

Moor End Academy

Inspection report

Unique Reference Number	137500
Local authority	Kirklees
Inspection number	393802
Inspection dates	27–28 June 2012
Lead inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Academy
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	735
Appropriate authority	The governing body
Chair	Marie-Louise Couzens - Abbot
Headteacher	Jane Acklam
Date of previous school inspection	30 September 2009
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Introduction

Inspection team

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Her Majesty's Inspector
Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 37 lessons, taught by 37 teachers. Meetings were held with groups of students, staff, members of the governing body and a headteacher consultant from the local authority. Inspectors observed the school's work and scrutinised the school's plans, records, analysis of data and self-evaluation. Inspectors analysed 213 inspection questionnaires returned by parents and carers, 75 staff questionnaires and 95 pupil questionnaires. Inspectors took account of the nine responses to the on-line Parent View survey in planning the inspection.

Information about the school

Moor End Technology College converted to Moor End Academy in August 2011. The academy is smaller than the average-sized secondary school. The proportion of students known to be eligible to free school meals is well above average. Approximately three quarters of students are from minority ethnic groups. The proportion of the students with special educational needs who are supported by school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is a little above average. The academy has a specially resourced provision for students with special educational needs, managed by the local authority. Twelve students with a visual impairment are supported by this unit and are fully integrated into the academy. The academy meets the government's floor standards, which set the minimum expectations for students' attainment and progress. The academy holds an award for its provision for more-able students and is accredited as a centre for creativity and thinking.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- Moor End Academy is outstanding. The very strong promotion of students’ spiritual, moral, social and cultural development ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum result in outstanding achievement.
- Achievement is outstanding because students consistently make significantly more progress than students nationally in English, science and mathematics. Since the previous inspection the proportion gaining five or more GCSEs at grades A*-C, including English and mathematics, has risen faster than nationally. Attainment is now average overall. The attainment of Pakistani students, and those eligible for free school meals, is above average for those groups.
- Teaching is outstanding because it is consistently good, with much that is outstanding. A few lessons are satisfactory, especially in mathematics. Excellent relationships and high-quality planning promote a positive culture for learning. The teaching of thinking skills makes a distinctive contribution to the quality of learning. The actions to develop skills in reading and writing across the curriculum have begun to have an impact in some subjects.
- The outstanding behaviour in and out of lessons makes a valuable contribution to the quality of learning. The strong consideration and respect shown by students and the high level of engagement and cooperation enable students of all abilities to achieve well in lessons. Levels of exclusion are below average. Attendance has improved and is above average.
- Outstanding leadership and management have produced a strong track record of continuous improvement in achievement, teaching and behaviour. The relentless drive of the Principal is well supported by governors and leaders at all levels. Planning and the management of staff performance are informed by accurate and deeply reflective self-evaluation at school and subject level. The academy has an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Further reduce the remaining small proportion of satisfactory teaching, especially in mathematics, by:
 - extending the use of thinking skills and independent learning
 - strengthening the use of assessment and marking.
- Further develop students' skills in reading and writing in subjects across the curriculum by disseminating successful practice in English.

Main Report

Achievement of pupils

The attainment of students on entry to the academy is well below average. Attainment at GCSE is average. This represents outstanding progress. The proportion gaining five or more GCSEs at grades A* to C, including English and mathematics, has increased faster than nationally. In 2011 GCSE attainment was broadly average but exceeded the national average in English and science. The academy's predictions were accurate in 2011 and teacher assessments indicate sustained levels of achievement at GCSE in 2012.

Students' progress in English, mathematics and science is consistently at least good and, in some years, outstanding. This is exceptional. For two years the progress made in English was in the top 1% in England when compared with schools in a similar context. The rapid development of their skills in English underpins their learning in other subjects. Students eligible for free school meals make significantly better than expected progress than this group nationally. White British students make less progress than other groups. This is linked to the challenging personal circumstances faced by a number of these students. Almost all parents and carers who returned questionnaires said that their children are making good progress.

A higher than average proportion of students gain five or more GCSEs at grades A* to G. This enables almost all students, including disabled students and those with special educational needs, to progress to education, training or employment at age 16. For example, all four visually impaired students in Year 11 have progressed to A level courses post-16. The high-quality and extensive provision of modified learning resources using enlarged print, Braille and tactile graphics makes an invaluable contribution to the progress made by visually impaired students. These students receive sensitively tailored support for their individual needs which develops their skills and confidence to live more independently.

Learning in lessons is frequently good and is sometimes outstanding. Students have highly positive attitudes and want to learn. In the best learning they think for themselves to solve problems or develop ideas. They benefit from the time they are given to think and reflect and to come up with their own questions. For example, they initiated a useful digression in a discussion in science about nuclear power to ask why radiation can both cause and cure cancer. On occasion, students are not as engaged when tasks limit the opportunities to work independently or do not sufficiently challenge their thinking.

Quality of teaching

Teaching is consistently good and much is outstanding. A few lessons are satisfactory, especially in mathematics. Most parents, carers and students say that teaching is good. The high quality of teachers' relationships promotes students' spiritual, moral, social and cultural development. High expectations of all abilities, including disabled students and those who have special educational needs, are systematically communicated through lesson objectives and learning targets and motivate students to contribute and do their best. Prompt starts, clearly explained tasks and well-paced and stimulating activities maintain high levels of engagement and good concentration by students of all abilities. Learning resources in lessons and displays around school successfully promote the appreciation and understanding of a wide diversity of cultures. The academy has begun to extend the good practice of developing students' reading and writing skills in subjects across the curriculum.

