

Moorside High School

East Lancashire Road, Swinton, Manchester, M27 0BH

Inspection dates

11–12 April 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although it is now beginning to accelerate, students' overall progress in 2011 and 2012 was not always as good as it could have been. The challenge for the more-able students in particular did not enable them to reach the standards their ability warranted.
- The effective use of assessment and target-setting by teachers to raise attainment is not yet fully embedded. As a result students sometimes do not receive the exact work which matches their needs and enables them to make good and better progress in their studies. In addition, students' literacy skills are not promoted as effectively as they could be across the curriculum.
- The variety of teaching and learning strategies do not always ensure that students are required to be more active in their learning and able to find more things out for themselves
- Although strategies to develop the skills of subject leaders have generally been effective since the previous inspection, subject leaders have not yet ensured consistency in marking and student feedback within the subjects for which they are responsible.
- A few students in Key Stage 4, are studying subjects that are not matched closely enough to their learning needs

The school has the following strengths

- Good leadership from the well-informed headteacher and committed senior team has arrested pockets of underachievement. As a result of the appointment of a range of key staff and focused in-service training, there is more outstanding teaching and students' achievement is improving.
- The wise use of pupil premium funding has led to looked after students and students known to be eligible for free school meals achieving well in both English and mathematics.
- Disabled students and those with special educational needs also achieve well as a result of the strong support they receive.
- Students' behaviour is outstanding and they are keen to learn. They feel safe in school and say that bullying is a rarity. Pastoral care is a major strength of the school.
- Specialist status has a positive impact in all areas of school life. Students' impressive performance in information and communication technology (ICT) was recognised at a national conference at the Palace of Westminster.

Information about this inspection

- Inspectors observed 34 lessons or part-lessons, taught by 31 teachers. Two observations were made jointly with senior staff.
- Meetings were held with four groups of students. Inspectors also spoke formally to the Chair of the Governing Body and introduced themselves briefly to other governors. They also had discussions with heads of academic departments, pastoral leaders, the special educational needs coordinator, the senior leadership team and a representative of the local authority. They also met with senior leaders to discuss the impact of specialist status in mathematics and computing.
- Inspectors took account of the 46 responses to the online questionnaire (Parent View) and also of the 50 responses to the staff questionnaire.
- Inspectors observed the school at work and looked at students' work in files and exercise books, internal and external student progress and attainment data, school development planning and the school's procedures to enable it to gain an accurate view of its performance. They scrutinised minutes of governing body meetings and reports written by representatives of the local authority. They also considered documentation on safeguarding, child protection, behaviour, punctuality and attendance.

Inspection team

James Kidd, Lead inspector	Additional Inspector
Denah Jones	Additional Inspector
Fiona Burke-Jackson	Additional Inspector
Sheila Kaye	Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized school. Student numbers have increased since 2011.
- The proportion of students supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is just below that usually seen.
- The percentage of students supported by the pupil premium, which provides additional funding for students known to be eligible for free school meals and for those looked after by the local authority, is just below average.
- The school meets the current government floor standards, which set the minimum expectations for students' progress and attainment.
- Most students are of White British heritage and there are few students at the early stages of learning English as an additional language.
- Small numbers of students attend Springwood Special School for short-term placements, which support their emotional needs.
- The school has held specialist status in mathematics and computing since 2009.
- Moorside High School holds Healthy School status and the Independent Advice and Guidance for Careers (Gold) award. It also has the nationally-recognised Continuing Professional Development Mark.
- The school is moving into new purpose-built premises in September 2013.

What does the school need to do to improve further?

- Continue to improve the quality of teaching to accelerate students' progress and raise their attainment further by:
 - embedding the effective use of assessment and target-setting to ensure that students receive exactly the right work to enable them consistently to make good and better progress
 - ensuring that levels of challenge in the classroom enable all students, particularly the more able, to reach the standards of which they are capable
 - providing a greater variety of teaching strategies to promote more active and independent learning
 - ensuring that students' skills in literacy are promoted effectively in all the subjects they study
 - building upon the strategies to develop the skills of subject leaders, particularly in relation to making checks on the quality of marking and the feedback students receive on the quality of their work
 - ensuring that the curriculum meets the academic learning needs of students more closely.

