

# Moorside High School

57 Deans Road, Swinton, Salford, M27 0AP

## Inspection dates

11–12 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- In the year since the previous inspection students' attainment has risen rapidly in English and mathematics. Attainment is significantly and consistently above average on some measures and in an increasing range of GCSE subjects. This is because of the determined actions of the headteacher and his staff to improve the school.
- The proportion of students making more than expected progress is rising rapidly. Students' progress through the school in English and mathematics is at least in line with the national average and sometimes above it. There is little difference in the achievement of different groups of students and where gaps exist, they are reducing.
- The exceptionally positive ethos that pervades the school encourages students' above average attendance. Their behaviour and their enthusiastic attitudes to learning are exemplary.
- The relentless focus of the headteacher, senior leaders and governors on improving the quality of teaching and of the curriculum has contributed strongly to students' improved progress. Parents, staff and students are overwhelmingly positive about the changes they have made.
- The school's own evaluation of its performance is honest, accurate and firmly based on a rigorous assessment of students' achievement. Students who are falling behind are therefore identified and supported quickly and senior leaders have a clear view of how the school can improve further and faster.

### It is not yet an outstanding school because

- Teaching and achievement are not yet outstanding because teachers concentrate on task completion rather than on developing students' understanding of the deep concepts of their subjects. This prevents some of the most able from gaining the highest GCSE grades.
- Students do not always have enough opportunities to practise writing at length in all subjects.
- Some subject improvement plans do not always focus sharply on achievement or include clear measures of success.

## Information about this inspection

- Inspectors observed 25 full lessons, of which four were joint observations with senior leaders. Inspectors reviewed students' written work and discussed it with the students during these lessons.
- Inspectors held meetings with senior and subject leaders, the Chair and members of the governing body and a representative of the local authority (LA.) A telephone conversation was held with the headteacher of a local special school, Springwood Primary, and a group of seven parents was interviewed. Inspectors also held discussions with four groups of students from Key Stages 3 and 4 to gather their views about the school.
- Inspectors took account of 57 responses to the on-line (Parent View) questionnaire and 52 responses to the optional Ofsted questionnaire for staff.
- Inspectors looked at a range of documentation including the school's own information relating to students' current achievement, improvement plans and the school's view of how well it is doing. Inspectors also considered records relating to the school's monitoring of the quality of teaching and learning, performance management, minutes of meetings of the governing body and external reports in relation to the school's work. A range of policies and records relating to behaviour, attendance and safeguarding were also checked.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Susan Wareing, Lead inspector	Her Majesty's Inspector
Barbara Comiskey	Her Majesty's Inspector
Lynne Selkirk	Additional Inspector
John Leigh	Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized secondary school, but student numbers are increasing.
- Almost all students are of White British heritage and very few students are at the early stages of learning English as an additional language.
- The proportion of students who have a disability or special educational needs and are supported at school action is below average.
- The proportion of those students supported at school action plus or with a statement of special educational needs is just below average.
- The percentage of students supported by the pupil premium is just below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- A small number of students attend Springwood Special School for short-term placements that support their emotional needs.
- The school gained specialist status in mathematics and computing in 2009 and also holds a range of awards, including Healthy School status, the Independent Advice and Guidance for Careers (Gold) award and the Continuing Professional Development Mark.
- The school moved into new purpose-built premises in September 2013.
- The school meets the government's current floor standards, which are the minimum expectations for students' expectations and progress in English and mathematics.

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

- Improve the quality of teaching so that it is outstanding and raises the achievement of all students, especially the most able, by:
  - ensuring that all teachers provide more opportunities for students to practise extended writing in all their subjects
  - harnessing students' excellent behaviour and very positive attitudes to learning through activities that demand students' engagement with the deep concepts of subjects, so that all reach the highest standards of which they are capable.
- Ensure that subject leaders improve departmental planning so that it is sharply focussed on students' achievement and includes a clear view of what success will look like.

