

# The Coseley School

## Inspection report

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<b>Unique Reference Number</b>	103857
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	336179
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Kevin Sheldrick HMI

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	948
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor Susan Ridney
<b>Headteacher</b>	Mrs Amanda Elwiss
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	Henne Drive Coseley West Midlands
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors visited 36 lessons, and held meetings with governors, parents, staff and groups of students. They observed the school's work and looked at documentation relating to planning, monitoring, safeguarding, communications with parents and carers, and questionnaires from 62 parents and carers and 134 students.

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

- what the full range of evidence indicates about achievement, particularly in English, mathematics and science
- how effectively students develop workplace skills that will contribute to their future economic well
- the extent to which the school considers the outcomes for different groups of students when evaluating its effectiveness.

## Information about the school

This is an average size secondary school. The proportion of students from ethnic minority groups is low as is the proportion who speak English as an additional language. The proportion of students with special education needs and/or disabilities is average. There is a higher than average number of students who are in public care. An increasing proportion of students are from another borough. Close to double the national average are known to be eligible for free school meals. The school has had specialist status in sport since 2002.

**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?**

**3**

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

**2**

### Main findings

Coseley is an improving school because leadership and management are good. The school's headteacher has transformed the aspirations of staff and students. The school has improved all aspects of its provision to ensure students make good progress. Attainment is improving and in some areas results are approaching the national average. The school's data suggest the school is on course to reach the national average in terms of the number of students gaining five A\* to C grades at GCSE, including English and mathematics, in the next few years. When the last three years are considered, attainment is low and therefore achievement is satisfactory. The school monitors the progress students are making very carefully and directs support very precisely to ensure that learners remain on track to achieve their challenging targets. Outstanding care, support and guidance have ensured that lower attaining students, including those with special needs and/or learning difficulties, make high rates of progress. The school generally liaises well with parents to ensure students are well cared for but it has had more limited success in engaging fully with a minority of parents. The progress made by higher attaining students is not quite so impressive because lessons do not consistently provide sufficient opportunities for them to take responsibility for their own learning and excel. However, teaching and the use of assessment are generally good because of strengths in how teachers plan lessons. The quality of learning is good because staff have ensured the vast majority of students are motivated to reach their targets, particularly in Year 11.

Although the school has understandably made achievement a priority, other outcomes are also improving. The curriculum, through enhanced work related learning opportunities, is contributing to the better progress made by lower attaining students and improved development of the work place skills needed for future economic well-being. Students do not have sufficient opportunities to interact with cultures not strongly represented in the school's community. As a result, students are not being fully prepared to be economically successful in an ethnically diverse region of the United Kingdom.

The school knows what it must do to improve. Monitoring is rigorous because it is highly focused on the progress students make. The headteacher, supported by the effective governing body, sets a first-class example. However, leaders elsewhere are not always quick enough in identifying and spreading best practice. The school's recognition of the need to further develop leadership and the track record of improvement provides confirmation of the school's good capacity for sustained improvement.

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

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- Further improve the quality of learning and progress, particularly for higher attaining students, by:
  - ensuring lessons consistently provide opportunities for students to take responsibility for their own learning
  - clarifying how students of all abilities in every year group can excel
  - providing increased opportunities for students to apply their learning in a range of contexts
  - engaging with all parents and carers more, to secure further improvements in the outcomes for students.
- Improve students' preparation for their future economic well-being by implementing strategies that will improve their confidence when interacting with cultures not strongly represented in the school.
- Improve leadership and management by ensuring that all leaders can quickly identify effective practice and take steps to ensure this becomes adopted more widely and consistently.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In addition to the much improved progress made by low attaining students, boys are performing better as a result of the schools' successful strategies to close the gap that existed with the girls. Better progress was observed in the lessons involving older students because teachers exemplified work at different levels more clearly. Students enjoyed the lessons in which there were a variety of activities and teachers did not talk for too long. In lessons, students usually work well and often show enthusiasm for their work. Boys respond positively to the setting of clear targets, particularly when there is an element of competition. The school is rightly proud of its impressive record of ensuring positive outcomes for students in public care.

