

Inspection of a good school: Moseley School and Sixth Form

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

Inspection dates:

28 and 29 September 2021

Outcome

Moseley School and Sixth Form continues to be a good school.

What is it like to attend this school?

There is a strong sense of community at Moseley School and Sixth Form. Staff expect pupils to be 'ready, respectful and responsible' in all they do. These principles underpin leaders' high expectations. Staff model them at all times. Pupils rise to this challenge, working hard and being considerate to others.

Staff say that pupils' behaviour has improved. Pupils conduct themselves well and school is a calm and orderly place to be. Classrooms are places where teachers can teach, and pupils can learn. Staff act swiftly when pupils' behaviour falls below the level expected. They reiterate their expectations, apply sanctions fairly and work with pupils to help them learn from their mistakes.

All staff want the very best for each pupil. They take the time to get to know pupils well. The positive relationships between staff and pupils are a strength of the school. Pupils trust their teachers to do the best for them. Staff and pupils know that they are all on the same side.

Pupils feel safe in school. Leaders know that some bullying does happen. Pupils know who to speak to if they have any worries. They told inspectors that staff would resolve any issues.

What does the school do well and what does it need to do better?

Leaders' efforts to improve the curriculum have been effective. Curriculum plans are well sequenced and cohesive. Leaders make sure that plans identify the most important things that pupils need to know and remember. Pupils draw on what they have learned before so that they gain a deeper understanding. For instance, in religious education, pupils learn about the concept of worship through the study of many different religions.

Leaders make time for subject teachers to meet to discuss the curriculum. Teachers value this. They share ideas and reflect on how well pupils are learning. They engage with

relevant thinking on how pupils learn in their subject. As a result, teachers' explanations, and the work they give to pupils, help pupils learn the intended curriculum.

Some elements of the key stage 4 curriculum begin in Year 9. Leaders make sure that pupils learn the required aspects of the key stage 3 curriculum in Years 7 and 8. The curriculum remains ambitious for pupils as they move through the school. Leaders enhance pupils' formal study through a full extra-curricular programme. However, not enough pupils take up these opportunities. As a result, some pupils miss out on a rich range of experiences that would enhance their learning and understanding of the wider world.

Staff do not use assessment consistently well. Leaders have placed too great an emphasis on using GCSE-style assessments. Not all teachers use assessment to carefully identify pupils' starting points to help inform their teaching. This means that sometimes pupils build new learning on shaky foundations. Leaders know where further improvement is required.

A high proportion of pupils speak English as an additional language. Leaders are ambitious for these pupils. Staff provide effective support so they can access the curriculum. Leaders tailor this support to meet pupils' individual needs. Teachers take care to explain subject-specific vocabulary. Consequently, pupils who speak English as an additional language learn well.

In most instances, pupils with special educational need and/or disabilities (SEND) are well supported. The curriculum is ambitious. Support staff work closely with teachers. They make regular checks, talking to pupils with SEND about their progress. Leaders share detailed information about the specific needs of each pupil. However, some teachers do not use this information well. Consequently, some pupils with SEND do not make the progress they could in some subjects.

Leaders have worked extensively to improve pupils' behaviour. This has had the desired impact. Staff celebrate pupils' success. Pupils value this. Leaders know where further improvement is required. If pupils are sanctioned for poor behaviour, leaders make sure that they do not miss out on their learning. Low-level unacceptable behaviour has little effect on how well the curriculum is taught.

Leaders have devised a wide-ranging personal development programme. Pupils learn about a range of pertinent cultural, local, national and global issues. They discuss how to manage difficult situations and make tough decisions. Careers education is comprehensive. Pupils have the right information to help them make informed choices about their next steps.

The sixth form is flourishing. Staff guide students onto appropriate courses and then support them well so that they can achieve. They encourage students to look beyond the academic courses, and to participate in a range of activities, which they do. They have ample opportunity to have meaningful encounters with the world of work. They are prepared well for their next steps in education, employment or training.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding that runs throughout the school. All staff know safeguarding is everybody's responsibility. They are quick to report any concern, no matter how small. Leaders are diligent in following these up, joining the dots to identify pupils who may be at risk of harm. They then seek help immediately, working closely with other agencies where appropriate.

Leaders' work to raise pupils' awareness of risks and how to avoid them is effective. They have created a culture where pupils are confident in reporting their concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is an over-reliance on the use of end-of-key-stage assessment criteria. Teachers are not using assessment to check that pupils have the prior knowledge in place that they will need to draw on. Instead, teachers are using assessment opportunities to try and prepare pupils to answer examination questions from an early stage. This can inhibit pupils' learning. Leaders should make sure that teachers consistently use assessment to check what pupils know and remember about what they have been taught. Teachers should use this information to inform their teaching and any curriculum modifications.
- Some teachers do not use the information about the individual needs of pupils with SEND as well as they should. As a result, some pupils with SEND do not learn the curriculum as fully as they could. Leaders should ensure that all staff use the information about pupils with SEND consistently well to inform their curriculum planning and delivery.
- Not enough pupils access the school's full range of experiences on offer. Consequently, too few pupils get to nurture their talents and interests and develop a broader knowledge of the wider world. Leaders should increase pupils' participation rates in the wider curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103519
Local authority	Birmingham
Inspection number	10199772
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1434
Of which, number on roll in the sixth form	208
Appropriate authority	The governing body
Chair of governing body	Patricia Beanland
Headteacher	Andrew Bate
Website	http://www.moseley.bham.sch.uk
Date of previous inspection	17 and 18 May 2016, under section 5 of the Education Act 2005

Information about this school

- The current headteacher has been in post for just over two years. The leadership team has undergone significant change since the previous inspection.
- A small number of pupils attend two registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- During the inspection, the inspectors held discussions with the headteacher and other leaders, including those responsible for post-16 education. They held discussions with teachers, non-teaching staff and members of the governing body.

- Inspectors carried out deep dives in English, mathematics, design and technology and history. For each of these subjects, they met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors met with members of staff individually and in groups and spoke to pupils formally and informally at various points in the inspection. They also took account of responses to pupil and staff surveys, as well as Parent View, Ofsted’s online survey.
- Inspectors looked at records relating to behaviour and safeguarding.
- They reviewed safeguarding arrangements by checking the school’s approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

Inspection team

Ian Tustian, lead inspector

Her Majesty’s Inspector

Andrew Madden

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