

Moseley School A Language College

Inspection report

Unique reference number	103519
Local authority	Birmingham
Inspection number	376919
Inspection dates	29 February–1 March 2012
Lead inspector	Gwendoline Coates HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1381
Of which, number on roll in the sixth form	168
Appropriate authority	Interim executive board
Chair	Pat Beanland
Headteacher	Craig Jansen
Date of previous school inspection	26 January 2011
School address	College Road Birmingham B13 9LR
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Introduction

Inspection team

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Her Majesty's Inspector

Patricia Symington

Additional inspector

Iain Colledge

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Additional inspector

This inspection was carried out with two days' notice. Parts of 44 lessons were observed, with approximately 22 hours spent observing teaching. Forty eight teachers were seen either in lessons or taking tutor periods or assemblies. Meetings were held with groups of students, staff and the chair of the interim executive board. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school improvement plan, the self evaluation document, minutes of the interim executive board, a range of monitoring documentation and 626 questionnaires completed by parents and carers.

Information about the school

Moseley School is much larger than the average secondary school. Just over a third of its students are female. Almost half the students are known to be eligible for free school meals. Most students are from minority ethnic backgrounds, with the largest group being Pakistani, accounting for over two thirds of students. Over four fifths of students speak English as an additional language. The number of disabled students and those who have special educational needs is above the national average.

The school is a specialist language college.

At the last inspection in January 2011, the school was subject to a notice to improve. Since then, the senior management team has been extended including the appointment of a substantive headteacher in September 2011. A large number of staff have left the school and new staff have been appointed. The interim executive board established in 2010 still oversees the operation of the school.

The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This is a satisfactory school with a satisfactory sixth form. As a result of well-focused and rigorous strategies, most aspects of the school are improving and it now has good capacity to sustain and extend this improvement. The school is not yet good because, although improving, the quality of teaching is too variable, behaviour is satisfactory and attainment is low.
- Despite low attainment, the progress students make has been improving steadily over recent years and is now good. Any gaps in achievement between different groups of students and between different subjects are narrowing steadily as a result of highly effective monitoring processes.
- Teaching is satisfactory. There is much good and some outstanding teaching but overall teaching is too variable and this limits the opportunity for all students to make expected progress.
- Attendance has improved so that it is now average and exclusions are below average. Behaviour is satisfactory and not better because not all students take responsibility for their own behaviour and not all teachers implement the school's behaviour management policy rigorously. The extent to which the school keeps students safe is a strength, confirmed by students and by their parents and carers.
- Leadership and management overall are satisfactory. Leadership and management of teaching and learning are ensuring that the quality of teaching and the progress students are making are improving. However, the processes and systems for managing the performance of teachers and students are relatively new and their effectiveness yet to be fully evaluated. Engagement with parents is not effective enough and the school recognises this needs tackling.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

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visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Sustain the rising trend of achievement by reducing the proportion of teaching that is currently only satisfactory. Do this by:
 - using the many examples of good and outstanding teaching that are available in the school as models for all teachers, including supply teachers
 - ensuring that in all lessons, teachers match learning activities more closely to the individual needs and abilities of every student
 - developing the confidence of all teachers to adjust learning activities in order to tackle students' misconceptions as they arise in lessons
 - raising the level of challenge in all lessons by providing more opportunities for all students to engage in discussions that involve the development of deeper thinking skills and higher order oral skills.

- Improve behaviour in lessons and around the school so that in every lesson all students are ready for, and actively engaged in, learning. Do this by:
 - encouraging every student to take full responsibility for their actions and to understand that their own misbehaviour has a negative impact on their own achievement and that of their peers
 - ensuring that in every lesson, staff consistently and rigorously apply the school's behaviour management policy.

- Build on the significant improvements to leadership and management in the school by:
 - evaluating over time the rigorous procedures that have been introduced to identify and tackle underachievement among students and underperformance among teachers to determine their long term effectiveness
 - promoting more positive engagement with parents and carers to ensure that they are fully aware of the significant improvements that have, and are, taking place in the school and that they know how they can help the school to improve further.

