

Moreton Community School

Old Fallings Lane, Bushbury, Wolverhampton, WV10 8BY

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Students do not make good enough progress in mathematics; standards in this subject remain below average.
- Students do not make good enough progress in academic GCSE subjects, including history, geography and modern foreign languages.
- Although many more students are now studying these subjects than in previous years, the curriculum programmes studied by the least able students and those with special educational needs remain insufficiently broad enough for them to make good progress in their studies or in their cultural development.
- Teaching is inconsistent and, overall, does not lead to students' good progress over time.
- Evaluation of the school's performance by the school's leaders has not taken enough account of the differences in achievement between different subjects.
- The sixth form requires improvement in the performance of students at A level, where standards remain well below average.

The school has the following strengths

- Students make good progress in English. Reading is taught well, and students take good care with their written work.
- Behaviour is good. This is a significant achievement because of the challenging behaviour that some students show when they join the school.
- Attendance has improved as the result of effective leadership; although absence rates are still higher than average, they have reduced significantly.
- Arrangements to keep students safe in school are good.

Information about this inspection

- Inspectors observed teaching and learning in 40 lessons. Some observations were joint visits with members of the senior leadership team.
- Inspectors held meetings with staff, students, the Vice-chair of the Governing Body and an adviser from the local authority.
- Inspectors took account of the four responses made to Parent View, the online questionnaire, and they also considered questionnaires for parents and carers collected by the school. A small number of parents and carers spoke informally with inspectors at the start of school.
- Inspectors observed the school's work and analysed 75 inspection questionnaires returned by school staff.
- Inspectors analysed the 2012 examination results and published data for previous years, assessment records, minutes of meetings, external evaluations of the school's work, and the school's development plans.
- All Year 7 students were out of school on a residential trip during the inspection, along with a small number of teaching and support staff.

Inspection team

Mark Phillips, Lead inspector

Her Majesty's Inspector

Marian Conolly

Additional inspector

Peter McKenzie

Additional inspector

Justine McNeillie

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized comprehensive school.
- The proportion of students known to be eligible for the pupil premium is nearly three times the national average.
- Around 15% of students are supported at school action plus or with a statement of special educational needs. This is much higher than the national average. Over a quarter of all students are supported at school action, which is over twice the national average.
- A small number of students are provided with alternative education provision including work-based experiences or full-time placements at other establishments including the Orchard Pupil Referral Centre.
- The school is part of the North East Wolverhampton Sixth Form Consortium, in partnership with four other local schools. This arrangement ensures the viability of what is a very small sixth form, by national comparisons.
- The school is currently in the middle of a major rebuilding and refurbishment project, as part of the Building Schools for The Future initiative.
- The school meets the current government floor standard, which sets the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Ensure that teaching is good throughout the school by:
 - eradicating inconsistencies in mathematics teaching, so that it is all good or outstanding
 - setting the highest standards for the quality of work expected of students, rather than on measuring success simply on the completion of tasks
 - ensuring that, when planning lessons, teachers give most attention to promoting robust and challenging subject-specific learning, rather than on ensuring conformity with set structures and procedures
 - setting challenging homework that builds on learning in lessons, ensuring that this homework is logged by students and checked thoroughly by subject and form teachers.
- Improve students' achievement by:
 - raising standards in mathematics so that the average grade gained by students is at least in line with the national average
 - further increasing the proportion of students from all groups studying academic GCSE courses, and raising the proportion earning good GCSE grades in these subjects to be at least in line with the national average
 - increasing the average points score gained in A-level examinations to be at least in line with the national average.
- Improve the effectiveness of leadership and management by
 - sharpening data analysis by the senior leadership team and by the governing body, to take account of all attainment and progress statistics and so to give a more realistic self-evaluation of the school's overall performance
 - making further improvements to the curriculum offer so that, in practice, students of all abilities, particularly disabled students and those who have special educational needs, participate in an appropriately broad and balanced range of academic and vocational courses
 - ensuring that lesson observations give more emphasis to the quality and depth of students' subject-specific learning, rather than the consideration given to teachers' compliance with

particular teaching strategies or with students' compliance in the classroom.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Overall, students join the school with much lower than average standards in literacy and mathematics. Although still below average on entry, students currently in the school are more able than in recent years.
- Students make good progress in developing literacy skills. Results in GCSE English have improved significantly and the proportion of students making expected progress in English is better than that of students nationally. Students make good efforts in their writing, with good attention given to improving spelling and punctuation.
- Standards in GCSE mathematics remain below average. This is not enough to close the gap with the progress made by students in other schools.
- While the proportion gaining the equivalent of five A* to C GCSE passes has risen considerably over the past three years, the majority of these passes have been achieved through vocational qualifications. Very few good passes have been achieved in GCSE subjects such as history, geography, modern foreign languages, music or design technology.
- Curriculum changes have resulted in a much greater proportion of students taking these subjects and more robust science GCSE courses have been introduced. However, achievement is not yet good because, although more gained two good GCSE science passes in 2012, the school has yet to see significantly improved results in other GCSE courses and students have not had enough time to build up a sufficiently deep subject knowledge base in these subjects over time.
- Financially, the school has gained hugely from the pupil premium. The money has been used to ensure that the students identified through this funding have been given targeted support during and after the school day. It has ensured that these students have made equal progress to that of other students in the school.
- While they make good and sometimes outstanding progress in developing their literacy skills, the achievement of disabled students and those who have special educational needs also requires improvement. Too many of these students, and those who complete their education through alternative provision, still study curriculum programmes in Key Stage 4 that do not provide them with a wide range of good educational experiences.
- Learning observed during the inspection was inconsistent. In some classes, students made good and sometimes outstanding progress. However, in other lessons learning required improvement because emphasis was placed on the completion of activities rather than the quality of work expected. Furthermore, in some classes, students were given work that was too simple or which they had already learnt in previous years. This was particularly the case in mathematics.
- Students in the sixth form benefit from the wide range of curriculum courses offered by the consortium. Prior attainment on entry to the sixth form is well below that in sixth forms nationally. Those who take the BTEC national qualification achieve standards in line with national averages; those who take the BTEC National Certificate achieve above-average standards.
- Standards at A level remain well below average; the progress that these students make is not sufficient to close the gap with standards nationally. Therefore, while sixth form students speak very positively about their experiences and the personal support that they

