

Moseley School

Wake Green Road, Moseley, Birmingham, West Midlands B13 9UU

Inspection dates	17–18 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders have effectively created and shared a culture to 'inspire excellence in character and scholarship'. Their high expectations have led to improvements in teaching and better outcomes for pupils over recent years.
- Middle leaders are effective. They are well supported to take a key role in monitoring the quality of provision in their areas of responsibility, using this to inform actions for further improvement.
- Staff and pupils embody the best of British values through their welcome and support for newly arrived pupils.
- Since the last inspection, rates of progress in almost all subjects, including English and mathematics, have improved significantly.
- Disadvantaged pupils, lower-attaining pupils and pupils with special educational needs or disability make particularly good progress because of the excellent support they receive.
- Pupils who speak English as an additional language make good progress and achieve in line with other pupils at the school.
- Most sixth-form learners make at least good progress from their starting points, although outcomes for those with higher prior attainment are not quite so strong.
- All groups of pupils are well prepared for the next stage of their education. As a result, many pupils are successful in securing high-quality places to continue their education or enter employment with training.

It is not yet an outstanding school because

- There is some inconsistency in the quality of teaching in different subjects across the school and the good practice that exists within the school is not always shared effectively.
- Sometimes teachers do not use the knowledge, skills and understanding of most-able pupils to plan or provide the right level of challenge.
- A few pupils are not always punctual to lessons.
- A small number of pupils are content to complete work they can do easily and are not sufficiently encouraged to stretch and challenge themselves.
- A very small number of pupils do not behave as well as they could and are not sufficiently motivated to learn inside the classroom. Sometimes this is tolerated by staff.

Full report

What does the school need to do to improve further?

- Ensure that leaders' expectations are consistently applied so that teaching in all subjects matches the high standards and practice evident in most parts of the school.
- Make certain that teachers take full account of the knowledge, skills and understanding of the most able pupils in the classroom so that the right level of challenge is available to accelerate the progress of these pupils.
- Make sure that pupils' attitudes and engagement in their learning are consistently strong across the school by:
 - sharing the best practice that exists within the school so that the quality of teaching is consistently high in all subjects
 - improving punctuality to lessons so that all pupils are ready to learn from the outset
 - motivating pupils to tackle more challenging work in lessons
 - eliminating low-level disruption in lessons by challenging and engaging pupils in all lessons.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors are ambitious for pupils and for the school and are leading improvements effectively. New appointments have strengthened the capacity of leaders to develop the school further.
- Middle leaders understand their roles and responsibilities clearly and focus on improving outcomes for pupils. They contribute to monitoring the effectiveness of teaching and learning within their areas and hold staff to account for pupils' progress. Senior leaders meet regularly with middle leaders to thoroughly discuss and evaluate their actions. Middle leaders have good capacity to continue to improve the overall effectiveness of the school.
- The school promotes fundamental British values exceptionally well. This is apparent through the professional and caring manner in which new pupils are welcomed to the school. The educational needs of these pupils are quickly and accurately assessed, including pupils who are at the early stages of learning English when they join the school.
- Staff development and training is well planned and linked to school improvement priorities. Leaders regularly monitor teacher performance and are accurate in their judgements regarding the quality of teaching. Leaders use the expertise of other teachers in school to provide specific training and coaching to colleagues. These actions have led to improvements in the quality of teaching at the school. Teachers value the opportunities they have to develop their practice.
- Systems to manage the performance of staff are comprehensive and the targets set link closely to school improvement priorities and professional expectations, including pupil progress. Good practice and positive impact are rewarded.
- The curriculum is broad and balanced and provides a good range of subjects that meets the needs and ambitions of pupils. Additional support and flexibility within the curriculum are successfully enhancing the progress of pupils when required. Leaders have ensured that changes in the option pathways have resulted in pupils currently in the school studying a balanced academic curriculum.
- Leaders ensure that the school offers a wide range of additional activities, including sports and performance clubs, as well as a variety of other enrichment activities such as debating, chess and theatre visits. Pupil participation is carefully monitored and staff make sure there are opportunities that engage all pupils. Together with the formal curriculum and the enrichment programme, extra-curricular activities make a strong contribution to pupils' social, moral, spiritual and cultural education.
- The local authority's commissioned services provide advice and support as well as challenge to the school. Additionally, leaders have established links with other schools which allow them to gain experience and validate their evaluations.
- Leaders ensure that pupils who have specific educational needs, such as pupils who have low literacy and numeracy skills when they arrive at the school, are given appropriate support. Such pupils make good progress so they catch up with their peers.
- Leaders carefully plan the spending of additional funding that is provided to the school and they also evaluate the difference that the money makes. The progress of disadvantaged pupils who are in receipt of pupil premium funding is similar to, or better than, that of all pupils nationally.
- Leaders have shared with teachers their expectations of how to approach teaching, learning and assessment. There is some variation in the quality of how teachers meet these expectations resulting in some inconsistency in lessons.
- Leaders and governors have a clear understanding of the school's strengths and areas that require further improvement. They use a wide range of accurate and reliable information to maintain the current successes and create clear improvement plans. Their approach has led to better outcomes for pupils in the school, although some variability still remains.
- **The governance of the school**
 - Governors are committed to the school's vision and mission to 'inspire excellence in character and scholarship'. They question and challenge leaders effectively, checking that actions taken are having a positive impact.
 - Governors meet regularly and visit the school frequently. As a result, they have a clear understanding of the school's priorities.

