

# Moseley School

Wake Green Road, Moseley, Birmingham, B13 9UU

## Inspection dates

27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In 2013, Year 11 students' achievement fell in English and history and geography.
- The achievement of some middle-ability and more-able students is not good enough in either English or mathematics. Some current disabled students and students who have special educational needs make slow progress.
- Teachers do not fully challenge all students or question them sharply enough to extend their understanding. Consequently, some students do not make consistently good progress in all subjects.
- Teachers do not always check that all students have acted on the feedback given on how to improve their work.
- Behaviour is not consistently good enough. A small minority of students arrive late to some lessons and disrupt the learning of other students. A small minority of students do not consistently behave well in and around the school site.
- The school's behaviour management policy is not implemented consistently by all staff.
- Leaders' judgements of teaching quality do not always take sufficient account of students' achievement over time or the attitudes of students' behaviour.
- The sixth form requires improvement because students' achievement varies for a number of different subjects at AS level.

### The school has the following strengths

- The headteacher, along with the leadership team and governing body, is securing improvements in teaching and achievement.
- Teaching is improving. More good and better teaching is beginning to accelerate students' achievement across the school, particularly in the sixth form.
- Lower-attaining students, students who are eligible for the extra funding through the pupil premium, and those who newly arrive to the school are making good progress.
- Students enjoy coming to school and their attendance is above average.
- Most students feel safe at school.
- A large number of students actively participate in school activities and take on responsible leadership roles within the school.
- The staff, leaders and governing body are all deeply committed to ensuring that students are able to achieve well and continue to work hard to engage with parents and carers.

## Information about this inspection

- The inspection team visited 39 lessons, observing 37 teachers. Some lessons were observed jointly with members of the senior leadership team. Inspectors also conducted a series of further brief observations of learning and students' behaviour, a scrutiny of students' work and observing the supervision of the students during different points of the school day.
- Members of the inspection team asked students for their views of the school when observing learning and when formally interviewing students.
- Meetings were held with groups of students, governors, the senior leadership team, staff from the school and a representative from the local authority.
- Inspectors took account of the 42 responses available on the online questionnaire (Parent View) and the 101 responses to the staff questionnaire. In addition, the inspectors took account of the 398 returns for the school's own survey of parents and carers views about the school.
- Inspectors observed the school's work and looked at improvement plans, records and analyses of students' behaviour, the tracking of students' progress and examples of students' work. They scrutinised the school's attendance figures and information about other aspects of the school's work.

## Inspection team

Raymond Lau, Lead inspector	Additional Inspector
Mary Le Breuilly	Additional Inspector
Paul O'Shea	Additional Inspector
Patricia (Jane) Gray	Additional Inspector
Neil Morris	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average secondary school on a very large site.
- Almost all students are from minority ethnic backgrounds. The majority are of Pakistani heritage. There are other students from several different heritages. Many students speak English as an additional language and over 20 other languages are spoken as their first language.
- There are twice as many boys as girls.
- The proportion of students eligible for the pupil premium (additional funding provided to the school for students known to be eligible for free school meals), is much higher (approximately two-thirds of the school) than the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is average. The proportion supported at school action plus is high. The proportion of students with a statement of special educational needs is low. Most of these students have moderate learning difficulties, and behaviour, emotional and social difficulties.
- The number of students entering the school and leaving at different points of the school year is considerably high.
- The school did not meet the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Some Key Stage 4 students in the main school are partially educated off-site, and study courses in motor vehicles or construction at South and City Birmingham College.

### What does the school need to do to improve further?

- Improve the quality of teaching and make sure that more teaching is good or better, including in the sixth form, by ensuring that:
  - teachers raise their expectations, both of students' achievement and their behaviour across the school
  - all students arrive promptly for lessons and ready to learn
  - teachers' questioning makes students think more deeply about what they are learning
  - students consistently make good use of the feedback they are given in teachers' marking to improve their work.
- Accelerate students' achievement in the main school and the sixth form, especially for middle-ability and more-able students by:
  - providing learners with more challenging activities that engage and stimulate their interest and ambition
  - planning activities more carefully so that they build in all subjects on what students already know and can do
  - extending opportunities for students to extend their writing skills across different subjects
  - improving the support given to disabled students and those who have special educational needs, particularly those supported at school action plus.
- Improve the quality of leadership and management by:
  - making sure that the school's expectations for teachers' management of behaviour are consistently applied by all staff
  - improving leaders' evaluations of the school's effectiveness, particularly the quality of

