

# The Coseley School

Henne Drive, Coseley, Bilston, WV14 9JW

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Students who start at the school with above average attainment make inadequate progress. The school's aspirations for pupils are not high enough.
- Some students are entered for GCSE examinations too early. This means that they gain a grade C or B at GCSE in English language and mathematics when they are capable of more.
- Achievement in GCSE examinations is inadequate in a variety of subjects, including history, geography, and design and technology.
- Teaching is inadequate because it does not always extend students, particularly the more able.
- While most students generally behave, at times lessons are affected by poor behaviour.
- Students are not given enough opportunities to work independently or take more responsibility for their own learning. Inspectors observed teachers talking at length and students having to listen for a long time before beginning their work.
- Leaders and managers, at all levels, have not made sure that achievement and the quality of teaching have improved quickly enough. Areas for improvement identified in the previous inspection have not been tackled sufficiently well. Governors have not checked examination information to identify subjects where students' performance is weak.

### The school has the following strengths

- The school has been successful in raising the achievement of students known to be eligible for free school meals.
- There are pockets of good teaching which motivates and enthuses students so that they work well in lessons as in physical education, for example.
- Attendance has improved as a result of good procedures for checking when any student is absent.
- Procedures to ensure the safety of students are good.

## Information about this inspection

- Inspectors observed teaching and learning in 39 lessons. Some observations were joint visits

with a member of the senior leadership team.

- Inspectors held meetings with staff, students, a representative of the local authority and two members of the governing body (one via a phone link).
- They took account of the 14 responses to the online questionnaire (Parent View) along with questionnaires for parents and carers collected by the school. They observed the school’s work and analysed 44 staff questionnaires.
- They scrutinised examination results for 2012, assessment records, the minutes of the meetings of the governing body and the school’s development plans and evaluations.

## Inspection team

Michael Smith, Lead inspector

Her Majesty’s Inspector

Kaisra Khan

Additional Inspector

Glen Goddard

Additional Inspector

Neil Stanley

Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- The school is an average-sized comprehensive school and specialist sports college.
- Almost a quarter of students are known to be eligible for the pupil premium (the additional funding provided by the government); this is above average.
- Almost one-tenth of students are supported at school action plus or have a statement of special educational needs; this is average. Approximately a quarter of students are supported through school action, which is above average.
- A few students are educated part-time at Dudley College for alternative provision.
- The school has received a number of awards including Healthy School Award and the Financial Management Standard in Schools (FSMiS).
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching and learning by ensuring that:
  - teaching consistently challenges all students, especially the more able, in all subjects, and particularly in English and mathematics
  - students have more opportunities to work independently and take responsibility for their own learning
  - students start their work quickly without listening to long introductions and a brisk pace of learning is maintained throughout the lesson.
- Raise achievement, particularly for the most able, by ensuring that:
  - work consistently challenges and engages all students so that they make good progress in lessons
  - challenging targets are set as a minimum expectation
  - students do not end studies in English language and mathematics early without having the chance to achieve the best possible grade
  - GCSE results in all subjects are at least in line with national expectations.
- Improve the effectiveness and impact of leaders at all levels by ensuring that:
  - the ambition of the school is communicated clearly so that all staff share a collective understanding and agreement on how to improve further
  - leaders, at all levels, take more responsibility for improving the quality of teaching and raising achievement in their subject areas through a rigorous process of monitoring and evaluation to drive improvement
  - all success criteria in improvement plans are measurable and ambitious, which are reviewed regularly in order to assess the impact of actions to drive school improvement.
- Ofsted recommends that an external review of governance should be undertaken in order to assess how this aspect of leadership may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students' attainment on entry to the school is significantly below average. Students whose attainment at the end of Key Stage 2 was below average or broadly average generally make expected progress from their starting points.
- Early entry to GCSE contributes to higher-ability students making inadequate progress in English and mathematics. Around a quarter of students do not continue these subjects beyond Year 10, content in many cases with a C or B grade, when they are capable of more. The decision to put these students forward for examinations at an early stage has meant that some have not achieved the grades they are capable of and are not as well prepared as they should be for further and higher education.
- GCSE examination results are weak in a number of other subjects, including history, geography, and design and technology. Achievement in English has been poor over the last few years and unvalidated results for the 2012 examinations in mathematics indicate that overall achievement is likely to show a decline, with the proportion of students making expected progress being well below average.
- The school has ensured that students identified as meeting the requirements for the pupil premium are supported effectively. Consequently, the gap in achievement between these students and other students has closed.
- Weak literacy skills have been identified by the school as a barrier to good progress. Accelerated reading courses have been introduced, as well as support for students to help improve their understanding of the letters and sounds which make up words. However, many of these initiatives are very new and have not impacted sufficiently on raising standards. Students are waiting eagerly for the opening of the new 'reading shack'.
- Disabled students and those who have special educational needs make expected progress given their starting points. Students respond well to the motor vehicle, construction and animal welfare courses at Dudley College.
- Inspectors observed students making mainly steady and occasionally good progress in some lessons. However, too often the progress was not good enough because teaching did not engage and challenge students. Work often failed to motivate students and they were more focused on task completion than learning.
- Learning was best when teaching enthused students and they responded well to challenging tasks.

