



Moor End Technology College

Inspection Report

Unique Reference Number 107760
Local Authority Kirklees
Inspection number 287907
Inspection dates 13–14 November 2006
Reporting inspector Judith Tolley

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

Type of school	Secondary	School address	Dryclough Road
School category	Community		Crosland Moor, Huddersfield
Age range of pupils	11–16		West Yorkshire HD4 5JA
Gender of pupils	Mixed	Telephone number	01484 222230
Number on roll (school)	867	Fax number	01484 222233
Appropriate authority	The governing body	Chair	Cllr Molly Walton
		Headteacher	Ms Jane Acklam
Date of previous school inspection	30 April 2001		

Age group 11–16	Inspection dates 13–14 November 2006	Inspection number 287907
---------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Moor End Technology College is smaller than average. About half of the pupils are of Pakistani heritage, a third are of White British heritage and the remainder come from a variety of ethnic groups and include asylum seeker/refugee pupils. The proportion of pupils entitled to free school meals is above average. Almost a third of pupils have learning difficulties and/or disabilities which is well above average. The proportion for whom English is an additional language, more than half, is also much higher than average. It is a specialist Technology College and hosts the Visual Impairment Centre for the area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. It equips its pupils well for life outside school and the majority continue their education when they leave the school. The school works very closely with a variety of agencies to provide its pupils with appropriate support tailored to meet individual needs. Through its specialist status it makes excellent use of its links with other schools and colleges to offer a variety of courses which enhance its own curriculum provision and match the pupils' aspirations well.

Standards are slightly below average. This represents good achievement in relation to pupils' starting points. Pupils enter the school with standards that are well below average in English, mathematics and science, but by the end of Year 9, as a result of excellent teaching and very well focused support, particularly in literacy and numeracy, pupils begin their GCSE courses with a firm foundation. By the end of Year 11, pupils achieve well as a result of effective teaching. However, progress across subjects in Key Stage 4 is more variable than in Key Stage 3 and higher attaining pupils are not always given enough challenge across all subjects. The school's initiatives to improve the consistency of the quality of teaching and learning and the quality of leadership and management of individual subject areas are proving successful. Similarly, the school has changed the curriculum provision in information and communication technology (ICT), and science in Years 10 and 11 to better meet pupils' needs and aspirations. The full impact of this is yet to be seen but provisional results in 2006 indicate an improvement in these areas.

Excellent care, guidance and support enable pupils to achieve well and to make the right choices both in academic terms and for a healthy lifestyle. Personal development is outstanding. Pupils have really positive attitudes towards their learning and are very proud of their school. They mature into confident and considerate young adults who play an important role in shaping their school through, for example, peer mentoring and the Student Voice. They particularly appreciate the excellent relationships they have with each other and with adults in the school. They say, 'I love school; it's where I meet my friends'. As the school motto states 'Every day matters'.

Leadership and management are good overall. The leadership of the headteacher is outstanding. Her vision for the school, based upon accurate self-evaluation, is clearly focused upon improving standards and providing all pupils with the means to succeed. She is strongly supported by the senior leadership team. Responsibilities are clear. There is a good structure of evaluation clearly linked to strategic planning, which is both supportive and challenging. However, there have been significant problems in the leadership of design and technology and this has resulted in the subject underperforming. The school uses its resources effectively, but because the impact of the specialist subjects to drive whole-school performance has been limited, it currently provides satisfactory rather than good value for money. Issues from the last inspection have been resolved and the school has good capacity to improve further.

What the school should do to improve further

- Improve consistency in the quality of teaching and learning in Key Stage 4.
- Improve leadership and management in design and technology to realise its potential to impact across all areas of the school's work.

Achievement and standards

Grade: 2

Inspection evidence confirms the school's view that achievement as pupils move through the school is good. Results in English are broadly average and in English Literature, significantly above average; this represents exceptional achievement for a large proportion of pupils, whose first language is not English. In 2005, the proportion of pupils gaining 5 or more A* to C and A* to G grades at GCSE was slightly below average. Provisional figures for 2006 paint a similar picture. However, there is significant variation between subjects. The school has not been successful in meeting its very ambitious targets reflecting Technology College status. In particular, those for 5 or more A* to C grades at GCSE and the number of pupils gaining A* to C grades for design and technology. Pupils with English as an additional language and those with learning difficulties and/or disabilities achieve as well as their peers as a result of the excellent support they receive.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. The school's very strong ethos is consistently in evidence through the smiling faces of most pupils as they demonstrate sheer enjoyment in their day-to-day life. As a small group of Year 9 pupils put it: 'children have a clear voice, they are treated with respect, and the happy learning atmosphere created by teachers leads us to success'. Pupils develop self-confidence through the many opportunities they have to play an important role in school life. They understand how to live healthy lives, eat sensibly and take regular exercise because of the emphasis the school places on this in personal, health and social education (PHSE) programmes, the school canteen and extra-curricular activities. Pupils are very well prepared for the world of work, through excellent careers advice and the acquisition of key skills. The vast majority of pupils continue with their education when they leave the school. Pupils have a strong sense of community and are willing to take on additional responsibilities such as helping younger pupils through peer mentoring and in representing others in the school council.