- Governors are aware of how additional funding is spent and the effectiveness of the school's work on improving outcomes for disadvantaged pupils.
- Governors ensure that robust processes to monitor the performance of staff are put in place. They have a good understanding of the links between teacher performance and pay progression.
- The arrangements for safeguarding are effective. Leaders have created a culture where all staff fully understand their responsibilities in keeping pupils safe. All staff and governors receive appropriate training related to safeguarding. Staff fully understand and follow the school's comprehensive safeguarding policy. Leaders ensure that pupils receive relevant and appropriate information through the curriculum about how to keep themselves safe. Pupils say they feel safe and staff agree with this view.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment across all year groups and most subjects have improved considerably since the previous inspection. Consequently, rates of progress have improved over time and pupils now make good progress in all key stages. Teachers are committed professionals who know their subjects well.
- Staff and pupils have positive working relationships and the large majority of pupils want to learn.
- Many teachers use questioning skills to successfully promote discussion and thinking among pupils. Teachers expect thoughtful and justified answers and target their questions to ensure that this happens. Teachers also insist that pupils understand and use the relevant key terms which support the development of subject-specific vocabulary. As a result, pupils' vocabulary is well developed.
- Teachers and other staff provide effective support in lessons for pupils with special educational needs or disability, who speak English as an additional language, or have low levels of attainment when they enter the school. For example, in a mathematics lesson pupils who speak English as an additional language were benefiting from the support of an additional member of staff. Pupils were completing work similar to the rest of the class but at a pace suitable to them. Support for pupils is one reason that these groups of pupils make progress that is at least in line with other pupils in the school and nationally.
- Homework is set regularly in accordance with the school's policy and it helps to reinforce and consolidate learning from lessons. A very high number of pupils state that homework is relevant and useful to their learning. A similar proportion of parents agree.
- The school has a clear policy on the nature and frequency of marking and written feedback to pupils. When used effectively, this policy impacts positively on pupils' progress. For example, in a religious education class pupils said that they value the time provided in lessons to respond to identified improvement areas and demonstrate how teacher feedback helps them to improve their work.
- At times, teachers do not insist that pupils take full advantage of opportunities to engage in lessons. Pupils then do not make as much progress as they could and do not increase their skills to think and work independently.
- Teachers carry out regular and accurate assessments of their pupils. As a result, teachers know their pupils well. Leaders and teachers use assessment information successfully to identify when a pupil is falling behind. Teachers and other staff provide support and additional sessions for pupils to catch up and get back on track. However, in some lessons teachers use prior attainment information less effectively to plan a range of activities at appropriate starting points, particularly for the most able pupils. As a result, tasks are not as engaging or challenging for the most able pupils and this limits the progress they make.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Strong pastoral leaders and other staff effectively deliver all aspects of pupil pastoral support. These staff work well with parents and carers, and other agencies, to direct appropriate support for vulnerable pupils.
- The whole school community embraces newly arrived pupils and ensures that their academic and social needs are successfully met. The school is a shining example of what is truly meant by fundamental British values, as it exemplifies these values by ensuring equality of opportunity for these pupils and other

