



Moselle School

Inspection Report

Unique Reference Number 102178
Local Authority Haringey
Inspection number 286299
Inspection dates 29–30 January 2007
Reporting inspector Mike Smith

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

Type of school	Special	School address	Adams Road
School category	Community		Tottenham
Age range of pupils	4–19		London N17 6HW
Gender of pupils	Mixed	Telephone number	020 8808 8869
Number on roll (school)	128	Fax number	020 8801 7074
Number on roll (6th form)	18		
Appropriate authority	The governing body	Chair	Mrs Pat May
		Headteacher	Mr Martin Doyle
Date of previous school inspection	9 December 2002		

Age group 4–19	Inspection dates 29–30 January 2007	Inspection number 286299
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Moselle School is located in Tottenham and takes pupils from a number of London authorities in addition to those from Haringey. On entry all pupils are working well below the nationally expected levels. All pupils have statements of special educational needs for their general, severe or complex learning difficulties, including those pupils with autistic spectrum disorders (ASD). Pupils come from a diverse range of socio-economic backgrounds and currently two thirds are eligible for free school meals. Over three quarters of the pupils are from minority ethnic groups, the largest being from Black African or Caribbean family backgrounds. Over a third of pupils are at an early stage of English acquisition and there are twice as many boys as girls in the school. Currently eight pupils are looked after by the local authority. The school operates from two sites, three quarters of a mile apart. The school has achieved the National Healthy School award, the Investor in People recognition and a number of other awards including Sportsmark and Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Leadership and management are outstanding and pupil achievement is at the heart of all decision making. The well-organised headteacher has a clear strategic vision for the school. Together with the highly motivated and effective leadership team, committed staff and well-informed governors, he continues to improve the provision and learning opportunities for all pupils. A parent, reflecting the views of many, wrote, 'I am very happy with the high standard of care, kindness, teaching and wisdom my son receives. The school accommodates his idiosyncrasies wonderfully well'. Self-evaluation strategies are very effective and development planning clearly shows the school has a clear understanding of what needs to be improved and what strategies it needs to employ to achieve success.

Pupils' standards vary enormously, but overall are well below average. There are, however, individual pupils who are reaching age related standards and who will take GCSE examinations. Given their starting points, and the severe barriers to their learning, the achievement and progress of the great majority of pupils are outstanding. Children in the Foundation Stage make excellent progress in their confidence and communication skills, which are effectively built upon as they move through the school. As the chair of governors put it, 'Pupils appreciate being valued and in turn, value themselves'. This developing confidence effectively supports pupils in their next stage of learning and in their social interactions. Pupils' outstanding progress in their personal development is due to the excellent relationships, teaching, team-work, care, support and guidance they receive for their individual needs. There is an emphasis for all pupils on independent learning, making choices and working towards their individual challenging targets which most successfully achieve.

Pupil assessment and the tracking and analysis of their progress are effective and any underachievement is quickly spotted and addressed. The curriculum offers a wide, interesting and challenging range of learning activities that effectively meets the needs of the great majority of pupils. The school is very aware of the need to continually monitor, review and develop the curriculum for those pupils with increasingly complex learning difficulties. The curriculum effectively supports pupils' personal development and the variety of sporting opportunities on offer is an undoubted strength of the school. Visits into the community and visiting specialists very effectively support pupils' learning. Additional learning opportunities arranged outside of school are excellent and greatly contribute to pupils' learning experiences and overall achievement.

After-school clubs and holiday clubs organised by Team-Spirit, an independent provision based at the school, enrich pupils' learning opportunities and very effectively support their confidence and personal development. There is a strong and effective emphasis on including all pupils in all aspects of school life and there are opportunities for pupils to work alongside their mainstream peers whenever it is seen to meet the needs of individual learners. There are reciprocal arrangements for mainstream pupils to work alongside Moselle pupils when it meets their agreed needs. Pupils' spiritual, moral, social and cultural development is excellent. They are encouraged to have positive attitudes towards others and their behaviour is generally excellent. Pupils engage very

enthusiastically in all learning opportunities presented to them. Since the last inspection there have been good improvements and there are increased opportunities for older pupils to study accredited courses. Governors are well-informed and take an active part in monitoring, self-evaluation and in the strategic management of the school. Leadership and management are clearly having a positive impact on the learning provision which is enabling pupils to achieve and make continued excellent progress. The capacity to continue to improve is excellent.