teaching, by taking better account of students' behaviour and attitudes to learning as well as their achievement over time.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some middle attainers and some other students do not make consistently good progress in English and mathematics. In 2013, Year 11 more-able students did not make good progress in English and made slower progress than in mathematics. Boys made less progress than girls in English but better progress than girls in mathematics.
- The attainment levels that the students start at the school with are well below the national average. In 2013, the proportion of students achieving five good grades at GCSE, including English and mathematics fell. Consequently, the school did not meet the government's floor standards. Many subjects have attainment that is below average, including geography and history. The use of 'early entry' for examination courses has not improved students' achievements, particularly in the case of more-able students.
- Overall many students in every year group are making steady or better progress. However, students do not consistently make good progress in English, mathematics or in the humanities subjects. Some middle-ability and more-able students are not sufficiently challenged by the work they are set because, often, students of different abilities all do similar work. Although achievement in English and mathematics is now improving across the school as a result of better teaching, there is still too much variation in individual students' rates of progress.
- Disabled students and those who have special educational needs generally make similar progress to that of their peers. However, some students who are supported at school action plus often make slower progress.
- The achievement of sixth form students varies. The proportion of students attaining higher grades is in line with the national average at A level. However, the results at AS level declined in 2013. Data held by the school and evidence in students' books indicate that achievement is improving in the sixth form as teaching becomes more effective.
- Students studying off-site at a local further education college make good progress in their motor vehicle and construction courses.
- The overall achievement of students known to be eligible for the pupil premium is good. In 2013, these students attained grades in GCSE English and mathematics that were approximately one quarter of a grade higher than their classmates.
- The school is committed to improving students' literacy skills. The Year 7 'catch-up' premium is appropriately used to fund a range of strategies to help those who are behind in literacy and numeracy to make good progress from their low starting points. This includes a variety of breakfast, lunch and after-school clubs, and specialist achievement coaches for boosting students' attainment.
- The students who enter the school at different times of admission, make good progress. This is because of the school's well targeted intervention work that accelerates students' achievement.
- In the past, students of Pakistani heritage made very slow progress. As a result of better teaching, these students are now making better progress. Their progress is now similar to that of students from other ethnic backgrounds.

**The quality of teaching****requires improvement**

- Although the amount of good teaching is increasing, teaching requires improvement because teachers have not ensured that students make good progress either over time or consistently in all subjects, including in some AS courses in the sixth form.
- Some teachers do not consistently check on students' learning and reshape the tasks students are set to reflect their known progress and ability. Sometimes, the questioning employed by teachers is not challenging enough to extend students' learning. On occasion, the expectations and demands made on students are low. This is particularly the case when more-able students are given activities that do not challenge them to achieve more.
- There are some inconsistencies in the management of behaviour within lessons. This means that there are occasions when the thoughtless behaviour of some students is allowed to disrupt the learning of others.
- Teachers' marking and feedback are inconsistent. While many teachers mark students' work carefully, this is not always the case. Students are not always pressed to use the feedback they are given to improve their work.
- Teachers do not always provide sufficient opportunities for students to extend and apply their writing skills across all subjects.
- There is regular setting of homework and this helps students to develop their knowledge and understanding.
- There is an increased amount of good or better teaching. Teaching at A level is generally strong in the sixth form. Teachers' expectations are improving and challenging work is set more frequently and better reflects students' needs. This was evident in a Year 12 art lesson, where students applied the assessment criteria with striking effect in their art work. These aided their understanding and showed them how they could then improve their own work.
- Good opportunities for students to develop their speaking and listening skills are provided by many teachers. Effective use of questioning, and opportunities for students to practise their skills, were evident in a Year 9 girls' physical education lesson, where students gained a better practical understanding and application of different passing skills in netball.