are given, achievement in the sixth form requires improvement because of inconsistencies in standards and progress.

The quality of teaching**requires improvement**

- While there is some good and outstanding practice, teaching requires improvement because it is inconsistent across the school, including in mathematics. Too many lessons do not help students make good progress.
- Teachers work hard to plan diligently, but lessons are too often structured around set generic activities rather than the promotion of robust subject-specific learning. One reason for this is the emphasis placed in staff training and in-school lesson observations on compliance with set structures and activities rather than on the quality and depth of subject-specific learning.
- Teaching assistants are effective where they help the teacher to challenge students with special educational needs, support them when they need help, but also encourage them to work independently. However, on other occasions, they do too much for students (such as copying out information for them) or conversely, take on a general role across the whole class rather than working with their nominated students.
- Reading is taught well. Opportunities are taken across the curriculum to encourage students to read aloud and demonstrate their understanding. Teachers provide good role models for reading; for example, by sharing details of their current leisure reading books on classroom door posters.
- Work is marked regularly, in most cases with encouraging comments to help students improve their work. On the other hand, the setting of homework is inconsistent. While there is a school homework policy and programme, including weekly assignments and longer-term projects, students' planners show that there are too many occasions when homework is not set or recorded. Worse, some form tutors are checking and signing planners without question, even though no homework is recorded.
- Students develop very well in their acquisition of social skills, including through classroom group work. However, their cultural development is less well developed, particularly for a significant number of lower ability students who have limited experiences in humanities, arts and modern foreign language subjects from Year 9 onwards.

The behaviour and safety of pupils**are good**

- Inspectors agree with school's self-evaluation in this area. The overwhelming majority of students are well behaved, courteous and well mannered. Students behave sensibly in and around the school building; this is particularly commendable given the current building and refurbishment programme. The manner in which they present themselves and wear the school uniform with pride is also noteworthy.
- School staff provide good role models through their own behaviour and, consequently, working relationships are good, providing a good environment for teaching and learning. The annual number of exclusions for poor behaviour is below average. All this is particularly commendable, given that a higher-than-average number of students have previous referrals for poor behaviour when they join the school.
- Students feel very safe in school. They have a good understanding of different types of bullying, including homophobic bullying. They report that they receive good, regular and

helpful guidance about personal and social matters, including sexual health and drug awareness.

- Attendance has improved considerably over the past two years and is now close to the national average. The proportion of students who are absent for more than one day per week has also decreased significantly. This is as a result of concerted efforts by the school, including the appointment of additional support and welfare staff, often in face of considerable challenges external to the school.

The leadership and management requires improvement

- The school has a large leadership team for the size of the school, although all senior managers including the headteacher maintain a teaching commitment. The school runs smoothly on a daily basis; the current rebuilding programme is very well managed. The staff inspection survey gave an overwhelmingly positive endorsement of the school's work, including the school's leadership.
 - The senior team promote a strong moral ethos that is matched by the attitudes and behaviour of staff throughout the school. The positive impact of this work can be seen in improvements in students' behaviour and attendance.
 - Performance management systems are appropriate and regular lesson observations are conducted by senior staff. Teaching staff are given clear targets for improvement and the meeting of these is linked to progression on pay scales. Some of these targets rightly identify the need for more students to achieve success in GCSE examinations and in particular subjects. A review of the mathematics department resulted in positive changes to the subject's leadership, particularly through the new head of faculty.
 - Self-evaluation requires improvement. The school's achievement data is mixed; while the vocational examination and GCSE English results help to paint a very positive picture, other aspects such as the GCSE results in mathematics, humanities and modern languages subjects do not. However, self-evaluation proposed that students' progress was very good, rather than requiring improvement. This was because the senior leadership's data analysis did not question sufficiently the negative data or give a balanced consideration to the differences between different subjects and courses.
 - The local authority has provided light touch guidance for this school as it was judged outstanding at its last inspection.
- **The governance of the school:**
- ensures that all aspects of safeguarding meet current requirements and that students are kept safe in school
 - is supportive of the headteacher and staff and has made commendable efforts promoting the school's rebuilding and refurbishment
 - requires improvement because governors have not been robust enough in their analysis of students' academic performance, particularly in questioning differences in examination data.
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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

Unique reference number	104397
Local authority	Wolverhampton
Inspection number	395688

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

Type of school	Secondary
School category	Community
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	734
Of which, number on roll in sixth form	88
Appropriate authority	The governing body
Chair	John Perry
Headteacher	Carl Williams
Date of previous school inspection	7 March 2007
Telephone number	01902 558310
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