## Inspection judgements

### The achievement of pupils

**is good**

- Students' attainment on joining the school in Year 7 is broadly in line with the national average. The standards they reached in the 2013 GCSE examinations showed significantly faster improvement than that found nationally, although there is some variation between subjects. Current Year 10 and 11 students are set to improve further in the 2014 examinations, in the proportion attaining five or more GCSEs at grades A\* to C, including English and mathematics.
- The proportion of students who attained GCSE grades A\*-C in English and mathematics also improved in 2013 and is poised to rise further in the 2014 examinations. The school's own assessment information also indicates improvements in drama, geography and French, including at the highest grades, in the current year. This is because senior leaders have tackled underperformance successfully and improved the quality of teaching.
- Sciences and some aspects of technology have been slower to improve. Senior leaders have responded with changes to subject leadership and to the curriculum, with the result that science is now improving. Full impact of the school's actions is not yet seen in resistant materials in technology.
- Students gained high grades in textiles and in English Language in 2013, but in sciences, media and Spanish the number of students gaining A\* and A grades was below average. In other subjects pass rates at the highest GCSE grades were broadly in line with the national average.
- In 2013 most students made at least the progress expected of them. The proportion of students who made more than expected progress was close to the national average. Students of low ability, those who have a disability or special educational needs and a small group of students who are looked after by the LA achieve well, because of the high-quality care and support provided for them by the school. However, some groups, including average- and especially high-ability learners, could have achieved more. The school's new arrangements for tracking students' progress are now much more reliable and show that all groups are likely to improve their rates of progress significantly in the 2014 examinations.
- In 2013 the gap between the achievement of students supported by the pupil premium and others widened in English and mathematics. Too few of these students made the progress expected of them. The school now uses the pupil premium funding very effectively to provide close support for these students through a range of actions, for example to promote literacy skills. The impact of this work is seen in the significant narrowing of the gap in progress set for summer 2014.
- 'Catch-up' funding is used well to provide support for Year 7 students who join the school with low levels of literacy. As a result, they settle quickly into the school and their reading and spelling skills have improved.
- A small number of students with behavioural, social or emotional problems attend Springwood Special School once a week for a six-week placement, accompanied by a member of staff from Moorside High School. This supports their emotional needs and aspirations well.
- The school does not enter any students early for GCSE examinations.

### The quality of teaching

**is good**

- Teaching has improved significantly during the year since the last inspection. This reflects senior leaders' unambiguous commitment to eradicating any underperformance on the part of teachers and any underachievement of students. Some teaching is outstanding, with skilled, probing questioning that challenges students to engage deeply in their learning. Teachers make frequent checks on students' understanding and adapt their teaching in the light of students' feedback. This leads to higher standards and swifter progress for students.
- Year 8 students made rapid progress in a PE lesson, where two teachers worked together using their particular strengths to enable students to develop their batting techniques in rounders and

their ability to analyse their own progress accurately. Students' growing confidence and enjoyment were evident.

- In textiles, students' sketch books revealed a wealth of knowledge about Mexican and Christian culture, acquired through their own independent research. The teacher's thorough and accurate assessment of students' progress, the challenging targets she set them and the effective tools she provided to promote their thinking inspired them to produce work of the very highest standard.
- In the small amount of teaching over time that is not yet good, explanations are rushed, so that some students do not understand what they have to do and teachers do not model for them what a successful outcome of the task would look like. Students complete a series of activities without engaging with the deeper concepts of the subject and have few opportunities to apply their knowledge across a range of new contexts and to write extensively. This inhibits some of the most-able students from achieving the highest levels.
- The school has worked hard to improve the quality of marking and written feedback and it is now generally good across the school. Students' work is regularly marked and in most cases a further challenge is set for them. A dialogue is developing with their teachers about how to improve their work. Nevertheless, there are occasional instances of errors in spelling or grammar and poorly-presented work that are left unchallenged.