Inspection judgements

The achievement of pupils

requires improvement

- Students' prior attainment on entry to the school is generally broadly average. Their attainment by the end of Year 11 is also average. This demonstrates, therefore, that their achievement requires improvement.
- There remains a variation in the progress students make and the standards they reach across the curriculum: attainment in drama, design and technology, communication studies, ICT and religious studies, for example, is above average and achievement in these subjects is good. A student-produced video on football hooliganism was shown at a national conference at the Palace of Westminster. The vast majority of parents who completed the online questionnaire are satisfied with the progress their children make.
- Although not inadequate, students' progress in both English and mathematics was not as good as it should have been in 2011 and 2012. For example, in relation to their prior attainment on entry to the school, an insufficient proportion of students reached the higher grades of A* and A at GCSE. This was the result of a below-average percentage making better progress than expected. The more-able students in particular did not do as well as they should have done.
- However, inspection evidence, including lesson observations, the scrutiny of students' work and a close consideration of the school's improved monitoring procedures of how well students are doing, demonstrates that progress is accelerating. For example, a much greater proportion of students is now showing the potential to reach and in many cases exceed their challenging targets in English and mathematics. Nonetheless, there are insufficient opportunities for students to reinforce their skills in literacy in all the subjects they study.
- In order to ensure that the potential of all students is not limited, the school has amended its examination entry policy and early entry to GCSE has all but disappeared. It only remains where it supports students' progress.
- The school's sound promotion of equality of opportunity is seen in its effective use of pupil premium funding, to establish smaller groups in English and mathematics. As a result of looked-after students and those known to be eligible for free school meals receiving more focused small-group support, their attainment is rising rapidly and they are now making good progress in English and mathematics. The gap is closing, as evidenced by test results and the average points score between the attainment of this group and other students in the school. The progress of those students supported by the Year 7 catch-up premium is also good. The small number of students who attend Springwood Special School for short-term placements are monitored closely. They are safe and make good progress.
- There is a similar picture with relation to disabled students and those with special educational needs. Strong support from teachers and teaching assistants leads these students also to achieve well.

The quality of teaching

requires improvement

- The quality of teaching is inconsistent across the school and not enough is good or better. Nonetheless, good leadership and management of teaching and learning mean that teaching is improving and there is more outstanding teaching than there was two years ago. Outstanding teaching was seen during the inspection in English, mathematics, modern languages, art and drama.
- Students value the teaching they receive, but comment, 'We could be pushed harder in some subjects.' Indeed, the more-able students in particular are not always challenged well enough to ensure they reach the standards of which they are capable.
- In the vast majority of lessons, relationships between students and between students and teachers are a major strength. Teachers set clear aims for the learning and often involve the students actively in working out what they need to do to succeed.

- Students' progress is good or better when there are a variety of tasks to meet the individual learning needs of students and when these assignments motivate students to want to learn. In a Year 11 French lesson, for example, where teaching was judged outstanding, there was a range of activities to promote students' skills in speaking, listening, reading and writing, and students valued the opportunities they had to work in groups and to learn from each other. In this lesson, too, the teacher recognised that students' progress could be accelerated even further by a change in one of the activities. This activity was, therefore, modified, and students continued to make outstanding progress during the session.
- Students' learning requires improvement when assessment and target-setting are not used as effectively as they could be to plan lesson content and activities that are exactly what students need to ensure they make good and better progress. In addition, progress sometimes slows when there is a lack of variety in teaching strategies and students are not required to become more active in their learning and to find more things out for themselves. In this minority of lessons, students become passive and rely too much on the teacher.
- The quality of marking and feedback to students on how well they are doing is variable within and across subjects. There is some outstanding practice, in which students are encouraged to gauge their own progress and that of their peers, and in which they receive detailed advice on how they can improve their work. On occasions, however, marking is brief and comment is cursory.