**The behaviour and safety of pupils****requires improvement**

- The behaviour of students requires improvement. Although the large majority of students conduct themselves well during the day, including between lessons and at lunchtime, a small minority of students disrupt the learning of others during lessons. A small minority of students do not consistently behave according to the high expectations that the school demands in and around the site.
- There are occasions when students call out answers and do not listen patiently to others. Their levels of concentration and attention decline and the noise level becomes louder when they are unproductive. The presentation of some student's work is variable.
- In contrast, where students enjoy their lessons, they behave well and make a good contribution to their learning and that of others.

- The school's work to keep students safe and secure is good. All statutory safeguarding requirements are met.
- School records indicate that reported incidents of bullying and racism are low. Students report that bullying does occasionally occur but that swift action is taken to resolve this. They know and understand different types of bullying and some students act as mentors to resolve issues.
- The students have a good understanding of how to protect themselves from unsafe situations, including when browsing the internet.
- The overwhelming majority of students enjoy coming to the school. The school's strategies to improve attendance have been rigorously implemented and, as a result, students' attendance has improved to be above the national average. The number of students who are persistently absent has fallen. Exclusion rates have declined.
- The house system has provided extensive leadership opportunities to students, with over 300 students involved. Students raise money for charitable causes locally, nationally and internationally. For example, they sponsor a child overseas. Many are involved in acting as mentors to younger students. An increasing number of students participate in the Duke of Edinburgh Award scheme.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because leaders and managers have not sufficiently been able to make teaching and achievement, particularly in English and for middle-ability and more-able students, as good as they should be.
- The school knows its strengths and areas for improvement. It is focusing on the correct priorities. Leaders' self-evaluation has not focused enough attention has been paid to the effects of poor behaviour and inconsistent achievement over time. The school has secured good teaching appointments, particularly in English, and this is accelerating students' achievement, but much more needs to be done for the school to be consistently good in all areas of its work.
- The headteacher has significantly restructured staffing. Together with the senior leadership team, he has implemented several systems and actions for improving the school. Some of these have had a noticeable impact; for example, the vertical tutoring system, which was designed to raise students' attendance. In other cases, however, there is still too much variation in the way policies are implemented by staff; for example, in managing behaviour.
- Many middle leaders, although new in their posts, are rapidly introducing measures to improve the quality of teaching. Leaders undertake rigorous analysis of students' performance and review this data systematically.
- Systems for managing teachers' performance have improved. With the approval of the governing body, the school makes accurate decisions whether to reward or not reward staff according to the how much progress students make. Teachers are positive about the training programmes for improving the quality of teaching.
- The pupil premium funding is utilised effectively, especially through the appointment of specific coaches to raise students' attainment.

- The local authority has provided support through a local teaching school alliance and is helping the school develop more effective leadership and teaching in English and science.
- There is a good choice of subjects for students to study. The sixth form curriculum includes a good range of academic and vocational subjects. Students have access to good advice, both from the school and elsewhere, to inform their future choices.
- There is a large range of extra-curricular activities on offer in sports. Cultural development is particularly strong, with good-quality artwork proudly being displayed. Opportunities for students to participate in the performing arts. The school is preparing to host an annual production.
- The school is deeply committed to working with parents and carers. While the returns from the Parent View survey offer very mixed views, the school has conducted its own parent survey, which is more positive. This demonstrates that the overwhelming majority of parents and carers are supportive of their work. The school continues to work in partnership with parents and carers and has successfully improved students' attendance.

■ **The governance of the school:**

- The governing body brings very strong educational expertise, and governors hold the school to account for its effectiveness by challenging leaders and managers. They understand how the school's performance compares with that of other schools.
- The governing body has ensured that there are effective systems in place for monitoring the performance of teachers and leaders' pay.
- Governors are aware of how pupil premium funding is spent, on coaching and one-to-one tuition, and the impact it has on the achievement of eligible pupils.
- Governors have access to and participate in appropriate training. They use this to inform and sharpen their views of the school's performance and quality.
- Governors frequently visit the school and conduct a range of short visits to measure learning and other work.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103519
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	427035

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1281
<b>Of which, number on roll in sixth form</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Beanland
<b>Headteacher</b>	Craig Jansen
<b>Date of previous school inspection</b>	29 February 2012
<b>Telephone number</b>	0121 5666444
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