

# Moselle School

## Inspection report

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<b>Unique Reference Number</b>	102178
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	335853
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Heather Yaxley

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	4–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat May
<b>Headteacher</b>	Martin Doyle
<b>Date of previous school inspection</b>	29 January 2007
<b>School address</b>	Adams Road Tottenham London N17 6HW
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<b>Email address</b>	admin@moselle.haringey.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Eleven lessons were seen, involving 11 teachers. Meetings were held with groups of pupils, senior leaders, governors, therapists and the School Improvement Partner. Inspectors observed the school's work, and looked at documentation relating to the safeguarding of pupils, policies and action plans, assessment and tracking of pupils' attainment, and minutes of meetings. A number of questionnaires were scrutinised, including 15 from pupils, 37 from parents and carers, and 33 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how much progress do pupils make from their individual starting points?
- how independent are pupils?
- how well do pupils communicate their needs, views and aspirations?
- how effectively do governors discharge their statutory responsibilities?

## Information about the school

Moselle School is located at two sites within a mile of one another in Tottenham and takes pupils with a range of complex learning needs including those associated with autistic spectrum disorders. The Early Years Foundation Stage comprises a Reception class which, together with Key Stage 1 classes, provides exclusively for pupils with learning needs relating to autism. Following a reorganisation of the local authority's sixth-form provision, students now leave Moselle at the end of Key Stage 4 to continue their studies at the sixth-form centre. In August 2011, Moselle, together with the adjacent special school, will close and new special schools for primary and secondary-aged learners will open in September 2011 on new sites, with new buildings.

Pupils represent the full range of socio-economic and cultural backgrounds.

Approximately two thirds come from families who speak languages other than English at home, with Caribbean and African heritage being the most predominant ethnic groups.

There are twice as many boys as girls. Four pupils are currently looked after by their local authority.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Moselle is a good school where pupils of all ages make good progress in their academic learning and outstanding improvement in their personal and social development. This is because outstanding care, guidance and support form the cornerstone of the school's work. The commitment of all staff and governors to pupils and their families is very strong. Their professionalism and teamwork makes a significant contribution to pupils' ability, relative to their complex needs, to take good care of one another, to show high levels of consideration towards others and to grow confident in what they can do by themselves. It also ensures good attention to safeguarding pupils' health, safety and well-being.

Since the time of the last inspection, as a result of well targeted action, good improvements are evident across a range of the school's work, demonstrating good capacity to make further improvements. The quality of provision for children in the Early Years Foundation Stage has developed well and is outstanding. The curriculum across the school is increasingly tailored to pupils' differing needs and abilities. There is still more work to do on the curriculum because accredited opportunities for older pupils are limited. Consistent approaches to enhancing pupils' communication have improved their ability, particularly for those with the most complex language needs, to express choices, needs and views. This is particularly evident in their social development but staff make less use of communication strategies to maximise opportunities for pupils to assess their own learning in lessons. Pupils' attendance, now in line with national averages, has also improved since the last inspection. Attendance rates continue to rise steadily as a result of carefully targeted action.

Some areas of school development are not so well targeted. Action plans, policy reviews and analysis of information are not as sharply focused as they could be. For example, the school's tracking system gives insufficient attention to long-term targets from which to measure progress over time. Similarly, the governors have not given sufficient rigour to evaluating the effectiveness of some of the school's work, such as promoting cohesion in the community. In general, although self-evaluation is broadly accurate, senior leaders and the governors are not making the best use of the wealth of information that is available to them to become better informed about how well the pupils are doing.

### What does the school need to do to improve further?

- Improve self-evaluation by senior leaders and the governing body so that plans, reviews and evaluations focus systematically on the difference that their actions

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make to pupils' outcomes.

- Improve assessment by:
  - involving pupils more systematically in assessing their own work and knowing what to do next to improve it
  - setting clear targets for the end of each key stage, or beyond, so that progress for groups as well as individuals can be thoroughly evaluated and any potential underachievement identified.
- Improve the curriculum for older students by:
  - increasing the range of suitably challenging opportunities for achieving national accreditations
  - using assessment information to inform curriculum development, including subject leadership responsibilities.

**Outcomes for individuals and groups of pupils****1**

Pupils regularly exceed their individual targets for speaking, listening, attention, mathematics and personal skills. These targets are appropriately challenging and represent good progress from individual starting points for academic areas of learning and outstanding progress for personal development. A key feature is that pupils of all ages demonstrate that they feel confident and secure to take advantage of opportunities available to them. Their ability to try new things and make their thoughts and feelings known make a significant contribution not only to their learning but also to their emotional well-being, their health and their awareness of staying safe. For example, older students confidently travel to the sixth-form centre as part of their transition to post-16 provision, others travel independently to and from school. They know about internet safety and enjoy mutually supportive friendships. At lunchtime, pupils eat together with minimal close supervision, independently making their own lunch choices. It is particularly striking that pupils of all ages are at ease in one another's company, even at times of stress such as lunchtimes, playtimes and travelling off-site.