pupils. Opportunities to develop pupils' spiritual, moral, social and cultural development are embedded in the curriculum. As a result, pupils are able to explore these issues well. For example, through the school's celebration of the many cultures found within the school, pupils develop their awareness of different faiths and have respect for diversity and difference.

- A comprehensive programme of careers information advice and guidance is in place, starting in Year 8. Impartial advice is provided that draws on the expertise of a dedicated careers adviser. The careers programme is extensive and effectively raises the aspirations of pupils. Higher levels of timely guidance and support are provided for pupils identified as at risk of not continuing in education, employment or training when they leave school. As a result of the excellent careers provision, the proportion of pupils who leave the school to move successfully on to sixth form, college or into employment with further training is rising.
- Pupils say they feel safe and confident that if they had any difficulties they would be promptly and effectively dealt with by adults at the school. This view is shared by most parents. Most pupils state that bullying and abusive language are not tolerated in the school. School records show these types of unacceptable behaviour are not common and leaders ensure that pupils are well educated in these issues. Pupils are well versed in how to protect themselves from a range of potential risks, including those created by radicalisation, exploitation and through using the internet and electronic communication.
- Opportunities to contribute to personal, social and health education are well developed in the school. Leaders' mapping of these opportunities in tutorial sessions, enrichment days, lessons and assemblies ensures that pupils develop their character in accordance with the school's mission.

Behaviour

- The behaviour of pupils is good.
- Pupils have a sense of pride in their school and keep the environment free from damage and litter. Most wear their uniform neatly and correctly.
- Pupils enjoy being at school and attendance for all pupils exceeds that of others nationally. Leaders are aware that pupils who have special educational needs or disability attend school less frequently than other pupils. In addition, absence as a result of major religious festivals negatively impacts upon attendance at times.
- Rates of exclusion of pupils at the school have been historically high but are falling. However, the proportion of disadvantaged pupils and those who have special educational needs or disability who are excluded remains above the average but continues to fall. The number of pupils repeatedly excluded from school for a fixed term is declining and is below the national average. The decrease in repeat exclusions reflects the school's focus on supporting pupils who find it hard to meet expectations for behaviour. For example, staff in the school's Rod Ling Centre help pupils returning from an exclusion to develop skills to maintain positive behaviour and conduct.
- Although staff, parents and pupils recognise the huge improvements in behaviour at the school, the small number of pupils who make poor choices regarding their conduct remains a concern. Leaders have introduced a highly effective behaviour management system which teachers apply rigorously. The behaviour management system records and celebrates positive conduct. This serves to motivate pupils and enable teachers to clearly identify and take appropriate action when pupils do not meet expectations.
- Pupils' conduct around the school site during social times and when moving between lessons is usually orderly and calm. Pupils generally respond quickly to instructions and requests from staff, who have a high presence around the school site. Despite being well supervised, some pupils can be slow to move to class, especially for afternoon tutorial sessions. Pupils are courteous, pleasant and helpful to adults and to each other. Younger pupils comment on how they feel safe in all areas of the school.
- In almost all lessons, pupils are well behaved and keen to do well. They listen respectfully to their teachers and to other pupils. In a small number of lessons, pupils are not fully engaged with activities, for example chatting to other pupils or being slow to start work. Some pupils lack the motivation to challenge themselves in lessons and do not relish the demands of more challenging work. As a result, opportunities to accelerate progress are not always taken. Occasionally, staff are too tolerant of this behaviour.

