

Moor End Technology College

Inspection report

Unique Reference Number	107760
Local Authority	Kirklees
Inspection number	336946
Inspection dates	30 September –1 October 2009
Reporting inspector	Jan Bennett 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 of pupils on the school roll	778
Appropriate authority	The governing body
Chair	Mr Steve Hirst
Headteacher	Ms Jane Acklam
Date of previous school inspection	3 November 2006
School address	Dryclough Road Crosland Moor Huddersfield HD4 5JA
Telephone number	01484 222230
Fax number	01484 222233
Email address	head.moorend@kirklees-schools.org.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 29 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at a range of management documentation, external evaluation reports, students' books and questionnaires returned from parents and carers, 127 students and 64 staff.

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

- the progress and attainment of students, focusing particularly on the variation between subjects
- the quality of teaching and the use of assessment to support learning
- the effectiveness of management at all levels, but particularly middle management, in improving the quality of teaching and students' achievement
- the extent to which the new governing body is developing its capacity.

Information about the school

The school is below average size and the number on roll has fallen slightly since the last inspection in 2006. The number of students entitled to free school meals is above average. A large majority of students are from minority ethnic backgrounds, mainly of Pakistani heritage, and the majority of students speak English as an additional language. The proportion of students with a statement of special educational need is below the national figure but more than average have special educational needs and/or disabilities. The local authority's visual impairment resourced provision is housed at the school. Moor End has specialist technology status and has also gained the Healthy Schools Award and the Specialist Schools and Academies Trust (SSAT) Cultural Diversity Gold Standard. It is a regional centre of excellence for gifted and talented.

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?

1

The school's capacity for sustained improvement

1

Main findings

Moor End is an outstanding school led by a very dynamic and inspirational headteacher. The school provides a very inclusive, nurturing and safe environment in which students flourish and learn. Students make excellent progress. They enter Year 7 with Key Stage 2 results that are well below average and leave with GCSE results that match the national average. The promotion of equality is outstanding and no group of students underperforms. Students' personal development is outstanding and they are prepared very well for life beyond school. The proportion of leavers who do not go on to education, employment or training is below average for the local authority.

Teaching is good overall and there are pockets of excellent practice, especially in English. There has been a strong drive to improve the quality of teaching since the last inspection and many facets have improved but more flair and creativity is needed to move good teaching to outstanding. Assessment is used well in lessons to support learning but inspectors found too many books that had not been marked. The curriculum is outstanding and every effort is made to ensure that courses are very closely matched to the needs of individual students. The quality of care, guidance and support, which was outstanding at the time of the last inspection, has continued to improve.

The headteacher has ambitious plans for the school that are well understood and shared by all staff. There is a relentless drive to improve the quality of every aspect of the school and this is supported by excellent teamwork. Leaders and managers know the strengths and weaknesses of the school very well and self-evaluation is accurate. Community cohesion is promoted extremely well, both within and beyond the school. The school works extremely successfully with a wide range of partners to enhance provision in numerous ways. Many governors are new but they work very effectively as a team and have the insight and confidence to challenge senior leaders when necessary. Financial management and resource allocation are excellent and the school provides good value for money. The school has an excellent track record of improvement, extremely strong and capable leadership and an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and assessment by:
 - spreading the use of more creative approaches to teaching and learning in order to increase the proportion of outstanding lessons

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

- ensuring that students' books are marked more frequently.

Outcomes for individuals and groups of pupils**2**

Students made good or better progress in the large majority of lessons observed by inspectors. Students enjoy learning, are very proud of their work and keen to improve. Examination results are improving year on year. The number of students getting five or more high grade passes at GCSE has increased dramatically since 2006 and the latest data indicate that the improvement has continued this year. Attainment was low in 2006 and is now average. There are robust strategies in place to address the variation in examination results between subjects and the school's analysis of 2009 data suggests that many of the weaker subjects have closed or are closing the gap. Results in design technology, which were of particular concern at the last inspection because of the school's specialist status, have improved markedly. Science results have also improved considerably. The school has met almost all, and exceeded many, of its specialist college targets.

Students make excellent progress at Moor End and statistical analysis shows they make much better progress than students in similar schools. In 2008 Moor End was in the top 1% in the country for progress in English and the top 7% for mathematics. No group of students underachieves and students with special educational needs and/or disabilities, including students from the visual impairment centre, make excellent progress.

Students' personal development is outstanding and they make an outstanding contribution to all aspects of school life. 'Student Voice' is very active and the school is represented on the local youth council. Students are very successful fundraisers for local and international charities and older students mentor the younger ones. Students' spiritual, moral, social and cultural development is outstanding. Cultural development is enhanced through a wealth of trips to art galleries, theatres and concerts and students spend time reflecting on moral and spiritual matters. The school does not shy away from airing controversial issues and students learn to appreciate others' viewpoints. Many students join the school lacking social skills but these are developed well so that they leave school socially adept. Behaviour is good and improves as students move up through the school. Attendance is satisfactory and the school does everything it possibly can to reduce absence rates. Work experience helps prepare students for life after school and their information and communication technology (ICT) skills are developed well. The carefully planned social, health and education programme, which students value and enjoy, helps them to ensure their own safety and take a proactive approach to staying healthy. Students feel very safe in school and report that incidents of bullying are rare and dealt with firmly. Students participate very well in fitness and sports activities and an increasing number are cycling to school since Student Voice successfully campaigned for cycle sheds.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching was good or better in around three quarters of the lessons observed but inspectors saw very few outstanding lessons. Teaching is consistently effective in ensuring that students enjoy learning and relationships between teachers and students are good. The detailed tracking system to monitor students' progress is used effectively to inform the planning of lessons. Information and communication technology is used well to enhance learning and teachers across all subjects work hard to improve students' literacy and aural skills. In less effective lessons, teachers are not planning activities that meet the needs of everyone in the class and/or insufficient time is left at the end of the lesson to consolidate learning. Students' work is carefully assessed each half term but the day-to-day marking of books is inconsistent.

