously done with sufficient rigour.
- There have been rapid improvements in the quality of education, especially in relation to schemes of learning and the accuracy of the assessment of pupils' work. Pupils currently in the school make strong progress in most subjects, including mathematics, science, computer science and humanities.
- In English and modern foreign languages, pupils' progress is rapidly improving. However, some pupils still underachieve because teachers have not had time since September to address all the gaps in their learning.
- In 2018, the most able pupils, boys and the disadvantaged made less progress than their peers. This year, differences, although still evident, are diminishing considerably.
- Teaching is effective. For the most part, teachers use accurate assessments well to match activities with pupils' prior attainment and capabilities.
- Teachers and leaders ensure that pupils behave well in lessons and at social times. The school is a calm, orderly and purposeful community.
- Pupils have very positive attitudes to learning. They enjoy school and are proud to be educated at Deyes High School.
- The curriculum is broad and flexible. It allows pupils to pursue academic subjects, as well as to choose from a wide range of more practical and creative options.
- Overall attendance is broadly in line with national averages. While a small number of disadvantaged pupils frequently miss school, most attend regularly.
- The school is a very vigilant community. Strong procedures ensure that pupils are safe from physical and emotional harm.
- In the sixth form, leaders have addressed the decline in results by introducing curricular changes and improving teaching in those subjects in which students had previously underachieved. Students benefit from high-quality careers advice and a wide range of enrichment activities.

Full report

What does the school need to do to improve further?

- Ensure that the multi-academy trust maintains enough capacity in the senior leadership of Deyes High School to sustain and extend recent improvements.
- Improve pupils' progress and attainment by:
 - increasing the number of strategies teachers use in English and modern foreign languages to address gaps in pupils' learning
 - extending the range of actions which staff undertake to improve the achievement of boys, the most able and the disadvantaged.
- Continue to work with the families of disadvantaged pupils to increase the attendance of the small number who are frequently absent.

Inspection judgements

Effectiveness of leadership and management

Good

- The school's leaders, the local governing body and the multi-academy trust were quick to respond to the very weak A-level and GCSE results in 2018. Since September, the changes they have made have resulted in substantial improvements in the quality of education provided by the school.
- As a result of the trust's rapid expansion, Deyes High School was left with too few full-time senior leaders to maintain the good quality of education. In September 2018, the trust increased the number of full-time senior leaders at the school. This extra capacity has allowed the headteacher to react quickly to emerging strengths and weaknesses, especially in teaching and subject leadership. This is most evident in relation to the accuracy of assessments and the effectiveness of extra help for pupils not reaching their full potential.
- To enhance self-evaluation, leaders have sought and used well a wide variety of appropriate external support and review. Working alongside colleagues from high-achieving schools has not only ensured that assessments are accurate but also that programmes of work provide sufficient academic challenge. Subject departments have benefited from working with specialist leaders of education and GCSE examiners. Some of the school's teachers have become subject examiners, bringing even more insight into the demands of examination specifications.
- Leaders have an accurate view of the quality of teaching in the school. Senior and subject leaders use information from regular monitoring activities to identify the strengths and weaknesses of individuals and subject departments. These activities are wide-ranging and include lesson observations, the scrutiny of pupils' work, teachers' assessments and discussions with pupils. External consultants have conducted useful reviews, which have informed the school's plans for improvement.
- Leaders and governors have used performance management well to improve the quality of teaching and of subject leadership. Teachers and leaders speak highly of the opportunities leaders give them to undertake professional development, which has helped them to improve their practice. Opportunities to work with colleagues from other schools, sometimes within the trust or in the local teaching school alliance, have brought a comparative perspective and have increased expectations of what pupils can and should achieve.
- The school has targeted the pupil premium funding well at the specific barriers to learning, which the relatively few disadvantaged pupils in the school face. Innovative work with parents and carers develops their understanding of what is necessary for their children to complete work successfully and prepare for examinations. These, and other strategies, are having some success in improving the progress of disadvantaged pupils but have been less effective in improving their attendance.
- Leaders have put in place temporary arrangements for the leadership of the provision for pupils with special educational needs and/or disabilities (SEND), while they recruit a permanent special educational needs coordinator (SENCo). The trust's SENCo works effectively alongside a temporary, part-time SENCo in the school. This arrangement has

been effective in providing a coherent and good-quality programme of support.

