



Moreton Community School

Inspection Report

Unique Reference Number 104397
Local Authority Wolverhampton
Inspection number 286930
Inspection dates 7–8 March 2007
Reporting inspector Judith Matharu HMI

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

Type of school	Secondary	School address	Old Fallings Lane
School category	Community		Wolverhampton
Age range of pupils	11–18		WV10 8BY
Gender of pupils	Mixed	Telephone number	01902 558310
Number on roll (school)	689	Fax number	01902 558306
Number on roll (6th form)	114		
Appropriate authority	The governing body	Chair	John Perry
		Headteacher	Tony Leach
Date of previous school inspection	13 January 2003		

Age group	Inspection dates	Inspection number
11–18	7–8 March 2007	286930

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Moreton School is a smaller than average mixed secondary school, which serves an urban area of north-east Wolverhampton. This area is one of significant multiple disadvantage. Students are mainly of White British origin with a small number from ethnic minority backgrounds. Attainment on entry to the school is well below average. The number of students with learning difficulties or disabilities is significantly above average. The school gained Specialist Technology status in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Moreton is an outstanding school which meets the needs of students exceptionally well. The vision for the school, to raise standards and lift students' aspirations and expectations within a challenging but safe and supportive environment, is evident in all aspects of its work. The vast majority of parents who returned questionnaires during the inspection are positive about the school and recognise its many strengths.

The progress that students make over time is exceptional, given their low attainment on entry. At Key Stage 4 in 2006 standards and achievements were outstanding, indicating dramatic improvement. Key Stage 3 results were lower, although improving. This improvement in performance arises from a combination of factors: high expectations and warm relationships are evident across the school, together with an excellent curriculum. Teaching is consistently good and closely matched to needs. The school has plans to further improve literacy skills and these provide a good basis for future improvement.

Excellent guidance and support for students are provided, based on the belief that they can all succeed, given the right environment and strong encouragement. The school's 'can do' ethos successfully engages many learners who might be alienated from school in different circumstances.

The personal development of students is also a strength; they are confident and welcoming and their behaviour is excellent. Attendance is however an ongoing issue for the school. Despite all their efforts there are still several hard- to-reach families where students do not regularly attend. There are many opportunities for students to contribute to school life and these are enthusiastically received by students and contribute well to their confidence and self-esteem. Students appreciate that their opinions are heard and taken seriously in school.

The headteacher continues to provide outstanding leadership. He displays relentless determination to establish the very best learning experiences for all students. He is well supported by a strong Senior Leadership Group and a committed governing body who share his vision and enthusiasm and the commitment to strive for improvement. This is successfully communicated to the whole staff. Effective teamwork is a strong factor in the school's success and there is an impressive shared sense of purpose across the school.

Specialist Technology status has been recently awarded and this is already impacting on facilities for learning and improvements in teaching and learning and curriculum provision. Outstanding progress has been achieved since the last inspection and there is excellent capacity to improve further.

Effectiveness and efficiency of the sixth form

Grade: 2

Attainment in the sixth form is below the national average but improving. Given the challenging context of the school and their starting points, students make good

progress, particularly in travel and tourism, leisure and tourism and art and design. Teaching is good overall. Curriculum provision is outstanding, with a wide range of appropriate courses available. As a result there has been a significant increase in the numbers staying on into the sixth form.

Targets are set using students' prior attainment and were met in 2006. Targets set for 2007 are extremely challenging. Students are very positive about their experiences and contribute well to the life of the school.

The sixth form is very well led and managed.

What the school should do to improve further

- Improve attendance with the support of external agencies.
- Implement strategies to raise literacy at Key Stage 3 in order to maximise students' achievements at 14 and beyond.

Achievement and standards

Grade: 1

Grade for sixth form: 2

Achievement is outstanding. Students' attainment on entry to the school is well below average. Attainment in national tests in Year 9 is below average. Results have generally improved over the last three years, although in English they declined slightly in 2006. Taking account of their starting points, by the end of Year 9 students make good progress, particularly in mathematics.

In Years 10 and 11, a wide variety of appropriate courses, taught well, enables students to make outstanding progress. Many students are entered for English and mathematics early in Year 10 and attain good results. In English, 39% of Year 11 students have already achieved an A* to C grade. In 2006, English and mathematics GCSE results improved significantly. Challenging targets have been set in these subjects for 2007. GCSE attainment overall has improved dramatically since the previous inspection, to the point where in 2006, 67% of students gained five or more A* to C grades, a figure significantly above the national average. Good progress is made by pupils with a wide range of learning difficulties and disabilities.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

The personal development and well-being of students are good with some outstanding features. As a result of carefully planned learning experiences, students display interest in much that the school offers. Their spiritual, social, moral and cultural development is good as a result of the excellent curriculum and extended curriculum opportunities, and the positive atmosphere within which they work.

Students are respectful and tolerant of each other and have excellent relationships with their teachers. Expectations of them are high, and the behaviour policy consistently applied; as a result their behaviour is exemplary in lessons and around the school.

Attendance, although improving, is still an issue for the school. Despite their strategies to rectify this, some deep-rooted problems have proved difficult to resolve.

Students are willing contributors to the school and community. A large number of them are engaged in the sports leadership schemes, the Duke of Edinburgh Award scheme and the two school councils. They are consulted over appointments and contribute to school self-evaluation. Students are positive about these opportunities and pleased that they are consulted and acted upon, and as a result the use of the student voice is well developed. Students know and feel part of the school's commitment to continued improvement, one student commenting, 'Moreton is certainly a good school, but you can always get better, can't you?'

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

Teaching and learning are good in both the main school and sixth form, with examples of outstanding practice. A key strength is the commitment of teachers to provide individual support that enables students to achieve to the highest level possible. Often time is given outside normal lessons to provide individual help and a wide range of extra classes are arranged to boost learning, particularly in Year 11.

