

Moat Community College

Inspection report

Unique Reference Number	120292
Local Authority	Leicester City
Inspection number	313577
Inspection date	4 March 2008
Reporting inspector	David Martin HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	1046
Appropriate authority	The governing body
Chair	Jo Wilkinson
Headteacher	Nigel Boyd
Date of previous school inspection	7 March 2005
School address	Maidstone Road Leicester LE2 0TU
Telephone number	01162 625705
Fax number	01162 510653

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. During the visit, inspectors focused largely on three areas of the college's work. The first examined the way that academic guidance contributes to the progress that students make as they move through the college. The second examined the impact of college provision on the inclusion of students in college life and the ways in which the college promotes community cohesion. The third focus was on the part played by middle managers in improving practice and securing improved outcomes for students. Inspectors based many judgements on first-hand evidence gained during the visit but also took into account the college's own self-evaluation of its effectiveness. During the visit, inspectors visited lessons and looked at students' work in books. There were discussions with senior leaders, middle leaders, teaching and other staff, students and the chair of the governing body. Many documents and policies were scrutinised to provide further evidence of improvements in the college. Inspectors also noted parental survey returns and spent time observing students around the college site and speaking with them informally. There were also more formal meetings with students, including the lower college council and a 'student voice' group. Other aspects of the college's work were not investigated in detail, but the inspectors found no evidence to suggest that the college's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

Description of the school

Moat Community College is located in one of the most densely populated inner city areas of the city of Leicester. The area served by the college is one of considerable socioeconomic disadvantage and free school meal eligibility is very high. Inward mobility is a factor in making the college population more fluid than in most schools. The proportion of students with learning difficulties and/or disabilities, however, is below average, as is the number with a particular statement of educational need. The great majority of students are from ethnic minority backgrounds. Most are of Indian background, although a growing proportion of students are of Somali heritage. Most students speak English as a second language but relatively few are at an early stage in learning English. The majority of year groups have significantly more boys than girls on roll. The college has specialist status in science and mathematics. It has achieved the NACE Challenge Award, the Intermediate International Award and the Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Moat Community College offers a good and improving standard of education, achievement and personal development for its students. There are particular strengths in terms of the spiritual, moral, social and cultural development of students, attendance and the contribution that learners make to the community, which are all outstanding. The college has improved well since the last inspection. The impressive gains made in the last year indicate that the capacity to make further improvement is also outstanding. This is partly due to the significant impact of specialist status and partly to the outstanding self-evaluation processes that help the college to identify areas for development. The college provides good value for money. Parental responses clearly show that they very much appreciate the standard of education provided. The leadership of the college is good. Senior managers and governors give a clear direction for the college and specialist status provides a clear focus for new initiatives and exciting developments. The quality of middle leadership, however, is variable, with some strong subject leaders and others who are still developing their skills. The good line management of and support for middle leaders contributes well to their continued development. The college carefully monitors and evaluates all aspects of classroom practice, leading to outstanding self-evaluation. Monitoring is frequent at whole-college and departmental level. Recent developments in the use of data have improved this monitoring still further. This is having a wider impact on classroom practice as findings from evaluation are systematically used to identify training and development opportunities for staff. In addition, college leaders frequently collect student and parental views and take action based on the findings. Managers use data on student performance very well to identify underachievement and to target timely intervention programmes for those most in need. As a result of this effective management, the college has successfully improved its provision. The curriculum is good, having undergone a recent transformation, particularly at Key Stage 4. Students report that it is well matched to their needs and interests, and includes a growing vocational element. Weaknesses in citizenship education and music at the time of the last inspection have been successfully remedied. Specialist status has made a considerable impact on extension activities available to all students. Teaching is good. Most teachers plan thoroughly and lessons have a range of interesting and varied activities. Relationships and behaviour are good. Teachers have high expectations and students generally receive good feedback from assessment and marking. Assessment, a weakness at the last inspection, is now much stronger, although still a little inconsistent across the college. There are still occasions when teacher talk dominates the classroom and students are often not actively engaged in discussion either with the teacher or with their peers. Limited opportunities to practise speaking and listening skills restrict their involvement in their own learning. Other aspects of literacy have improved greatly since the last inspection. The care, guidance and support for students are good. There are effective procedures for safeguarding them and child protection arrangements are robust. All students feel well cared for and listened to, but the care for the most vulnerable is particularly strong. This includes support for newly arrived students and those with no English, enabling them to integrate quickly and to make good gains in achievement. Academic guidance is good and students know their targets and understand the next steps in learning. The provision for and tracking of gifted and talented students are excellent. Leaders quickly identify any underachievement by students and the college uses a wide range of partnerships to provide additional support or intervention. The outcomes for students of effective management and good and improving provision are impressive. Students flourish in the caring, nurturing environment and their personal development and behaviour