- The school uses well the funding for pupils who arrive in Year 7 with low levels of literacy and numeracy. Effective work with small groups and individuals has enabled them to make rapid progress towards catching up with their peers.
- Senior leaders have addressed previous weaknesses in subject leadership. Subject leaders are good models of effective teaching and are strong subject specialists. They have played an important role in the improvements made since September.
- The school's curriculum provides good opportunities for pupils to succeed academically, as well as to pursue their interests and ambitions. Over two-thirds of pupils study the suite of academy subjects which make up the English baccalaureate, with more set to do so as numbers studying modern foreign languages increase.
- There is an impressive range of extra-curricular activities. These are well attended and appreciated by pupils. They include educational visits abroad and opportunities to take part in schemes such as the Duke of Edinburgh Award.

Governance of the school

- In September 2018, the trust board took stock and acted with urgency to address weaknesses in its own monitoring procedures and the lack of sufficient full-time senior leaders in the school. The changes they made have been effective in bringing about rapid improvements in the quality of education provided by the school.
- The trust has strengthened its own capacity to monitor standards and quality in the school. Previously, members of the trust and local governing body did not have effective systems in place to assure themselves of the accuracy of information. They did not hold leaders to account with sufficient rigour.
- The new standards committee, with a newly recruited and very experienced chair, now asks detailed questions of the school's leaders. Members of the trust and local governing body now have a very detailed and accurate view of the strengths and weaknesses of the school.
- There are clear lines of accountability and communication between the trust board, local governing body and school leadership. Limits of delegation are clearly defined.
- Those responsible for governance fulfil all statutory responsibilities, systems are efficient and records of meetings are clear.
- Skills audits by the trust have ensured that governors and trustees bring a balance of relevant educational, financial, personnel and business skills.

Safeguarding

- The arrangements for safeguarding are effective.
- The school is a very vigilant community in which pupils and staff understand that safeguarding is everyone's responsibility.
- Staff undertake regular training and understand the procedures and systems to follow if they have concerns about a pupil.

- The school involves external agencies appropriately and staff keep very careful records of all referrals.
- The system to ensure that adults who work at the school are safe to work with pupils is comprehensive and recruitment procedures reflect current guidelines.
- Staff and visitors teach pupils how to keep themselves safe from such dangers as drug and alcohol abuse. They have also learned how to deal with the dangers presented by the internet and mobile technology.
- All pupils with whom inspectors spoke said they always feel safe in the school and know who to go to if they have concerns.

Quality of teaching, learning and assessment

Good

- Teaching enables most pupils currently in the school to make good progress.
- Teachers are well-qualified subject specialists. They plan effective programmes of work, which take into account examination requirements and what pupils already know, understand and can do. They frame questions which extend pupils' understanding and clarify misconceptions.
- The school now has 'leading practitioners' in English, mathematics and science. This enhances the quality of teaching and provides a model of best practice. Specialist leaders in education have worked within subject departments to enhance the quality of teaching and leadership.
- The school has prioritised improving the teaching of disadvantaged pupils, boys and the most able. Teachers have undertaken training and have developed a range of strategies to motivate these groups and to meet their learning needs. As a result, while differences remain, their rates of progress are moving closer to those of their peers.
- The creation of an extra teaching group in Year 10 and Year 11 for the most able pupils in mathematics and English has been significant in improving the progress of this group. Leaders have also introduced mentoring for the most able boys, which is already having a positive impact on their engagement and progress.
- Occasionally, particularly in English, teachers do not explain the vocabulary or concepts which pupils need to understand before attempting tasks. When this happens, time is wasted before pupils understand and can move on.
- Last year's assessments were overgenerous. This resulted in teachers not identifying weaknesses and a lack of effective support for those falling behind. Now teachers moderate work more effectively within subject departments and with schools which have a record of high achievement in specific subjects. They have also enlisted expertise from examination boards to be absolutely sure of the marks and grades they award.
- Accurate assessment and analysis of which questions pupils answer well or badly have enabled teachers to identify very specifically the gaps in pupils' knowledge, skills and understanding. As a result, teachers plan work for individuals and groups which enables them to improve quickly.
- Analysis of pupils' work showed teachers that many had problems recalling and

retaining learning over longer periods of time. All subject departments now ensure that pupils have frequent opportunities to revise previous learning all through the year.

