

Derby Moor Community Sports College

Inspection report

Unique Reference Number	112952
Local Authority	Derby
Inspection number	357232
Inspection dates	10–11 February 2011
Reporting inspector	Trevor Riddiough HMI

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

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	1343
Of which, number on roll in the sixth form	107
Appropriate authority	The governing body
Chair	Will Ingleby
Headteacher	Wendy Whelan
Date of previous school inspection	12 March 2008
School address	Moorway Lane Littleover, Derby DE23 2FS
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 46 teachers in 46 lessons, three tutor groups and one assembly. Inspectors held meetings with senior leaders and other staff, groups of students, the School Improvement Partner and members of the governing body. They observed the school's work and looked at the tracking of students' progress, performance data, students' work, whole-school and subject development plans, numerous policies, school documents and some case studies. Completed questionnaires from 150 students, 112 staff and 33 parents and carers were received and analysed. The inspection included the those aspects of sixth form provision taking place on the Derby Moor site that come under the auspices of The Millennium Centre.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well have leaders, at all levels, ensured rigorous evaluations to bring about improvements?
- How good are attainment and progress in the main school and in particular in the core subjects?
- To what extent is leadership, at all levels, securing improvements in teaching and learning?
- How well is assessment used to promote the progress that students make?

Information about the school

Derby Moor Community Sports College is a larger-than-average comprehensive school with a sixth form. The school serves some areas of social and economic disadvantage and a greater than average proportion of students are eligible for free school meals. Around two-thirds of the school population come from minority ethnic backgrounds including Pakistani and Indian heritages and just over half speak English as an additional language. The proportion of students with special educational needs and/or disabilities is above average. The school was awarded specialist sports status in 2004. The school has received the Career Mark Award, Healthy Schools Status and the International School Award. The school shares a joint sixth form, called The Millennium Centre, with another local school. In 2010 the school became a Foundation Trust School.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Derby Moor is a satisfactory and improving school where the care, guidance and support of the students are strengths. Students enter the school with levels of attainment that are below average. When they leave school at 16, standards are broadly average or better in most subjects and are below average in English, mathematics and science. This represents satisfactory and in some cases better progress, given the students' starting points. Leaders and managers have a detailed knowledge of the school's strengths and areas for development and are successfully accelerating the pace of the school's improvement. The headteacher has effectively equipped the leadership team to address areas of underperformance and current data, together with lesson observations, confirm that students' attainment is rising further. Recent improvements have included: the development of a rigorous tracking system; the early identification of those students likely to miss their targets; targeted action to support those falling behind, improved assessment techniques to inform students of how to make improvements in their work; and better teaching and learning.

Most students enjoy their learning within the school's cohesive, supportive community. Teachers display high levels of commitment towards every student, reflecting the school's strong inclusive ethos. This contributes positively to the personal development of all students in the school. Students interviewed during the inspection confirmed this, saying that, 'Our school is supportive to all its students.' They liked and appreciated that, 'If there are any problems, teachers are always there to help you.' Students feel valued and safe and the great majority attend regularly and enjoy school. They are actively encouraged to live healthily and most do so, for example through their participation in sports activities offered through the specialist subject areas. They make a good contribution to the school and wider community through mentoring younger students and the support they give each other in vertical tutor groups, for example.

The quality of teaching is satisfactory, although the effectiveness of teaching varies widely across the school. While some teaching is good or better, there is not yet enough good teaching to accelerate the progress of all students and make up for the low levels of attainment on their entry to the school; this is particularly the case in the core subjects. In some lessons, students do not always receive the stimulus and support they need to grasp abstract concepts and this makes later work more difficult for them. The effectiveness with which assessment is used to support students' progress has improved and this, coupled with useful feedback, is contributing positively to the gains that most students make in many of their lessons.

Students' aspirations and learning needs are being increasingly well met due to the more detailed lesson planning aimed at meeting the specific needs of students in class. Adjustments made to the curriculum, which is reviewed and adjusted regularly, ensure

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that it, too, contributes positively to improving attainment and the personal development of students. The impact of the specialist subjects is evident in wider curriculum opportunities for students to develop their sports skills and experiences, in the contribution that it has made to develop English teaching by using teaching principles in sport and in forging strong partnerships with feeder primary schools.