The great majority of pupils have a clear understanding of right and wrong. They behave well so that the number and regularity of fixed term exclusions has reduced dramatically. Attendance is above average and pupils are punctual.

Pupils' spiritual, moral, social and cultural development is outstanding and pupils speak very highly of the daily act of two minutes silence which is used very effectively as a moment of reflection, usually linked to a moral or social 'thought for the day'. Older

pupils have a very wide range of opportunities to engage in tailor made work experience projects, as a result of the school's partnership with other institutions and careers guidance which add significant support to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching and learning contributes to the school meeting its specialist college targets. In Key Stage 3, teachers apply national strategies meticulously, building a firm basis for academic and vocational study. Good subject knowledge, skilled class management and excellent relationships with pupils promote substantial progress in class and corresponding achievement in external examinations.

Lessons are carefully planned with firm objectives that teachers discuss and summarise well with pupils. Clear presentations are usually complemented by well-supported individual or paired work. Pupils respond positively to stimulating teaching, particularly where tasks require research or collaborative effort. Many teachers use computers and interactive whiteboards well to present new ideas; as a result, pupils rapidly understand and are engaged by activities. Pupils make valuable contributions and sensibly seek assistance where needed. Those with learning difficulties and/or disabilities are well integrated and progress well, but in a small number of Key Stage 4 lessons there is sometimes insufficient challenge for the most able. Teachers are adept in setting and working towards subject and individual targets based on accumulated data. However, pupils' progress across subjects is uneven in Key Stage 4 because the quality of teaching and learning, whilst good overall, is more variable than in Key stage 3. Where progress is good or better, teachers use assessment information effectively to plan for the progress of groups of differing ability and to enable pupils to explore their ideas for themselves or in groups.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced. It more than meets statutory requirements, adding numerous extra classes and learning opportunities to a busy 30-lesson week. The specialist subject of ICT is having a clear impact on the whole curriculum, but provision for design and technology is currently less well developed. Thoroughly planned PSHE is complemented by citizenship and religious education. In both key stages, course content is modified to challenge pupils of all abilities and specifically enriched for high attainers. However, this works better in Years 7 to 9. Pupils with learning difficulties and/or disabilities, such as visual impairment, receive carefully managed support that enables them to take advantage of all the opportunities that the school offers. In Key Stage 4, pupils enjoy a wide choice of academic, technological and vocational options, enhanced by links with local schools and colleges. These offer a close match with their preferences and post-16 aspirations. Pupils at risk of

disaffection benefit from provision tailored to their needs, including work related courses. Many pupils benefit from numerous extra-curricular activities complementing the timetabled curriculum.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. All pupils benefit from very high quality welfare provision. Parents are encouraged to be closely involved in the care of their children. The school has developed excellent links with a wide range of external professionals who add significantly to its provision. Child protection systems and staff training are in place and appropriate safety checks on the school's staff and visitors meet with the latest national requirements. Pupils' health and safety are of the highest priority as evidenced by the school's consistent approach to medical and accident reporting systems, and in the way the school council has been involved in a number of health and safety initiatives. This quality of approach is echoed in the academic guidance offered. Pupils say that they very much appreciate knowing how well they are doing and the regular advice given by teachers to help them to understand what they need to do to improve.

Leadership and management

Grade: 2

The headteacher and senior staff provide very clear direction for the school's work. The result is that everyone in the school has a clear picture of how well they are doing and what needs to be done to secure further progress. Most middle management is at least good and the school recognises the few areas where there is need for improvement, such as in design and technology. Monitoring and evaluating procedures are robust and reflected in the sharply focused agenda for improving learning and achievement. Strengths and areas for development are accurately diagnosed and translated into challenging action plans.

Managers have a very strong commitment to equality of opportunity which permeates the school. Governors know the school well and are supportive when considering plans and strategies for taking the school forward. Finances and resources are well managed. The extra ICT resources provided by the specialist technology college status are having a positive impact on the quality of teaching and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
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	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	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

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. However, first I would like to thank you for your openness and help during our visit. We enjoyed meeting some of you and appreciated your comments and opinions.

The inspection found that yours is a good school with some outstanding features. You are set challenging targets and you achieve well. Your behaviour in lessons and around the school is good, you have excellent attitudes towards your learning and play an important role in the life of the school. Adults at your school give you excellent support and guidance to help you achieve well. Relationships at your school are very strong and you enjoy your time in school. You are right to be very proud of your school. As the school motto says, 'Every day matters'. All this results in an effective education for you.

There are some areas where the school recognises it needs to continue to develop. You learn better in some lessons than others and we have asked the school to make sure you can achieve well in all lessons. The school will also try to improve the specialist provision in design and technology so that you all benefit.

We left the school confident that the school will continue to improve. We wish you every success in the future.