Main report

Achievement of pupils

Attainment is low overall but has been improving in each of the last three years, with the gap between school attainment and average national attainment narrowing year-on-year. The progress students make in relation to their starting points has been improving each year and is now good. Currently the large majority of students are on track to make expected or better progress indicating that improvements are being

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sustained. The progress made by students who are known to be eligible for free school meals is significantly above the national average. The progress made by girls, disabled students, those who have special educational needs, those from the various minority ethnic groups and those who speak English as an additional language is generally in line with all students. Where gaps in the achievement of different groups of students exist, they are narrowing.

In most lessons observed, students made at least satisfactory and often good or better progress in their learning. Most students worked hard and had good attitudes to learning in lessons where teaching was good and behaviour management was effective. The large majority of parents and carers who responded to the questionnaire rightly judged their children to be making good progress and that the school helps their children to develop skills in communication, reading, writing and mathematics.

In the sixth form, achievement overall is satisfactory and students make expected progress. Students demonstrate good levels of independent learning in most subjects. Their retention from Year 12 to Year 13 is currently low but improving.

The number of students who enter further or higher education, training or employment on leaving the school is above the national average indicating that the school prepares students well for their future lives.

Quality of teaching

Although a majority of parents who returned the questionnaire judged that their children were being well taught, inspectors judged the quality of teaching overall to be satisfactory. While a rapidly increasing proportion of teaching in the school is good or better, and during the inspection a large majority was judged thus, there is still too much that is satisfactory and some that is inadequate. Where it is weaker, for example in some English and science lessons, this is compounded by the fact that supply teaching makes a significant contribution to lesson delivery.

Although learning outcomes matched to ability are a consistent feature of lesson planning, these are not yet being translated into teaching activities that match individual students' needs sufficiently well. Linked to this, teachers sometimes fail to pick up on students' misconceptions and to adjust learning activities to tackle these.

In the majority of lessons, there is a good focus on developing basic literacy skills and, for example, the use of writing frames to support students' written work is a regular feature. However, there is less focus in some lessons on the development of oral skills and this is slowing progress. In weaker lessons, inspectors found that the pace was slow and learning activities did not sufficiently engage students. This was compounded by the fact that the level of challenge was too low and students were not encouraged to think hard enough.

Inspectors observed many examples of good and outstanding teaching across a

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whole range of subjects. Performing arts, music and languages are strong. All of these contribute significantly to students' spiritual, moral, social and cultural development. Examples of outstanding lessons included: a Year 11 drama lesson, where the teacher's clear focus on the use of praise and challenging, collaborative activities elicited amazing responses and deep thinking from students; a Year 7 enterprise lesson, where students were developing excellent collaborative and cooperative skills while improving their vocabulary using self-help strategies matched to their abilities; a Year 11 religious education lesson where students were reflecting deeply about thought-provoking issues concerning multicultural Britain and justifying their arguments orally and in writing.

Students know their target grades and how to improve their work in order to achieve these because assessment is accurate and written feedback is good.

Behaviour and safety of pupils

Attendance has been improving quickly and is now broadly average as a result of a range of effective strategies that have been introduced. Punctuality is improving but is still affected by the building work and a split site. It is, however, dealt with very effectively by the deployment of highly visible stewards who, in the most pleasant and professional manner, encourage students to hurry to their lessons and to behave well around the school. There has been a slight rise in the rate of exclusion in this academic year as a result of a new behaviour management policy. Most students interviewed during the inspection indicated that bullying, including racism, was rare and when it did occur, was dealt with promptly and effectively.

Although a majority of parents and carers and students are positive about behaviour, a substantial proportion has concerns. During the inspection, most students behaved well in lessons and around the school. Both staff and older students who have been in the school for some years indicate that behaviour is improving. A wide range of systems have been put in place to support positive behaviour.

Although most teachers manage behaviour well and implement the school's behaviour management policy rigorously, some, including supply teachers, fail to implement the policy consistently, which results in students going off task and interrupting learning. Students indicated that poor behaviour is apparent in lessons taken by weaker teachers and supply teachers. Although many students behave well at all times, a small minority of students do not feel that behaviour is something that they themselves should take responsibility for and do not appreciate the impact of their poor behaviour on their own achievement and that of their peers.