Pupils' behaviour around school and in lessons is particularly impressive, demonstrating an absence of anxiety and a willingness to consider the needs of others. Their personalities shine through in their interactions with others. Their behaviour contributes significantly to the calm and purposeful learning environment across the school. So, for example, it is not unusual for pupils with autism to relinquish favourite items in order to respond to adult requests and actively take part in activities. More-able pupils are sensitive to those not so able and routinely make sure that their friends are understood and have what they need.

Pupils enjoy the links with a special school in Ghana, including the simultaneous football matches and the video links. This is helping pupils of all abilities to appreciate what school life is like for those in other countries and how far away that is. Purposeful fundraising and making things for their friends in Ghana are developing pupils' awareness of the difference that they can make to another community as well as their

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appreciation of cultural differences.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The school motto of learning to make the most of life characterises the provision. Teaching, the curriculum and pastoral support focus on providing pupils with meaningful learning activities where they are required to participate as part of a peer group. Learning is given high status. Lessons move at a brisk pace and are well planned for pupils to acquire and practise their target skills. In this way, they are challenged to do their best across a range of activities, such as learning to exchange and match objects, symbols and words through the story of Perseus and Medusa, or following instructions from a video to participate in a yoga session. Opportunities for pupils to assess their own learning are sometimes missed because they are not systematically built into the lessons.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

It is no mean feat that at the same time as planning for the new schools for September next year, senior staff and the governors have successfully ensured continued improvement of this school since the last inspection. The transition is going well and confidence is high. The headteacher in particular has ensured effective consultation and communication with staff, pupils and families.

The approach to action planning and the evaluation of the school's work has lost some of its rigour. Subject leaders are not yet fully involved in scrutinising the effectiveness of teaching and learning in their respective areas. The governing body, while scrupulous in its financial management, has not given sufficient attention to scrutinising the effectiveness of some policies such as those for promoting equality of opportunity and community cohesion. Nevertheless, in practice, senior staff lead very much by example in their ambition for pupils to do well and to remove any barriers that might be in the way. Nothing is done for the sake of doing it; everything done on a day-to-day basis has a purpose, rooted in expanding pupils' opportunities and horizons. They know what needs to be done next and are well placed to do so, particularly in relation to the curriculum and assessment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The current group of children in the Reception class have clearly made exceptional progress during this academic year. This is characteristic of the way that the youngest children in the school are prepared for playing their part as they move into Key Stage 1. They can work well as part of a group and have established secure ways of communicating with staff. So, for example, preferences for working in particular areas on particular activities are easily expressed, effectively developing independence and choice.

The curriculum has improved significantly since the time of the last inspection. The six areas of learning are now thoroughly embedded both indoors and outdoors with a sensible balance of activities to broaden children's preferences without creating anxiety or over-stimulation. Potential limited access to the outside area because of no direct access has been sensibly overcome by encouraging children to communicate their preference.

The coordinator leads a well-informed team who are as one in their approaches to the children and their high expectations for them. Assessments are thorough, not only providing a contextual record of what the children can do but also providing information that is used to plan follow-up activities based on their interests and current skills. In addition, these assessments contribute to a smooth transition into Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost a quarter of parents and carers completed the pre-inspection questionnaire. The overwhelming majority indicate that they are happy with the way that the school supports the children. This mirrors the findings from the school's own canvassing of their views. There are very few written comments from children's families, either in this set of questionnaires or those of the school, making it difficult to evaluate the things that they are particularly pleased or concerned about.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moselle School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	13	35	1	3	0	0
The school keeps my child safe	21	57	16	43	0	0	0	0
The school informs me about my child's progress	20	54	13	35	3	8	0	0
My child is making enough progress at this school	16	43	19	51	2	5	0	0
The teaching is good at this school	20	54	15	41	0	0	0	0
The school helps me to support my child's learning	17	46	18	49	1	3	0	0
The school helps my child to have a healthy lifestyle	18	49	18	49	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	51	13	35	0	0	0	0
The school meets my child's particular needs	23	62	14	38	0	0	0	0
The school deals effectively with unacceptable behaviour	17	44	19	51	0	0	0	0
The school takes account of my suggestions and concerns	16	43	19	51	0	0	0	0
The school is led and managed effectively	17	46	17	46	0	0	0	0
Overall, I am happy with my child's experience at this school	20	54	16	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Pupils

Inspection of Moselle School, Tottenham, London N17 6HW

It was a pleasure to inspect your school. Thank you for helping us to find out about your school. I am sorry that I couldn't meet some of you, because you were at Macaroni Wood, but I hope that you had a good trip.

Moselle is a good school. You are very happy here and work hard. Your behaviour is excellent and you take good care of one another. You also enjoy learning about children in Ghana and helping them, too.

Mr Doyle and all of the staff do a good job in making sure that you can do your best. They want to make things even better and are going to do this by helping you to learn even more things and to check more carefully how well you are doing.

Thank you.

Yours sincerely

Heather Yaxley

Her Majesty's Inspector

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