### The quality of teaching

### is inadequate

- Inspectors found that teaching is inadequate because it does not ensure that all higher ability students make at least expected progress.
- Although there is some good teaching, too much requires improvement or is inadequate. In lessons, teaching is not always dynamic and opportunities to enthuse students are missed. For example, lessons often start with a long teacher exposition which prevents students from settling down to learning quickly. The range of teaching strategies is narrow and students

rarely have opportunities to take responsibility for their own learning by working independently.

- Teachers do not use assessment information well to inform the level of challenge for individual students and in many lessons they are set the same work; so for some the work is too easy and for others too hard.
- When teaching is good, teachers motivate students. Lessons are well planned so that students quickly become engaged in their work. Questioning is used well to develop students' understanding. Students are expected to give full answers to questions, including reasons for their responses.
- Support from teaching assistants for disabled students and those who have special educational needs ensures that these students are able to engage in lessons. The pupil premium is well-targeted and contributes to students making improved progress. Activities are effective and include learning mentors, master classes and additional support for students' key skills and memory techniques.
- In all lessons, including those which are not yet good, teaching encourages students to be reflective on spiritual matters, for example in English where they make perceptive comments on literary texts. Students gain an insight into different cultures in food technology where they consider the staple diets of different countries, while in drama moral aspects and social understanding and relationships are incorporated well in their work.

### **The behaviour and safety of pupils**

### **requires improvement**

- Behaviour around school is often good with students being polite and courteous. However, at times when students move between lessons behaviour can be boisterous in the narrow corridors. Students say that, in the past, behaviour in lessons could be distracting but that there have been big improvements this term as seen in recent behaviour records, reduced exclusions and observations during the inspection.
- Most students say they feel safe. Students have a good understanding of most of the different types of bullying, although their awareness of bullying in relation to disability is not as well-developed. However, the school did some good work to celebrate the Olympic and Paralympic games with a whole-school sports day including wheelchair basketball and football for the blind. Students have received good support to overcome instances of cyber-bullying. They say teachers will always react if they use inappropriate or derogatory language. Students receive appropriate advice when dealing with sexual health and substance abuse. A group commented that they had found it very interesting and tiring in equal measure when they were responsible for the life-like baby doll over the weekend.
- Attendance has improved and the proportion of students who have too much time off school has reduced.

### **The leadership and management**

### **are inadequate**

- Leadership and management, including governance, are inadequate. The school has not demonstrated the capacity to improve. Areas identified as needing improvement in the previous inspection are still weaknesses. The local authority has rightly identified that the school requires support and has utilised its consultants to support improvements. However, initiatives to improve the quality of teaching and learning, and for raising attainment, have had

limited impact.

- The school development plan is not as effective as it should be. Success criteria are not always sufficiently ambitious or measurable. Improvement plans for individual staff and subjects also lack ambition. Often, success is linked to proportions of students gaining grade C or better in GCSE examinations, with no specific target for the attainment and progress of higher ability students.
- Performance management has been used effectively to hold some members of staff to account. Consequently, the school has made significant changes to its teaching staff and leadership teams. However, these changes are very recent and have not had time to impact on the school's overall effectiveness. Since the previous inspection, across a wide range of curriculum areas, subject leaders have not been effective in bringing about sustained improvements in the quality of teaching.
- Performance management is appropriately linked to professional development opportunities, including support from a local school to improve teaching. A senior leader from a local academy has been seconded to support leadership and management. These initiatives are recent and have yet to impact substantially on the quality of teaching.
- The curriculum has been updated and is based on a mixture of academic and vocational courses, but it does not meet the needs of all students. Too many students did not continue with English language and mathematics to ensure they achieve their best possible grade. Target setting is not challenging enough for all ability groups, particularly for the more-able students who do not make sufficient progress by the end of Key Stage 4. The curriculum sufficiently supports students to develop their spiritual, moral, social and cultural understanding in individual subjects.
- **The governance of the school:**
  - Although supportive and committed to the school, the governing body has not been effective in challenging the headteacher and senior staff about pupils' learning and progress.
  - The governing body does not have the expertise to analyse examination data in order to robustly challenge the school on the impact of initiatives and the standards reached by different groups of students.
  - The governing body ensures that all aspects of safeguarding meet current requirements and that the school is safe.

## 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>	103857
<b>Local authority</b>	Dudley
<b>Inspection number</b>	400666

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	880
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Ridney
<b>Headteacher</b>	Amanda Elwiss
<b>Date of previous school inspection</b>	28 April 2010
<b>Telephone number</b>	01384 816565
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