The school's success in raising standards and developing the confidence and maturity of students as they move through the school demonstrates the effectiveness of leaders in tackling weaknesses. The capacity for sustained improvement is therefore good due to the growing effectiveness of leaders at all levels, the growing confidence of leaders to monitor and evaluate the work of the school and the strengthened lines of accountability.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and ensure that all students make good progress, particularly in the core subjects of English, mathematics and science.
 - Improve the teaching and learning so that progress is good or better by:
 - providing techniques for students to understand abstract ideas
 - challenging all the students in the class with work that matches their level of understanding and their capacity to learn
 - strengthening the consistency of advice and guidance on how to improve
 - ensuring that all subject leaders use data and other information effectively to evaluate their department and make improvements.

Outcomes for individuals and groups of pupils

3

The provisional GCSE results in 2010, while significantly above average in some measures, such as the proportion of students gaining five A* to G grades, remained well below average in English, mathematics and at five A* to C grades including English and mathematics. Measures of progress were above expectations for all subjects, except in English which were in line with expectations and in mathematics which were well below expectations. However, results at GCSE were the best in the school's history, with 80% of students gaining five or more good grades at GCSE. The proportion of students gaining five or more good grades at GCSE including English and mathematics has also risen over the past two years, yet at 45% still remains below the national averages. There are few differences in the achievement of different groups of students in the school. As a result of improving teaching, rigorous tracking and subsequent wide-ranging intervention to help students identified as at risk of underachievement, there is a clearly improving trend in attainment. Consequently, the gaps between the performance of students and the national averages are narrowing and students' progress is improving. Students with special educational needs and/or disabilities make good progress and benefit from good academic and pastoral support. Students in the current Year 11 are on target for even higher results in 2011 and the inspection team's observations confirmed the school's view that attainment and the progress that students make has improved further.

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Students' attitudes to learning are generally positive. The large majority of students behave well in lessons and around school: students are noting improvements following the recent introduction of a new behaviour policy. However, in a small minority of cases, most often when the quality of teaching is less than good, students are passive or are distracted and this is a barrier to good progress. The school has been effective in reducing the number of students who are persistent absentees, and attendance while rising, remains average. Students are suitably prepared for the next stage in their education or progression into employment through a range of opportunities to develop work-related skills and through effective guidance. The school's contribution to students' spiritual, moral, social and cultural development is good and this is reflected in the establishment of a harmonious, multiracial community at the school. One student summed this up in commenting, 'We have been brought up in a community school where we accept each other as equals and respect each others' beliefs.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Students' work is promoted by teaching that is always satisfactory and with much that is good. There are variable standards of teaching in the school and, as a result, students do less well in some subjects than in others, for example in the core subjects. In most lessons teachers take account of the needs of students who require support to learn, but there is less special provision made for those whose understanding is already high and

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could be stretched by more demanding learning tasks. Assessment is firmly established in most but not all lessons. Most students are aware of their target grades: their standards are measured regularly throughout the year and this data is used to report progress to students and their parents and carers. The school reacts to underperformance with additional support for individuals and groups of students to cross key thresholds of achievement.

The curriculum supports well the progress noted in a number of subject areas and contributes very positively to the students' good personal development. An effective range of opportunities for learning are provided through a wide range of experiences. Planning to strengthen the curriculum is well underway with the focus on raising achievement and aspirations, especially in the core subjects. However, the impact of this is not yet fully apparent. A good range of extra-curricular activities, particularly in sport and the performing arts, provide memorable experiences for large numbers. Enterprise activities and work experience extends students' breadth of experience that contributes effectively to their personal development.

Teachers and other staff display consistently caring, supportive attitudes towards students, both in lessons and around the school. This starts with effective transition from Year 6 through to supporting students into post-16 study. As a result, the number of students not in education, employment or training on leaving school is very low. Students appreciate the good care, guidance and support that they receive. The curriculum caters well for issues of care through its extensive personal, social and health programmes, and vertical tutor grouping develops students' confidence to relate positively to those of different ages. Systems to support students whose circumstances may make them vulnerable are effective and there is clear evidence of higher achievement and improved well-being where individuals have received targeted support. Resources to address students' individual needs are well coordinated in partnership with parents and carers, and outside agencies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has established a clear direction for the school, underpinned by a commitment to improving achievement. The senior team is working effectively in planning and implementing improvements, although there is some way to go to establish universally good teaching across the school. They are ably supported by middle leaders whose skills are under active development, with some benefiting from additional coaching and guidance. The use of assessment to set targets and track student progress against

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them has had a major impact on improving standards. However, there are some inconsistencies in the use of assessment to match work to the abilities of all students and to improve their level of challenge. The school makes every effort to ensure that discrimination is eliminated and that the needs of all students are met. Strategic planning, which is linked to financial management, is highly focused on improving standards and is reviewed regularly by both the senior team and the governing body. School self-evaluation is rigorous, detailed and honest.

