

MOSELEY SCHOOL FAILS 2011 OFSTED INSPECTION :-)

- Almost all pupils come from minority ethnic backgrounds. The large majority are from Pakistani heritage. Most speak English as an additional language.
- Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement...The school is given a **Notice To Improve** (NTI, Category 4 – Inadequate). Significant improvement is required in relation to pupils' attainment and progress, the use of assessment to support learning, attendance and effectiveness of the sixth form
- The use of assessment is inadequate.
- Inadequate provision and outcomes have still to be robustly tackled in the Sixth Form
- Attendance is stubbornly low and too many pupils are late at the start of the school day.
- Take action that is more effective in developing teachers' skills in the use of strategies to check on pupils' understanding and progress throughout the lesson.
- Take action that is more effective in developing teachers' skills in the use of assessment information to match learning activities more precisely to individual need.
- Significant improvement is required in relation to pupils' attainment and progress...
- The pattern of attainment between subjects, and sometimes between courses in the same subject, varies too widely reflecting the uneven quality of teaching.
- Insufficient focus on developing literacy skills and the setting of the same learning tasks for all, irrespective of ability, led to satisfactory and sometimes inadequate progress. Overall, all groups of pupils make satisfactory, rather than the consistently good progress that is necessary to counter a backlog of low attainment.
- Occasionally, when teaching fails to engage them, the behaviour of a very small minority of pupils disrupts learning.
- Teaching is satisfactory but varies widely in quality as does marking.
- Overall teaching is not strong enough to promote consistently good progress in learning because the use of assessment in lessons is inadequate. It is this element of practice that diminishes the impact of those other strong elements of teaching.
- Inspectors observed some outstanding teaching in English and mathematics, but also some that was inadequate in both these subjects.
- Weaker teaching often reflects the converse of these strengths and is overly concerned with delivering the lesson than assessing its impact on pupils' learning. Inconsistent use of agreed literacy is a shortcoming.
- Most of the science teaching observed by inspectors was satisfactory but uninspiring.
- Ensure that all teachers comply with the school's expectations around planning, marking, the use of assessment and support for literacy
- School improvement is evident but variable.

Leadership & Management of Moseley School

- The headteacher challenges unsatisfactory performance and some staff have moved on.
- Leaders and managers have not been rigorous in ensuring all staff comply with literacy strategy and marking policy and, where they do not, offering effective support or robust challenge where appropriate.
- The head teacher and Interim Executive Board recognise the need to engage the local community more productively and are taking energetic and appropriate steps to do so.
- The effectiveness with which the school deploys resources to achieve value for money (4 – Inadequate).

Moseley School 6th Form

- Teaching in the sixth form does not support students' learning needs well enough.
- Lessons often take a 'one-size' fits-all' approach that does not adequately meet students' differing needs. For example, inspectors observed a student who was predicted a higher grade doing the same work as another student with weak skills in English and was clearly struggling. In another lesson, the teacher talked for most of the time, rarely checking what the students were learning. Planning gives insufficient emphasis to developing skills for independent learning. A consistent and concerted approach to improving levels of literacy is absent.
- Some students do achieve well and in 2010 over 20 students gained places in higher education, but too many missed their targets, were unclassified in examinations, or repeated the same courses and modules.
- Some weak teaching and a mismatch between course demands and students' skills and abilities result in outcomes that overall are inadequate.
- The absence of a robust development plan is an obstacle to improving the effectiveness and value for money of the sixth form.
- Overall Effectiveness of the Sixth Form (4 – Inadequate).
- Some Queensbridge School pupils have joined Moseley School's Sixth Form!

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