Effectiveness and efficiency of the sixth form

Grade: 1

Post-16 students achieve well and enjoy their learning as a result of excellent teaching and a relevant curriculum. Students successfully complete modules within the 'Towards Independence' accredited course and learning is increasingly focused on community based activities. Students benefit from work-related visits and activities which helps to prepare them for their transition to college and life after school. They make excellent progress in their personal development, gaining confidence and self-esteem through their successes.

What the school should do to improve further

- Ensure that the curriculum meets the increasingly complex learning needs of all pupils.

Achievement and standards

Grade: 1

Grade for sixth form: 1

Standards vary enormously. For most pupils they are well below average because of their severe learning difficulties. Despite these difficulties, the progress and achievement for the great majority of pupils are outstanding in relation to their challenging individual targets. Children in the Foundation Stage get the best possible start to their education and make excellent progress in their communication and personal development. Older students learn to be more independent and self-aware and succeed in a variety of work-related experiences and accredited courses. The school works hard to ensure that no group of pupils progress less well than any other and pupil data is effectively analysed to identify underperformance. A parent reported, 'My son has now got great confidence in himself and I give credit to the school. He understands more and more about life in general and is beginning to talk more and more'.

Personal development and well-being

Grade: 1

Grade for sixth form: 1

Pupils' personal development and well-being are outstanding. Excellent relationships and mutual respect between staff and pupils are clearly evident and ensure the positive learning environment on both sites. Pupils thoroughly enjoy all their experiences from the moment they arrive at school. One pupil said, 'I love coming to school. I have lots of friends and teachers help me'. Pupils are encouraged to be aware of themselves, others, and the environment and they are well supported to become as independent as possible. Pupils relish taking responsibility whenever they can and they are encouraged to do so. Attendance is good. Pupils' understanding and contribution to the local community is excellent, even including an international dimension with links with schools abroad. Pupils contribute regularly to charities and are involved in a variety of initiatives, including a recycling project and the creation of a web-site and school magazine. Pupils feel safe and understand healthy lifestyles and can confidently talk about the importance of sporting activities. Older pupils acquire essential skills, including bicycle maintenance and take part in the school's independent travel programme. Both school sites have active pupil councils that discuss matters of importance to all pupils, report to the governing body. They know their views are listened to. Pupils' personal development is firmly supported and embedded in the everyday life of the school.

Quality of provision

Teaching and learning

Grade: 1

Grade for sixth form: 1

Pupils make excellent progress because teaching and learning are generally outstanding, from the Foundation Stage right through to the post-16 provision. The quality of teaching and learning is systematically and effectively monitored, supported and developed. Pupils achieve their challenging targets because of the high quality of planning, teaching and support they receive for their individual needs. Lessons are made interesting for pupils, with excellent use of resources, and they respond appropriately and attentively. There are excellent relationships and behaviour management is effective, so that pupils are happy in their work. Pupils are motivated with relevant activities that meet their needs and promote independent learning. There is a positive ethos of reward and celebration for group and individual effort and achievement. Team-work is a strength and ensures pupils' personal needs are fully met so they can get the best out of their learning opportunities. The professional development opportunities for all staff fully support pupils' learning and achievement.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The curriculum is good and offers a broad range of experiences that support pupils' excellent personal and academic development. The school is innovative in its outlook and strives to ensure that the curriculum fully engages pupils' interest and commitment to learning. Personal, social, health and citizenship education makes a significant contribution to pupils' growing self-confidence and maturity and work is appropriately tailored to individual pupil needs. There are a wide range of sporting opportunities available and the curriculum fully supports healthy living. The school is fully aware of the need to continually review and monitor the curriculum to ensure it meets the ever increasing complexity of pupils' learning needs. There are relevant opportunities for pupils to work alongside their mainstream peers and there is a well established arrangement with an adjacent primary school. The curriculum is enriched with an outstanding range of additional opportunities, including lunchtime clubs, after-school activities and visits into the community, that reinforce and support pupils' understanding of the world around them. Older pupils take part in mosaics enterprise workshops and produce high quality goods. Residential trips are a highlight experience for pupils where they improve their independent skills, team work, and confidence and have fun engaging in a range of challenging activities. Post-16 opportunities are good and students' needs are met by a relevant range of accredited courses, college placements and work related opportunities which help to prepare them for life after school.