- Teachers now work more closely with primary schools to ensure that work in Year 7 is sufficiently challenging and does not repeat what has already been achieved in Year 6.
- Teachers take the time to find or create interesting resources, which motivate pupils to learn and capture their imagination.
- On the rare occasions when there is minor disruption or inattention in lessons, teachers manage the situation skilfully so that no time is wasted.
- Some subjects develop pupils' literacy skills well. In particular, teachers provide good opportunities for pupils to write at length. At times, pupils do not pay enough attention to the accuracy of spelling and punctuation and in some subjects this is not seen as a priority for correction, so mistakes persist.
- In science and geography, pupils reinforce their numeracy skills, but this is less well developed in other subjects.
- Pupils and parents and carers appreciate the wide range of homework set by teachers. The mixture of paper-based homework and that which pupils can complete online provides flexibility and variety.
- Teachers reinforce a culture of tolerance and respect for difference. Pupils told inspectors that no one uses prejudicial or offensive language in the school.
- Parents receive detailed information about how their children are progressing. Attendance at follow-up parents' evenings is high.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils at Deyes High School interact with adults and each other with self-assurance and consideration for others. In lessons and at social times, inspectors observed pupils listening to the views of others and sharing their own thoughts calmly and firmly.
- Pupils' attitudes to learning are very positive. They arrive at lessons on time and ready to work. They listen attentively and follow instructions quickly.
- All those who spoke to inspectors demonstrated insight, empathy and respect when talking about races, cultures and sexuality which are different from their own.
- From Year 7 onwards, pupils have access to impartial careers advice, which helps them to make appropriate choices of subject and of their next steps in education, training or employment. The school arranges for pupils to meet firms which offer apprenticeships, higher-education providers and employers. During the inspection, pupils from all year groups had the opportunity to have breakfast with representatives of an international bank.
- Pupils take on a range of responsibilities and leadership roles. There is a long-standing student council through which pupils have opportunities to influence decision-making in

the school.

- A small number of parents who responded to Parent View, Ofsted's online questionnaire, or with whom inspectors spoke on the telephone, had individual concerns about aspects of the care and welfare of their children. However, the views of the majority of parents and inspectors' scrutiny of the school's records and case studies indicated that pupils, including the most vulnerable, are well cared for in the school.
- The school has strong pastoral and student-services teams, which respond well to pupils' social, emotional and behavioural needs. Staff use the expertise of specialists when pupils' needs require it.
- Leaders and teachers provide good opportunities to further pupils' spiritual, moral, social and cultural development. The activities undertaken in form time and assemblies contribute significantly to this aspect of school life. Pupils are developing a social conscience and an understanding of their responsibilities as good citizens in modern Britain.
- Staff and visitors teach pupils the importance of healthy eating, physical activity and positive relationships.
- For the small number of pupils who attend alternative provision, leaders have put in place effective systems of communication to ensure their safety and well-being.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and at social times. This positive behaviour is based on good relationships among pupils and between pupils and staff.
- The school's behaviour policy and the skills of teachers and leaders ensure that they deal with rare instances of less positive behaviour quickly and effectively.
- Instances of bullying are very rare. Most pupils told inspectors there is no bullying at all but were confident that if it did happen, teachers would deal with it well.
- The overall attendance of pupils is broadly in line with the national average. Although the overall attendance of disadvantaged pupils is not as good as that of their peers, this is because of a very small number of pupils who have particularly poor attendance. Most disadvantaged pupils attend regularly.

Outcomes for pupils

Requires improvement

- In 2018 at GCSE, pupils made significantly less progress than pupils across the country who had achieved similar scores at the end of Year 6.
- For pupils currently in the school the picture is more positive. As a result of improvements in teaching and the increased availability and involvement of senior leaders, in most subjects, including mathematics, humanities, science and computer science, pupils across the school are now achieving standards in line with their capabilities.
- In English and modern foreign languages pupils are making better progress than

before but not enough to make up for previous underachievement.

- Pupils currently in Year 11 have similar prior attainment to that of last year's Year 11. A series of externally moderated full mock examinations indicates that in all subjects, by December, results were already better than the final results of those who took GCSEs in the summer of 2018.
- Pupils are encouraged to read a wide range of texts. Each form has a box of appropriate readers and the school organises a reading challenge with prizes.
- Those pupils in key stage 3 who have been undertaking a systematic programme to improve their reading age have made very good progress and are now much better able to reach their potential across the curriculum.
- As a result of effective teaching and extra help, pupils who have SEND make good progress from their varying starting points.
- A wide-ranging and impartial programme of careers information, education, advice and guidance contributes to pupils being well prepared for the next stage in their lives. The proportion of Year 11 pupils who progress to and stay in education, employment or training after leaving Year 11 is above the national average.