The governing body is well informed and has taken the lead to drive development and challenge performance. It has taken great care to secure the future of the school through a combination of long- and short-term planning. In addition, the establishment of the Trust has strengthened the school with the integration of strong support from its partners. Procedures for the safeguarding of students are under constant review and the school's approach exceeds statutory requirements. The school is a harmonious community. It has put in place a range of activities to promote the engagement of a range of groups at local, regional and international level, but has yet to analyse the full impact of its community cohesion focus.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students make outstanding progress in relation to their starting points. Students follow a full programme of study and flourish both academically and personally. Their retention rates from Year 12 to 13 are well above average and attendance rates are high. This indicates the extent to which students enjoy their sixth form study and achieve. One student commented to inspectors, 'We are very well supported. The school is very caring. We really enjoy our time here.' Robust and rigorous tracking of progress, clear lines of accountability and high expectations all contribute to outstanding student outcomes.

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Teaching is frequently sharply focused on the different needs of students and provides high levels of engagement and challenge. Highly effective interventions are used to ensure students meet or exceed expectations. Structured tutorials, extensive enrichment opportunities and high quality pastoral support contribute significantly to students' outstanding academic and personal progress. As a result, students are mature and confident learners who play an active role in the life of the school and beyond, for example in mentoring younger students and supporting them in class. Expectations from the leadership of the sixth form are effectively communicated to both staff and students.

The shared provision at the Millennium Centre operates well on a day-to-day basis due to well-established processes and systems which impact very effectively at all levels across both partner schools. The clarity, vision and relentless focus on students' needs and progress drive the success of this sixth form. The shared vision to 'provide all students with a challenging and fulfilling experience' has become a reality. Here, learners achieve beyond expectations and are provided with a wealth of opportunities to prepare them for life outside school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The parents and carers who completed questionnaires were positive about the school and their child's education. A very small minority of parents and carers expressed concerns about behaviour. Inspectors followed up these concerns: they judged that the school has effective policies in place with regard to behaviour and procedures are followed consistently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Derby Moor Community Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 1343 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	27	20	61	3	9	0	0
The school keeps my child safe	10	30	19	58	2	6	2	6
My school informs me about my child's progress	14	42	15	45	3	9	0	0
My child is making enough progress at this school	12	36	19	58	2	6	0	0
The teaching is good at this school	4	12	25	76	2	6	0	0
The school helps me to support my child's learning	4	12	23	70	5	15	0	0
The school helps my child to have a healthy lifestyle	6	18	25	76	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	33	16	48	3	9	0	0
The school meets my child's particular needs	10	30	20	61	1	3	2	6
The school deals effectively with unacceptable behaviour	7	21	18	55	7	21	0	0
The school takes account of my suggestions and concerns	3	9	27	82	0	0	2	6
The school is led and managed effectively	5	15	25	76	3	9	0	0
Overall, I am happy with my child's experience at this school	12	36	19	58	0	0	2	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



14 February 2011

Dear Students

Inspection of Derby Moor Community Sports College, Derby, DE23 2FS

Thank you for the warm welcome you gave to me and the other inspectors when we inspected your school. Your views were very helpful and we enjoyed our discussions with those of you we spoke to in lessons, in meetings and around the school.

The school provides you with a satisfactory quality of education and some areas are good. Standards are broadly average and rising, and you are making satisfactory and sometimes good progress in your lessons. Your school is now making strenuous efforts to make improvements so that you can make good progress in all your lessons. You receive good guidance and support. Staff work hard to support your academic and personal progress and your attitudes reflect the school's positive learning culture. You show a mature approach to your work and your attendance is average. This shows how much you enjoy school. You clearly enjoy a good range of learning opportunities beyond school, especially those in sport and the performing arts. The provision made for you in the sixth form is outstanding. Your time at the Millennium Centre results in excellent achievement. This is the result of your hard work and efforts together with the excellent support and care provided by all your teachers.

Your school is well led by your headteacher and her team of leaders and managers, who are determined to ensure that it provides the best for every one of you. To help improve your school further, we have asked your headteacher, the staff and the governing body to raise your achievement in all subjects by:

- making sure that you experience consistently good teaching
- ensuring that your teachers plan carefully so that all of you make the greatest possible progress
- ensuring that you receive practical help to understand difficult concepts and ideas
- giving you sound advice on how to improve your work.

You have a part to play and you can really help your school by ensuring that you do not settle for anything other than your best and that you follow up the comments and suggestions that your teachers make to help you to improve your work. I wish you all success in the future and hope that you continue to enjoy your time at Derby Moor.

Yours sincerely

Trevor Riddiough

Her Majesty's Inspector

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