Outcomes for pupils

are good

- The proportion of pupils in both English and mathematics who make or exceed the expected level of progress from their various starting points is higher than the national average.
- Pupils' progress at key stage 3 is strong. All groups of pupils are on track to achieve outcomes expected for their age and prior ability.
- In English, the proportion of disadvantaged pupils who made the expected level of progress in 2015 was higher than other, non-disadvantaged, pupils in the school and nationally. In mathematics, the proportion was slightly lower than for non-disadvantaged pupils in the school and nationally. The proportion of disadvantaged pupils who exceeded the expected level of progress in English and mathematics was similar to other pupils in the school and higher than other pupils nationally. In current year groups, the progress of disadvantaged pupils in English and mathematics continues to be comparable to other pupils, as evidenced by the school's performance information for current pupils and their work in lessons.
- Pupils who have special educational needs or disability make good progress. This is because they receive high-quality support from teachers and other staff, both in class and through additional lessons.
- Pupils who speak English as an additional language make similar rates of progress and achieve in line with their peers. Some of these pupils have good English skills, but some are learning English for the first time in school. These pupils quickly acquire English language skills because the school's teachers and other staff are very effective in supporting them.
- Pupils who join the school with low levels of literacy and numeracy are effectively supported. These pupils develop the skills they need to be successful learners and catch up with other pupils.
- Pupils are well prepared for the next stage of their learning. They achieve qualifications well suited to sixth form and college study or apprenticeships. As a result, the proportion of pupils who continue into education or training is higher than the national average.
- GCSE results show the proportion of pupils achieving good GCSE grades, including English and mathematics, has increased over time and is now very close to the national average. The school's own assessment information suggests this trend is set to continue this year.
- The proportion of pupils who achieved the English Baccalaureate qualification is below the national average, but increasing. Many more pupils currently at the school are studying the qualifications that can lead to achievement of the English Baccalaureate than in previous years.
- Pupils make good progress in almost all subjects during their time at the school. Pupils' progress in English, mathematics, modern foreign languages and humanities is strong. However, there is some inconsistency between subjects, for example progress in science remains below the national average.
- Low- and middle-attaining pupils make better progress from their starting points and achieve GCSE grades higher than similar pupils do nationally. The high aspiration of teachers for pupils to succeed and the effective additional support for these pupils contributes to the good outcomes for these groups of pupils. The proportion of low-attaining pupils entered for a wide range of academic subjects other than English and mathematics has previously been low, but this is not the case for pupils currently at the school. The proportion of most-able pupils is below average on entry to the school. However, although the progress and attainment of the most able pupils at the school is consistent with similar pupils nationally, it is not as strong as for pupils with other starting points in the school.

16 to 19 study programmes

are good

- The senior leaders with responsibility for the sixth form have set high expectations around attendance, conduct and work for learners.
- Teachers use their strong subject knowledge to plan lessons that interest and motivate learners. Learners said that they appreciate the additional support that teachers regularly offer outside lessons as it helps them improve their work.
- Learners receive extremely clear and very helpful careers advice and work-related learning. This advice and skills successfully supports many learners to gain places in university or on appropriate apprenticeships. Opportunities to develop leadership skills through contributing to the school also prepare learners well for life in modern Britain. As learners' aspirations continue to improve, they successfully make applications to a widening range of universities. As a result, the successful destinations of Moseley

School sixth formers exceeds the national average and continues to increase.