The behaviour and safety of pupils are outstanding

- Students are very proud indeed of their school and are grateful for the support it provides for them when they are experiencing difficulty. In their words, 'Our school is a family: everyone is friendly here, staff are approachable and we are all treated equally.' They feel very secure in school and have a profound understanding of how to keep themselves safe outside its walls. Indeed, the school's specialist status in computing has given students a profound awareness of issues in relation to e-safety.
- Almost all parents who responded to parent view believe their children are safe and happy at Moorside. As one parent wrote, 'Our son has been nurtured, encouraged and supported by all members of staff. Consequently, he has always attended the school with confidence and enthusiasm.' This comment confirms inspectors' judgements that the care, support and guidance provided by pastoral staff in particular are outstanding.
- The school promotes students' spiritual, moral, social and cultural development exceptionally well. The school is racially harmonious and students have a profound understanding of cultures and religions which are different to their own. They support a wide range of charities and raised a considerable sum of money to help build a school in Kenya.
- They understand the dangers of bullying in all its forms, including that based on racism and homophobia. They say that bullying is rare and if it occurs it is dealt with swiftly and effectively by staff. Behaviour in lessons and around the school site is outstanding.
- Drama is an important part of school life and school productions take place regularly. The local community benefits from the school's specialist status and primary school pupils identified as gifted and talented visit the school for additional tuition in mathematics and ICT.
- Students are delighted to take on a wide variety of responsibilities. The head boy and head girl, prefects and senior prefects organise events at breaks and lunchtimes and older students support younger ones with their reading. Peer mentors are assigned to each Year 7 form group and do all they can to help new students settle into the school.
- There are very effective strategies in place to encourage students to come to school regularly. As a result attendance continues to improve and is above average. Students are invariably punctual to school and to their lessons

The leadership and management are good

- Strong leadership from the headteacher, who is supported well by the two deputy headteachers and extended leadership team, has ensured that students' progress is now accelerating and that standards are rising rapidly. The leadership has appointed several new staff in key positions and emphasises the importance of in-service training, which is focused closely on what is needed to ensure ongoing improvement.
- Although the effective use of assessment and target-setting is not yet fully embedded, it is better than it was and staff now recognise what students need to make good and better progress.
- The responses from the staff questionnaire were very positive indeed and a typical comment was, 'We are proud to be members of staff here' They add, 'We try to share good practice whenever we can.' The clear vision of the headteacher about how the school can move forward is shared by all staff, who believe that performance appraisal arrangements are secure and place an ideal emphasis on promoting student progress.
- The school knows itself well and is honest about its areas for development. It knows, for example, that, although the skills of academic leaders have improved markedly since the previous inspection, marking and student feedback are not as good as they should be in some subject-areas.
- The curriculum supports students' personal development very well indeed and students receive good support and advice about careers and further education. However, although academic courses are now being modified, the legacy of too many one-year GCSE programmes remains and the curriculum does not therefore meet the academic learning needs of students closely enough.
- Safeguarding and child-protection policies and procedures meet current requirements and the school rejects discrimination in all its forms.
- The local authority continues to provide good support for the school, particularly in relation to leadership and subject development.
- **The governance of the school:**
 - Governors have a good understanding of the school's strengths and areas for development in all areas of its life including the data on school performance. They ask searching questions of the leadership, which is required to justify in detail the decisions it makes about the running of the school. In addition, individual governors have strong links with subject-areas and interview heads of department on a regular basis. The governing body oversees the spending of pupil premium funding and monitors the impact of this spending closely. Members are fully aware of performance-appraisal procedures, how the school attempts to improve the quality of teaching and they ensure that teachers only receive financial reward if they meet their targets in the classroom, in relation to students' progress.

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	105977
Local authority	Salford
Inspection number	413395

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	829
Appropriate authority	The governing body
Chair	Mark Gabbay
Headteacher	Nigel Ogden
Date of previous school inspection	6 October 2008
Telephone number	0161 794 1045
Fax number	0161 794 1296
Email address	admin@moorsidehigh.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