Care, guidance and support

Grade: 1

Grade for sixth form: 1

The care, guidance and support for pupils are outstanding. The combination of efficient school procedures and practice keeps pupils safe and secure while helping them to acquire the skills of independence. There are clear procedures for safeguarding pupils which are understood by all staff. Effective team-work ensures that there are consistent approaches and support for all pupils and personal dignity is respected at all times. Pupils receive appropriate individual guidance that ensures that they make excellent progress with their personal and academic development. There is an excellent partnership with support agencies, which ensures that the specific needs of pupils are well met. The partnership with parents and the communication between school and home are excellent. A parent wrote, 'Communication between us and the school is good. They listen to suggestions and concerns and also give us a lot of useful input'.

Leadership and management

Grade: 1

Grade for sixth form: 1

Leadership and management are outstanding. The headteacher gives excellent strategic guidance and encouragement to all staff. Senior staff have clear roles. They are fully committed and effective in fulfilling their responsibilities, ensuring the smooth and positive running of both sites. There is a clear focus on continual school improvement for the benefit of pupils. The impact of everyone's work is clearly reflected in the outstanding care, guidance and support for pupils and the excellent progress they make. This is consistent across both sites. Through wide and effective consultation and self-evaluation, areas for improvement and strategies for action are clearly identified. There are high expectations made of staff, their work is valued and morale is high. They, in turn, have high expectations of pupils. Parents and pupils appreciate the commitment and dedication of staff in supporting their children and encouraging the highest achievement. The school works extremely effectively with external support agencies ensuring that appropriate planning and support is coordinated to support pupils' individual needs. A parent summed up the feelings of many when she said, 'Thank you for your hard work, dedication and inspiration given to my son over the years, for your caring and supportive attitudes, patience and perseverance in helping him to learn and to all the support given to me as a parent'. Inspection evidence supports this view.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and disabilities make progress	1	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me into your school and a special thank you to the two school councils who spoke enthusiastically about the school. I agree with you and your parents: your school is excellent. It supports your needs and ensures that you make the best possible progress in your learning and personal development. The school knows what it has to do to make things even better for you and you can help by listening carefully in lessons and always behaving the best that you can. I particularly liked the fact that:

- all staff care, guide and support you exceptionally well
- you get on really well with each other and all adults
- you learn to do things for yourself and you are friendly and polite to everyone
- you really enjoy your lessons and make excellent progress because teaching and support in class is excellent
- you really appreciate the clubs and after school activities on offer
- you learn useful skills that will help you when you leave school
- you think of others less fortunate than yourselves
- there is excellent communication between the school and your home
- the school ensures that you all learn as well as you can and works extremely well with other people to ensure you receive the support you need
- the school tries to ensure that you get the best resources to support your progress
- your headteacher, staff and governors are always thinking how they can improve the school even further.

One area the school knows it can improve upon is to:

- ensure the work in lessons meets the needs of all pupils, particularly those who find learning especially difficult.

Once again, thank you for being so friendly and I wish you every success in the future.

Yours sincerely

Mike Smith Lead inspector