Some students lack confidence when confronted with problems and are rather too reliant on the teacher. Students enjoy the limited opportunities they have to take responsibility for their own learning. Although students are attaining at a higher level to the extent that the capped average point score was average in 2009, there is variability. In English, mathematics and science attainment has been consistently low. However, progress has been improving to the extent that it became satisfactory in 2008. There are promising signs of further improvement in these subjects, particularly in English and mathematics. Students consistently make especially good progress in the school's specialist subjects of physical education and dance so they attain average standards. Behaviour has improved because it is well managed and students generally have more positive attitudes to learning and to school. Less positive behaviour is almost exclusively associated with lessons in which students are not so actively involved. Students make a

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strong contribution to the school and wider community. Nearly half of students in Year 11 act as mentors and regularly support form tutors in addressing weaknesses in younger students' basic skills. Flourishing sports and dance leadership programmes involve students in coaching pupils in local primary schools. The school recognises that there is scope for developing further the already quite significant opportunities students have to influence learning and actively participate in promoting healthy living.

Students have a clear sense of right and wrong and are able to work well in teams. By comparison, there are relatively few opportunities for them to be reflective and students' cultural awareness is rather too dependent on what is introduced in lessons. Students' attendance has been low but much improved systems for managing this have led to quite a dramatic improvement since September 2009.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The most effective teaching links the content of lessons directly to students' targets. Inspectors' observations and comments made by older students indicate that this is particularly effective in lessons experienced by students in Year 11. In better 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.

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the assessment criteria are referred to regularly so students understand what they must do to succeed. Motivation levels are higher where teachers avoid talking too much and use a wide range of resources. Teachers use their subject knowledge well to explain important ideas. Students progress particularly well when accurate assessments are made of their current levels of work. More able students were observed to make better progress where the teacher ensured clarity about the higher level outcomes and gave them the opportunity to take responsibility for their own learning. This contrasted with other lessons where teachers talked for too long and did not give students sufficient time to solve problems. Many teachers are encouraging students to peer and self-assess their work. This was particularly effective where strategies existed to ensure students understood the really important criteria. However, examples were also seen of students gaining very little from this exercise because only relatively trivial improvement points were identified. Teaching assistants ensure low attaining students are clear about what they must do to improve. Marking varies across the school. The best practice was seen in English but in mathematics and science the impact was less, in part because students were not always required to respond to the teachers' comments.

Students were very positive about the options they have from Year 10 onwards. Partnerships with other organisations have played an important part in developing a greater vocational offering. This is improving students' attainment and their attitudes towards school. The increased time devoted to English and mathematics has contributed to improvements in the number of students gaining five A\* to C grades, including English and mathematics. The off-site provision is carefully monitored so that it meets the needs of the students involved. The curriculum is flexible so, for instance, a student who was very keen on sport was able to devote most of his week to learning in this context. Students were highly appreciative of the lengths the school has gone to in offering 27 different sporting extra-curricular activities. In addition, students take advantage of other activities related to the expressive arts. The school monitors participation quite closely and is taking steps to ensure that students with the greatest needs participate. Students do not have sufficient opportunity to apply their literacy and other skills through a range of subjects, particularly in Years 7 to 9.

Parents made very positive comments about the care the school provides. Year 11 students spoke very positively about the support and guidance they had received from form tutors throughout their time in the school. High-quality teamwork within the school and the involvement of external agencies ensures there are no gaps in provision. The school was able to provide striking examples of how the support it provided made a difference, for instance how the support provided to an autistic student had allowed full participation in lessons and sports activities. The school has identified additional resources so that it provides further support to parents by funding holiday clubs. Many students 'blossom' as a result of the support they receive. Teaching assistants provide well-organised additional support in lessons that contributes to the very good progress lower attaining students make. Students receive effective guidance on the world of work and post-16.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	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?