Discussions with students about their individual needs indicate that, as a result of strong school support and its effective links with external agencies, many have been able to overcome a range of challenging personal issues. Interviews with students indicated that they know how to keep themselves safe both generally and on the internet. A large majority of parents and carers say that the school ensures that their children are well looked after. Secure child protection procedures are in place and

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staff are aware of their responsibilities in this respect.

Leadership and management

The headteacher, supported by the strong interim executive board, is providing a clear strategic direction for the school. The school's improvement plan is clearly focused on measurable success criteria, which are beginning to be achieved. Senior leaders have a clear and perceptive understanding of the strengths and weaknesses of the school and the priorities for improvement. They are working hard to communicate high expectations and ambition to both staff and students. There is a clear focus on raising achievement, promoting equality of opportunity and tackling discrimination. As a result of the improved accountability of middle leaders and the introduction of rigorous and robust quality assurance and support systems the school has good capacity to improve. This is evident in the trend of improvement in achievement, the quality of teaching and the curriculum and in behaviour and attendance.

Joint observations between inspectors and senior leaders indicate that they make accurate and insightful judgements about the quality of teaching and learning. There are rigorous processes in place to identify underachievement among students and underperformance among teachers, including in the sixth form. Interventions to support students identified as underachieving are effective as is evident in the improving progress being made by students. Equally, recent training plans and individual coaching for teachers are already having an impact on performance in the classroom. This is evident in the identification of learning outcomes to match the individual needs of students and the good quality of written feedback, both of which are consistent features of provision now. Overall, a range of rigorous systems and procedures have been introduced that are already beginning to have a positive impact. However, many of these systems are relatively new and their impact needs to be measured over time to determine their long term effectiveness.

The curriculum at each key stage is broad and balanced and enhanced by effective partnership links. It ensures students are well prepared for the next stage of their education, training or employment. Provision for the development of students' spiritual, moral, social and cultural development is good. The Year 7 enterprise curriculum has spiritual, moral, social and cultural themes embedded throughout the programme. A good variety of trips support students' social and cultural development. Charity fund raising enables students to develop their leadership skills and provides a strong moral focus. Students are tolerant and respectful of each others' beliefs and religions. A Year 7 student has been elected to the Youth Parliament, which is testament to the good development of citizenship skills both of the elected student and of those students who voted for her.

Almost 50% of parents and carers returned the questionnaire and although a majority were positive in their responses, too large a proportion was not because they were not aware of the significant improvements that are being made in the school. Leaders of the school are aware of this and recognise that promoting more

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positive engagement with parents and carers and harnessing their support to bring about further improvement are priorities. Safeguarding arrangements are secure and meet all statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 March 2012

Dear Students

Inspection of Moseley School A Language College, Birmingham B13 9LR

The inspection team really enjoyed their visit to your school. We judged Moseley School to be satisfactory, including the sixth form. The improvements that have occurred mean that the school is no longer subject to a notice to improve.

Your achievement is satisfactory. Attainment is low but improving and you are now making good progress from your starting points. Teaching is satisfactory overall but much is good or better. Your attendance has improved and is now at the national average level. Behaviour in lessons and around the school is satisfactory overall. Many of you behave well. However, a small minority of students fail to take responsibility for their own actions, particularly in lessons with supply teachers or teachers who students feel have weak behaviour management skills. The new headteacher and all staff in the school are working very hard to improve systems so that the quality of teaching and the progress you make is at least good. I have asked the headteacher to focus particularly on the following issues in order to bring about further improvement:

- Maintain the improvements you have made in your achievement by reducing the proportion of teaching that is currently only satisfactory.
- Improve behaviour in lessons and around the school so that in every lesson all students are ready for, and actively engaged in, learning.
- Promote more positive engagement with your parents and carers to ensure that they are fully aware of the significant improvements the school has made and that they know how they can help the school to improve further.

You can help your school to improve further by attending regularly, getting to your lessons on time, taking responsibility for your actions in every lesson and around the school and working as hard as you can. By doing these things you will contribute significantly to your future achievement.

Yours sincerely

Gwendoline Coates
Her Majesty's Inspector Lead inspector

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