

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mr T Boyes  
The Interim Headteacher  
Moseley School, A Language College  
College Road  
Moseley  
Birmingham  
West Midlands  
B13 9LR

Dear Mr Boyes

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when Brian Cartwright HMI and I inspected your school on 2 July 2009, for the time you gave to our phone discussions, and for the information which you provided before and during our visit. Please pass on our thanks to the governors we met and the students for their help.

The school is currently led by an interim headteacher since 1 January 2009. This appointment has been driven by the local authority as a way of responding to several changes in staffing.

As a result of the inspection on 6 and 7 February 2008, the school was asked to:

- raise standards by ensuring a consistent approach in all year groups to the implementation of the literacy strategy
- ensure all teaching focuses on meeting the needs of individual students and showing them clearly what they need to do to improve their work
- ensure middle managers are more accountable for leading their areas or subjects.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the students' achievement.

Standards in the main school have remained below average since 2007. In 2008, the proportion of five or more good GCSE passes including English and mathematics was significantly below the national average. Although students' overall progress is satisfactory from their below average starting points, they have underachieved in English. The school's tracking of current students' progress, supported by submitted coursework, suggests that the 2009 results will be better than in 2008, though still below average in English and mathematics. This would represent expected progress



as students joined the school with low levels of attainment. Standards in the school's languages specialism remain low other than in Urdu.

Much is being done to improve the provision of literacy across the school, but suitable strategies to tackle this weakness have only been introduced recently and have yet to impact fully in terms of raised standards. Lessons increasingly include planned opportunities for students to discuss their work and collaborate on tasks designed to help them practise their speaking and listening skills. However, lesson plans do not consistently identify how individual students' needs may be met through different tasks and activities. In some subjects, marking of students' work is accurate and diagnostic with clear pointers for how they can improve their work. Students do not always respond to teachers' advice and in some subjects marking remains perfunctory. Recent work scrutiny conducted by senior leaders also identifies this variability of practice.

The good quality of care and support for students reported in the last inspection is being maintained. In discussions with students, they commented positively about the social, religious and cultural diversity represented in the school and showed a strong sense of pride in belonging to such a cohesive school community. The interim headteacher is successfully establishing a common sense of purpose, with a clear focus on raising standards. Staff are responding energetically, for example in making adjustments to the curriculum in both Key Stages 3 and 4 so that there is a better match of provision to students' different needs and aspirations. The shared purpose is also reflected in teachers' implementation of the new literacy strategy and middle managers having a clearer understanding of students' minimum academic targets. Managers' analysis of the school's strengths and areas for improvement is accurate. Collaboration with a successful partnership school is improving the consistency in teaching, learning and management because of the sharing of effective practice. Middle managers are better equipped to monitor and evaluate the performance in their areas and subjects of responsibility. The local authority is being effective in facilitating and supporting this partnership arrangement. Senior leaders and managers at all levels recognise the importance of securing further improvement and sustaining the gains made so far. The implementation of the National Challenge raising achievement plan is assisting in this process.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dilip Kadodwala  
Her Majesty's Inspector