are good. There are particular strengths in their social, moral, spiritual and cultural development. Students are tolerant and understand individual rights and responsibilities and the differences that exist within different groups in the community. They are involved in many projects that build a sense of community cohesion. Partnerships with local primary schools are very strong; increasingly strong partnerships exist with other secondary schools and the local college. There are also wider links with the global community in Yemen and Tanzania. Links with business and the wider community through specialist status are particularly good. Attendance is outstanding because the college works effectively in partnership with parents, and punctuality has improved. The college council provides a genuine opportunity for students to take initiative and be actively involved in college life. Students are involved in staff interviews, charitable work and work in the community. This includes making areas in the community cleaner and free of litter. Decisions taken in spending the budget have led to real and valued improvements for students, such as college-based prayer facilities. Most importantly, students achieve well as they move through the college. Most students join the college with prior attainment that is well below national averages and, in some year groups, exceptionally low. The standards reached by the end of Year 9 remain well below average. However, the progress that students make from their starting points is good. There have been significant improvements in all core subjects and the progress made in science is outstanding at Key Stage 3. The performance of boys has improved as a result of actions taken by the college, to a point where they now slightly outperform girls. The standards reached by students by the time that they leave the college are still below average, although improving. GCSE results in mathematics are significantly lower than in other core subjects, particularly science. However, students continue to make good progress from their starting points. The targets set by the college are ambitious but realistic. Recent assessment of students' progress indicates that this rising trend in results will continue. Through these good and improving student outcomes, the college truly lives up to its motto of 'Maximising Our Achievements Together'.

What the school should do to improve further

- Raise GCSE achievement in mathematics to a level closer to that seen in science, in order to improve further overall standards.
- Increase structured opportunities to develop speaking and listening skills in order to increase students' participation in their learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	1

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?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	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
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?	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

5 March 2008

Dear Students

Inspection of Moat Community College, Leicester LE2 0TU

I am writing to tell you what my colleagues and I found when we visited your college recently. Before I do, I would like to thank you all for your kindness and help. We found your comments about the college to be very informative. It is good to know that you recognise and appreciate the high quality of education and care that you receive. The college council meeting that we attended was particularly interesting, as it showed us how students are involved in making decisions about the college. Inspectors judged that the college offers a good and improving quality of education through good leadership. The college has many strengths and few weaknesses. The teaching and learning in classrooms are good. Relationships are very good and you have a positive attitude to your learning. You know what level or grade you are working at and understand how to improve your work. You are well cared for at college, and students who need particular help receive good support. Your attendance and punctuality are excellent, showing that you enjoy learning. Students treat each other with great respect, and recognise and celebrate the diversity of the college community. You also contribute a great deal in the college by making your views and opinions known. You are also active in charity work and many outstanding initiatives in your local community. The recent activities promoted through your specialist subject, science, are very exciting. They give you many opportunities not available in most schools. You make good progress as you move through the college, and results are improving. Although many of you start at a relatively low point when you join the college, you learn quickly. Through your hard work and the good support of adults working in the college, you achieve impressive results by the time you leave. We have asked college leaders to ensure that results in mathematics improve to a level similar to those seen in science. We also think that you should have more opportunities for speaking and listening in lessons. This will increase your enjoyment even more and help you to be actively involved in your own learning. Thank you once again for making us so welcome. We thoroughly enjoyed our day with you in the college and would like to wish you every success in the future.

Yours sincerely

David Martin HMI

5 March 2008



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