The curriculum is outstanding. The Key Stage 4 curriculum is especially flexible and personally customised where necessary. Successful partnerships with local employers, training organisations, other schools and colleges have widened the choice for students. The curriculum is under regular review and changes are very well researched and planned. There are many examples of courses being replaced or new courses introduced in response to the changing needs of students. There is a broad and balanced curriculum in Key Stage 3. ICT skills are developed very well across the curriculum in both key stages. There is an excellent range of after-school provision and visits. All aspects of care, guidance and support are outstanding. The support given to

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

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

students joining Year 7 and those leaving Year 11 is excellent. Students with special educational needs and/or disabilities receive excellent support enabling them to progress in line with their peers. Other vulnerable pupils, such as those at risk of becoming disaffected, are also extremely well supported. The school works very closely with many external agencies to provide specialist support when required.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides very strong leadership. She has a clear long-term vision for the school that has the full support of staff. She has played a pivotal role in raising standards and driving the school forward. Governors have taken a very proactive approach to developing their own expertise. They know the school very well and provide increasingly good support and effective challenge. Senior leaders are developing well and a growing number of leadership responsibilities have been devolved successfully since the headteacher took on the additional role as executive headteacher of another local school. Middle management has been considerably strengthened and curriculum leaders are playing a key role in raising attainment.

The school knows itself well and all aspects of its work are monitored and evaluated very effectively. Very challenging targets are set and the system for monitoring students' progress is robust and well used. There is a comprehensive system for lesson observations that ensures teachers are clear about the strengths and weaknesses of their teaching. High-quality professional development and the sharing of best practice have resulted in improvements in the quality of teaching and learning across the school. The gaps between subject departments are narrowing.

Moor End makes an outstanding contribution to community cohesion. The school community is diverse but harmonious. A very detailed analysis of the divisions within the school's different communities has informed action plans and these have been carefully evaluated. Moor End hosts training for other schools and there is a strong international dimension to its work. Equal opportunities are promoted very well and discrimination is tackled effectively. Only one racist incident has been reported in the last year. Procedures for safeguarding are exemplary.

These are the grades for leadership and management

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

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

Views of parents and carers

Inspectors received questionnaire responses from over 20% of parents and carers and 70% of these were entirely positive in their views of the school. Few parents and carers made negative comments, and of these, the main concerns were about instances of poor behaviour and bullying. Inspectors found behaviour to be good in lessons and very good around the school. Reported incidents of bullying are dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moor End Technology College 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 143 completed questionnaires by the end of the on-site inspection. In total, there are 778 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	40	176	56	10	3	2	1
The school keeps my child safe	139	44	163	52	12	4	2	1
The school informs me about my child's progress	139	44	154	49	18	6	3	1
My child is making enough progress at this school	113	36	179	57	16	5	3	1
The teaching is good at this school	122	39	172	55	17	5	0	0
The school helps me to support my child's learning	103	33	170	55	32	10	2	1
The school helps my child to have a healthy lifestyle	75	24	202	65	31	10	1	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)	110	36	179	58	8	3	4	1
The school meets my child's particular needs	72	23	211	68	23	7	2	1
The school deals effectively with unacceptable behaviour	111	36	173	55	20	6	5	2
The school takes account of my suggestions and concerns	71	23	191	63	32	10	5	2
The school is led and managed effectively	104	34	185	60	16	5	1	0
Overall, I am happy with my child's experience at this school	136	44	159	51	13	4	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Inspection of Moor End Technology College, Huddersfield, HD4 5JA

Thank you for contributing to the recent inspection of the school. We enjoyed meeting you, seeing you at work and hearing your views. Moor End is an outstanding school that provides a very inclusive, safe and supportive environment in which you are able to thrive and learn.

Here is a summary of our findings, which we hope will be of interest to you.

- You make outstanding progress from entering to leaving the school –significantly better than that of students in similar schools. Examination results are improving year on year and are now around the national average.
- Teaching is good overall and some is outstanding. Information and communication technology is used well to enhance your learning and you are encouraged to develop your literacy skills in many of your lessons.
- The school monitors your progress against targets very well and teachers use this information to plan their lessons carefully.
- The curriculum is outstanding and is particularly flexible in Key Stage 4.
- Your personal development is outstanding. You come from a wide range of ethnic backgrounds and cultures and we were very impressed with the way that you work extremely well together. Your behaviour is good and generally improves as you move up the school. Attendance is satisfactory.
- The care, guidance and support that you receive are outstanding and the support for vulnerable students is exemplary.
- Your headteacher is inspirational. She is supported by good governors and managers and together they know exactly what is needed to make the school even better. We hope that you will give them your full support.

We have asked your headteacher and staff to increase the proportion of outstanding lessons and ensure that your books are regularly marked.

We would like to congratulate you on being part of such an outstanding school and wish you every future success.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.