Very good relationships between knowledgeable, highly committed teachers and motivated students encourage productive discussion in lessons and excellent behaviour. Participation can be hesitant but is always enthusiastic and thoughtful. Planning is meticulous in providing a diverse range of activities that stimulate good learning and enjoyment, resulting in a brisk pace in the relatively short lesson time. The work overall is appropriately challenging, and tasks are usually well matched to the needs of different abilities within a set. Very good support is provided by learning mentors. Good use is made of information and communication technology (ICT) such as interactive whiteboards to enhance learning. A large number of sixth form students have laptop computers. Assessment is thorough, and is used well to promote learning and provide feedback to students on how well they are doing. Steps are in hand to ensure successful practice is applied more consistently across all subjects.

Curriculum and other activities

Grade: 1

Grade for sixth form: 1

Curriculum provision is outstanding and a major factor in the high level of achievement in the school. Detailed planning ensures that time is used to best advantage. Courses

are very well matched to students' needs and constantly reviewed and revised. Intensive additional support is programmed for individual students with learning difficulties or disabilities, which results in good progress for these students.

A good range of options in Key Stage 4 includes a double award vocational GCSE course in ICT and flexibility is provided by appropriate work-based courses for an identified group of students. Many students take GCSE at the end of Year 10 to allow further opportunities in Year 11. Physical education is strong and all students have the opportunity to gain a sports leader qualification. Specialist Technology status is reflected in the impact of computer technology. In the sixth form a very wide range of options is offered in the consortium partnership with other schools. Many extra-curricular clubs are offered involving all faculties and participation is high. Several opportunities are arranged for activities outside normal lessons, including residential experiences to boost learning or gain extra support. Many sixth form enrichment events are undertaken including work with the local community.

Care, guidance and support

Grade: 1

Grade for sixth form: 1

The school is rightly proud of its caring ethos, as the care, guidance and support provided for students are outstanding. The school is passionate in its commitment to encourage students' personal growth; individual students are well known and nurtured. This is a school which 'goes the extra mile' for its students.

Transition from Key Stage 2 is effective; large numbers of staff teach in the feeder primary schools and liaison for pastoral support is strong. Induction is effective, including an activity weekend for Year 7 students when they first join the school.

Pastoral managers are effective in supporting students with a wide range of complex needs. The school's Learning Inclusion Centre is an outstanding example of the sensitive, individual approach to meeting needs in supporting students who are experiencing difficulties at school. Here, effective liaison with a wide range of expertise, both internally and from external agencies, including the local authority's Behaviour and Educational Support Team, is providing vulnerable students with excellent support and guidance. The school's Child Protection (CP) team is outstanding in providing robust care for a large number of vulnerable students. One of the key strengths here is having a governor as one of the CP team, enabling the governing body to be aware of issues and provide support.

The large number of students with learning difficulties or disabilities are effectively supported in class. This leads to rapid progress for these students.

Leadership and management

Grade: 1

Grade for sixth form: 1

Leadership and management are outstanding. The headteacher is passionate about the school and continues to provide inspirational leadership. This was commented upon during the inspection by staff and students alike. He is ably supported by a strong Senior Leadership Group who share his vision for the future development of the school. The headteacher has successfully communicated his drive for school improvement and the means to achieve this to the wider staff and team of governor, and they demonstrably share this quest to raise achievement and lift aspirations across the school.

There is a strong emphasis on professional development for staff at all levels and this is securing improvements in both teaching and learning and leadership skills. Impressive numbers of senior staff have secured the national professional qualification for headship and a number have moved on to take up headship positions. The school's policy of employing former students as members of the support team is providing good role models for students.

Middle leaders are strongly focused on improvement and effectively monitor and evaluate the quality of teaching and learning in their subjects. The system of regular faculty review is providing the school with clear and accurate information about departments' performance and good practice is being shared effectively, which is impacting positively on improving teaching and learning. Robust systems to monitor and evaluate lessons are providing senior staff with useful information, and their judgements about the quality of these are secure. The governing body are very well organised and have a good grasp of the school's strengths and areas for development. They provide strong support and challenge and contribute well to the work of the school.

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	2
How well does the school work in partnership with others to promote learners' well-being?	1	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	2
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	1	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	3	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
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	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
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	2	
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 your warm welcome when we visited your school recently. We enjoyed meeting you and talking with you about your views on school. You told us very clearly that you think your school is really good and we agree with you! In fact we found it is excellent overall, with a good sixth form. These are the things that are outstanding:

- Your teachers are doing an excellent job; they teach you well and they really care about how successful you are. You told us that you get on with them very well and this results in very positive relationships in school.
- The progress that many of you are making in your years at Moreton is remarkable. The results from Year 11 examinations last year were outstanding.
- Your headteacher Mr Leach leads your school very well; he is determined to provide the best for you and the whole staff share his determination to make your time at Moreton as happy and successful as it can be.
- You are cared for superbly in school and provided with lots of interesting courses and opportunities to try different things, which you told us you enjoy.
- Most of all, you, the students of Moreton, are a credit to the school and your families. You are so positive and polite to visitors (and each other) and behave very well in lessons. We were impressed by your confidence, honesty and friendliness.

Your school constantly looks for ways to improve. That is one of its strengths. We talked with Mr Leach about continuing to improve attendance, as a few students do not attend school as often as they should. Also the school has plans to further improve reading and writing skills, so that as many of you as possible achieve what you are capable of in tests in Year 9 and in your GCSE examinations. You can help by reading as much as possible so that you have a clear understanding of what makes for good writing.

We hope you continue to enjoy school and look forward to hearing of your continued success in the future. It was a pleasure to meet you all.