The subjects associated with the school's specialism have consistently set a good example in terms of the quality of provision and the outcomes for students. They also contribute strongly to the being healthy outcomes because of the high rates of participation in a very wide range of activities. The school uses data very well to monitor the progress students make and to hold teachers to account. This effective use of data is enabling the school to effectively ensure equal opportunities. The school is now able to take preventative action so as to ensure that there are no major differences in the outcomes for different groups. Previous success with boys has now been followed by strategies to ensure the more able make the same rate of progress as other groups. Targets are very challenging and are being used effectively to embed higher aspirations. Although lesson observations are not the main source of evidence about the effectiveness of teaching, where judgements are made about lessons by senior leaders these are accurate. Judgements made by middle leaders are not as accurate: the school is taking steps to improve this situation and to ensure these leaders are able to respond more effectively to their findings. The school has a record of having taken decisive action in order to address any situation where students have not made sufficient progress. For example, it has eradicated inadequate teaching. A range of effective professional development opportunities have been used to improve teaching. The current focus on promoting outstanding teaching is appropriate for the majority of staff. The governing body has been effective in accelerating the rate of improvement. It is also ensuring that the school responds to parental and students' views as seen in the steps taken to improve behaviour and in dealing with previous under-performance. The day to day management of the school's finances is effective.

The school adopts recommended good practice across all areas of its safeguarding work. Well-developed quality assurance and risk assessment systems take account of the views of students and parents, for instance in ensuring a very secure site. The school promotes students' strong understanding of how to keep themselves safe and has excellent links with other key agencies to reduce the risk of harm to students. There are strengths in how the school has responded to the school and local community aspects of the requirement to promote community cohesion. However, the school recognises that there is more to do in promoting the United Kingdom and global aspects.

*These are the grades for leadership and management*



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<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<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>3</b>

**Views of parents and carers**

The number of questionnaires returned by parents and carers was low. The very large majority of those responding either agreed or strongly agreed with the statements in the questionnaire. A small minority of parents disagreed with the following statements:

- the school keeps me informed about by child's progress
- the school helps me to support my child's learning
- the school takes account of my suggestions and concerns.

Inspectors investigated these concerns and judged that the school could do more to engage effectively with parents and carers. For this reason this aspect has been included in the section 'What does the school need to do to improve further?' section of the report.

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

Ofsted invited all the registered parents and carers of pupils registered at The Coseley 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 948 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	33	39	57	6	9	1	1
The school keeps my child safe	29	42	34	49	2	3	3	4
The school informs me about my child's progress	22	32	28	41	9	13	1	4
My child is making enough progress at this school	21	32	37	54	4	6	2	3
The teaching is good at this school	18	26	43	62	3	4	2	3
The school helps me to support my child's learning	12	17	41	59	10	14	3	4
The school helps my child to have a healthy lifestyle	16	23	40	58	7	10	1	1
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)	17	25	40	58	7	10	2	3
The school meets my child's particular needs	16	23	45	65	5	7	1	1
The school deals effectively with unacceptable behaviour	23	33	37	54	5	7	3	4
The school takes account of my suggestions and concerns	10	14	41	59	10	14	3	4
The school is led and managed effectively	18	26	41	59	6	9	1	1
Overall, I am happy with my child's experience at this school	24	35	37	54	5	7	2	3

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.**



30 April 2010

Dear Students

Inspection of The Coseley School, West Midlands, WV14 9JW

Following the recent inspection of your school, I want to provide you with a brief summary of our main findings. First, I would like to thank those students we interviewed for their perceptive comments that strongly informed the inspection judgements.

Coseley is an improving school that ensures you make good progress during your time at the school. Although improving, attainment has been low over the last three years and therefore we have concluded that achievement is satisfactory. Students entering the school with lower levels of attainment, including students with special needs, make particularly good progress. A major reason for this is the very high quality care, guidance and support the school provides. Your school is very well led by your headteacher. Teaching is good overall because the majority of lessons are helping you to reach challenging targets. Older students were very positive about the many different courses they can follow and this was important evidence in helping inspectors conclude that the curriculum is good.

We have asked the school to further improve the progress you make by encouraging you to take more responsibility for your own learning and by giving you more opportunities to develop important skills in a range of contexts. We are also suggesting that the school should engage more with all of your parents so they can support you better in achieving your challenging targets. Finally, we think the school can do more to prepare you for life in the ethnically diverse West Midlands. You can help improve your school by asking other students or your teacher when you are unsure of how you can really excel in your lessons.

I wish you all the best for the future.

Yours sincerely

Kevin Sheldrick

Her Majesty's Inspector

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