- Sixth-form learners participate in a wide range of enrichment opportunities within school, including the Duke of Edinburgh's Award Scheme and Young Enterprise. These opportunities contribute positively to the development of employability skills including leadership, problem-solving and communication.
- The attainment of learners is increasing over time. Attainment was almost at the national average for academic qualifications and was above for vocational qualifications in 2015.
- Learners have a secure understanding of how to keep themselves safe. They understand the risks associated with the internet, radicalisation and extremism. Learners also successfully develop life skills such as financial awareness through a well-planned programme of tutorials and enrichment days.
- Leaders ensure that a wide range of academic and vocational qualifications are available for learners. The curriculum also makes provision for learners who are not yet ready to progress on to more demanding qualifications. A wide range of suitable non-qualification activities are on offer, although these are not always individually tailored to the interests and aspirations of learners. The school's sixth form meets the 16 to 19 study programme requirements.
- Learners typically enter the sixth form with grades below the national average. In the past, the number of learners not completing courses has been high. In response to this, leaders have adjusted the entrance requirements for some courses to ensure that learners taking qualifications in the sixth form have the appropriate grades at GCSE in the subjects they are studying. As a result, leaders make sure that learners have the necessary ability to do well. Learners who start the sixth form without a GCSE grade C or above in English and/or mathematics are required to follow a course to improve their grade.
- Progress in academic qualifications has improved over time and overall was well above the national average in 2015. Progress in vocational qualifications has improved over time and was above the national average in 2015. Progress in Year 12 is not quite as strong as in Year 13. Progress was outstanding in religious education and law in 2015 and good in all other subjects. Most groups of learners make good progress from their starting points. However, the progress of the small number of the most able learners is slower than for other groups. The school's own assessment information indicates further improvements in outcomes in 2016.

School details

Unique reference number	103519
Local authority	Birmingham
Inspection number	10012432
This inspection was carried out under section 5 of the Education Act 2005.	
Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1271
Of which, number on roll in 16 to 19 study programmes	135
Appropriate authority	The governing body
Chair	Mrs P Beanland
Headteacher	Mr R McBrien
Telephone number	0121 566 6444
Website	www.moseley.bham.sch.uk
Email address	enquiry@moseley.bham.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- The school is larger than the average secondary school and has a sixth form.
- The proportion of pupils in the school supported by the pupil premium is higher than average. The pupil premium provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- A very high proportion of pupils are from minority ethnic backgrounds, and a high proportion of pupils speak English as an additional language.
- The proportion of pupils who have special educational needs or disability with a statement of special educational needs or an education, health and care plan is below average. The proportion of pupils with special educational needs or disability supported by the school is above average.
- Two thirds of pupils at the school are boys.
- The number of pupils who enter or leave the school at different points of the school year is considerably higher than the national average.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching in 45 lessons; six of these observations were carried out with members of the school's senior leadership team. Lessons visited covered a wide range of subjects and year groups. Inspectors observed an assembly and tutor time. Inspectors visited the Rod Ling Centre and observed intervention sessions for pupils who speak English as an additional language. Pupils' behaviour between lessons and at break and lunch times was also observed by inspectors.
- Inspectors reviewed pupils' work in lessons.
- Inspectors held meetings with senior and middle leaders, including those responsible for safeguarding and the sixth form. Meetings were also held with three members of the governing body, a representative from the local authority and a local faith representative.
- Inspectors evaluated the 18 responses from parents to the Ofsted online questionnaire, Parent View, and also analysis of a school parental questionnaire. Inspectors took into account the views of 66 members of staff through responses to the inspection questionnaire, three formal meetings and inspectors evaluated a school staff questionnaire.
- Pupils met formally with inspectors on four separate occasions. Inspectors evaluated the seven responses from pupils to the Ofsted online questionnaire for pupils, a school questionnaire for pupils and also conducted many informal discussions with pupils during lessons and in social times.
- Inspectors reviewed documentation from a variety of sources, including: the school's self-evaluation and improvement plans; minutes of meetings; school policies and school information about outcomes, teaching and behaviour.

Inspection team

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Natasha Lloyd	Ofsted Inspector
John Parr	Ofsted Inspector

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