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

- The behaviour of students is typically outstanding.
- In lessons and around the school at break and at lunchtimes, behaviour is exemplary. Students are rightly proud of their new school building and their uniform and an ethos of mutual respect pervades the school. Students form excellent relationships with their teachers and with each other. They frequently describe the school as 'one big happy family' and they are at ease with themselves and with visiting adults.
- Students' high attendance and punctuality rates and low and decreasing incidences of exclusion attest to their enjoyment of all that the school offers. Students are articulate and mature young people who settle quickly to work in lessons and are usually very keen to learn. They say that most subjects 'are fun' and at Moorside it is 'cool to cooperate and succeed.' These very positive attitudes to learning have a strong impact on students' academic progress.
- The school's work to ensure that its students are safe and secure is outstanding.
- Students develop excellent skills and knowledge about how to keep themselves safe from harm. They are, therefore, knowledgeable about all forms of bullying, including cyber- and prejudiced-based bullying. The school's records show that bullying is rare. Students are confident that any bullying that occurs is handled extremely well and that the restorative justice system helps them to understand why sanctions are applied and to feel that they are fairly treated.
- The school's highly inclusive ethos is evident in the often moving stories inspectors heard from students who had had behavioural problems and been 'turned around.' The school has welcomed a significant number of students who have found it difficult to settle in other schools. These students have been successfully integrated into a very positive pathway.
- The school promotes students' spiritual, moral, social and cultural development exceptionally well. Students benefit from a wealth of opportunities to take responsibility for others, for example, as peer mentors, members of the school council, pupil leaders and helpers in local primary schools and at Springwood Special School. Students are enthusiastic charity fundraisers and appreciate the wealth of opportunities to visit other countries and participate in musical and drama productions and workshops.

### **The leadership and management** are good

- The school's evaluation of its own performance is open and honest, giving the headteacher and

senior leaders a very clear and systematic direction for the school's improvement. As a result standards are rising rapidly on a range of measures and rates of progress are speeding up. The quality of teaching has improved since the previous inspection because the school has made astute new appointments at senior and middle management levels.

- The LA provides good quality support and challenge for the school. The education officer has organised the services of an experienced consultant to carry out regular in-depth checks on students' achievement and on the quality of teaching and learning provided by the school. The consultant also provides very effective support for the school's checking of the quality and impact of its own work. The LA's knowledge of the school has pointed school leaders towards local schools where staff can observe outstanding practice.
- Systems for the early identification and support of students at risk of underachieving have been strengthened and systems for setting targets and tracking students' progress are much more reliable. These systems are used expertly at senior leadership level, but some of the less experienced subject leaders are not all equally confident in the use of data to hold staff fully to account for students' achievement. There is also some variation in the effectiveness of departmental planning.
- Senior leaders have made a strong commitment to provide staff with high-quality professional development, identifying and spreading good practice within the school and sometimes through external support. Performance management procedures are extremely rigorous and have a good track record of supporting and challenging teachers to improve their classroom practice. Feedback to teachers on their performance is generally rigorous, although some targets could be sharper. Senior leaders and governors do not shrink from withholding salary progression where staff have not met their targets.
- The school's traditional academic curriculum is well planned and regularly reviewed to ensure that it continues to meet the varying needs and aspirations of students and of the local community, which is a strong focus of the school's work. The school has been flexible in enriching the curriculum with new courses and in removing those that are no longer appropriate. This has contributed to improved achievement for some students, for example, in science and technology.
- The school provides weekly opportunities during tutor time for the promotion of literacy, including personal reading, and mathematics. Opportunities for students to practise their literacy skills in all their subjects are well established, but wide reading for pleasure and reinforcing mathematical skills and extended writing are less evident, especially at Key Stage 4.
- The narrowing of attainment and progress gaps between different groups of students and the very small percentage of students who do not progress to education, employment or training when they leave the school attest to the seriousness with which the school takes its responsibilities for the promotion of equality of opportunity. Discrimination of any kind, including barriers to learning, is not tolerated and the school spares no effort to ensure that all students have equal access to all that it provides.
- The school's arrangements for safeguarding meet all requirements.
- **The governance of the school:**
  - Governors have a wide range of experience and expertise that gives them a good understanding of the strengths of the school and what needs to be done to improve it further. Governors ask increasingly challenging questions of leaders and managers about students' achievement and hold them to account well. They are regularly visible around the school and ensure that the school is on a sound financial footing. They are well informed about pupil premium expenditure and of its impact. They support the headteacher in difficult staffing decisions and show determination to secure the school's further improvement.

## 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>	105977
<b>Local authority</b>	Salford
<b>Inspection number</b>	444444

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

<b>Type of school</b>	Secondary
<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>	892
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Gabbay
<b>Headteacher</b>	Nigel Ogden
<b>Date of previous school inspection</b>	11 April 2013
<b>Telephone number</b>	0161 921 1045
<b>Fax number</b>	Not applicable
<b>Email address</b>	info@moorsidehigh.com



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