16 to 19 study programmes

Good

- The sixth form maintains good numbers of students. With very few exceptions, students remain for the full length of time required to complete their courses. They attend well, are punctual and are strong advocates for the sixth form, having only positive things to say about all aspects of its provision.
- The sixth-form curriculum represents a good balance between academic and vocational courses. All courses lead to qualifications which are approved by the Department for Education.
- The proportion of students who repeat GCSE mathematics and/or English and improve their grade is well above the national average.
- The progress of students who were assessed in applied general courses in 2017 and 2018 was a little lower than in 2016 but still remained above the national average and in the top 40% of all sixth forms nationally.
- In 2018, the progress of students who took A levels fell to below the national average after being above the national average in 2016 and 2017. This was partly due to underperformance in English literature which, with 41 students, had a disproportionate impact on overall averages.
- In September, leaders made changes which have had a positive impact on the progress of students currently studying for academic qualifications. Some A-level courses, including English literature, are now taught by new subject specialists. In addition, some A-level courses, including business, have been removed in favour of the BTEC National Diploma, which better matches the prior attainment and capabilities of the students choosing these options.
- Leaders have introduced stronger academic mentoring and have revised the study-skills programme. They monitor all aspects of the sixth form, including the quality of

teaching and the quality of students' engagement.

- Teaching in the sixth form is well planned and resourced. Teachers make good use of assessments to identify gaps in students' learning and to help them to improve. They ensure that students complete work to a good standard.
- The school's assessment information indicates that students currently in the sixth form are achieving well from their differing starting points at the end of Year 11. Disadvantaged students in the sixth form continue to make better progress than their peers.
- Students said they always feel safe in the school and have been well prepared as young adults about to enter the world of work or higher education. They said school staff have helped them apply for university, apprenticeships or work.
- Good-quality and impartial careers information, education, advice and guidance ensure that students have realistic but ambitious plans for the future., The proportion of students who maintain higher education, apprenticeships or employment after leaving the sixth form is higher than the national average.
- Sixth formers make strong and positive contributions to the school, the local community and beyond. Among the examples they gave inspectors were organising a Christmas party for children with SEND and helping to build toilets in Vietnam.

School details

Unique reference number	137533
Local authority	Sefton
Inspection number	10086854

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,406
Of which, number on roll in 16 to 19 study programmes	235
Appropriate authority	Board of trustees
Director	John Graham
Headteacher	Peter Duffy
Telephone number	0151 526 3814
Website	www.deyeshigh.co.uk/
Email address	P.duffy@deyeshigh.co.uk
Date of previous inspection	6–7 May 2015

Information about this school

- Deyes High School is larger than the average secondary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils from ethnic minority groups is lower than the national average.
- The proportion of pupils for whom English is not the first language is lower than the national average.
- The proportion of pupils who receive support for SEND is small in comparison with the national figure.

- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is lower than the national average.
- The school is an academy within the Lydiate Learning Trust.
- Four pupils attend alternative provision at Everton Free School, Pinefields Complementary Education, Liverpool Community College and Maghull High School.

Information about this inspection

- Inspectors visited classrooms to observe teaching and pupils' learning. Many of these lesson observations were carried out jointly with senior leaders.
- Inspectors observed and spoke with many pupils during lessons and at breaktimes.
- Inspectors met formally with five groups of pupils. An inspector heard a range of pupils read.
- Inspectors held discussions with staff, middle and senior leaders, members of the local governing body and the board of trustees.
- Inspectors looked at a range of documentation, including arrangements for safeguarding. They took account of the school's information about pupils' outcomes and scrutinised their books and assessment information.
- Inspectors considered 68 responses to Parent View, Ofsted's online questionnaire, including a number of free-text comments. They considered 58 responses to Ofsted's online questionnaire for staff. In addition, they scrutinised responses to the school's questionnaires for parents and pupils. No pupils responded to Ofsted's online questionnaire for pupils.

Inspection team

Liz Kelly, lead inspector	Ofsted Inspector
Dean Logan	Ofsted Inspector
Philip Wood	Ofsted Inspector
Alyson Middlemass	Ofsted Inspector
Nell Banfield	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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