The best teaching is imaginative, makes excellent use of assessment and actively promotes students' thinking skills and independence. Students rise to the challenge of questions which require them to develop and apply a range of analytical skills, for example: investigating a design, developing arguments about the functions of the lung or considering different views of historical events. Tasks and challenges are presented with great expertise and enthusiasm and students work independently to develop their ideas. Teaching in English results in rapid and sustained progress due to the highly imaginative curriculum, excellent use of stimulating learning resources, rigorous use of assessment and tightly focused planning. For example, creative writing in Year 7 was inspired by film clips and fast-paced thinking challenges. On occasion, a few students are not sufficiently challenged, especially in mathematics, due to inconsistencies in the use of questioning to probe their thinking.

Assessment data are used systematically and effectively to focus the learning in lessons. Peer- and self-assessment are well established and students frequently set personal learning targets from one lesson to the next. This gives clear direction and sustains good progress. Marking is constructive. In the best marking teachers' comments are personal and diagnostic and promote dialogue with the student. Marking mostly gives specific praise and areas for improvement although there are occasional inconsistencies.

Behaviour and safety of pupils

Behaviour is outstanding in and out of lessons. The high degree of cooperation and mutual respect shown between boys and girls, and students of all abilities and ethnicities, makes an exceptional contribution to the quality of the learning environment. The orderly conduct and collaborative relationships encourage students to express themselves and to listen to each other. As a result, students, including disabled students and those with special educational needs, develop their confidence and skills in spoken English and make thoughtful contributions to lessons. The behaviour management system is applied consistently and rewards and sanctions successfully promote good behaviour. Fixed-term exclusions are below average and no group is over-represented. Instances of bullying are very rare and students are confident that any issues will be dealt with effectively. They feel safe from all forms of bullying. In particular, students value the opportunity to email any concerns, using the virtual learning environment, and the support provided by mentors. Students are consistently punctual to lessons and to school. Attendance has risen since the previous inspection and is consistently above average.

Leadership and management

The Principal's drive for improvement has been relentless. Senior leaders share her passion for improving the social mobility of students. Following the 'outstanding' judgement in the previous inspection leaders have successfully maintained their dedicated focus on the continued improvement of achievement and teaching. The Principal sets high expectations of staff and students and has established highly effective systems of accountability. The quality of self-evaluation is rigorous and self-critical. The regular self-reviews carried out by faculty leaders are highly analytical and reflective. At all levels leaders clearly identify strengths and weaknesses in achievement, teaching, behaviour and leadership, and the actions to tackle them. The analysis of data is robust and is used effectively at all levels to identify and act on underachievement and to promote equality.

Performance management systems draw on a wide range of evidence, including the progress of students, to inform decisions about career progression. Professional development is linked to accurately identified areas for improvement. Bespoke improvement programmes are in place for the small minority of satisfactory teachers and the strong focus on improving good teaching to outstanding has improved the quality of teaching overall.

The curriculum successfully meets the needs and interests of students and provides personalised programmes for those at risk of disengagement. It enables almost all to progress to education, training or employment at age 16. The curriculum has a distinctive emphasis on developing creativity and the use of thinking skills. For example, during the inspection there was a highly popular showing of films that students had made in their own time. The extensive enrichment programme allows many students to take on responsibilities and to broaden their experience. The daily two minutes of quiet reflection and many other well-planned curriculum opportunities enable students to frequently consider spiritual, moral, social and cultural issues.

Governors are highly supportive and ask increasingly challenging questions about the performance of the academy. They have a good range expertise, although they have identified the need to strengthen the capacity to oversee academy finances.

Effective strategies to engage parents or carers of disaffected students have led to improved attendance. The academy communicates regularly to parents and carers through texts, newsletters, the virtual learning environment and well-attended parental consultations. Most parents and carers who returned the questionnaire were highly positive about the academy. The academy's arrangements for safeguarding meet statutory requirements and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



29 June 2012

Dear Students

Inspection of Moor End Academy, Huddersfield HD4 5JA

Thank you for being so welcoming when we came to inspect your academy. We enjoyed talking to you, looking at your work and watching you learn. We came to the conclusion that the school provides you with an outstanding education. In your questionnaires most of you were highly positive about almost all aspects of the school. These were some of the main things we found in our inspection.

- Achievement is outstanding. You make sustained and rapid progress in English, mathematics and science. As a result, attainment at GCSE has improved to average.
- Teaching is outstanding because it is consistently good, with much that is outstanding.
- Your outstanding behaviour and the respect you show to each other in and out of lessons make a valuable contribution to the quality of learning. Your attendance is above average.
- The academy is exceptionally well led and organised, which has resulted in a strong track record of sustained improvement.

To help the academy to improve, we have asked that senior leaders should:

- further reduce the remaining small proportion of satisfactory teaching, especially in mathematics, by extending the use of thinking skills and independent learning, and strengthening the use of assessment and marking
- further develop students' skills in reading and writing in subjects across the curriculum by disseminating successful practice in English.

I hope you continue to contribute positively to the life and work of the academy, do your best and achieve as well as you can.

Yours sincerely

Bernard Campbell
Her Majesty's Inspector

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