

Moseley Park School

Inspection report

Unique reference number	104403
Local authority	Wolverhampton
Inspection number	386171
Inspection dates	20–21 March 2012
Lead inspector	Brian Cartwright HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	850
Of which, number on roll in the sixth form	90
Appropriate authority	Interim executive board
Chair	Rob Turton
Headteacher	Douglas Selkirk
Date of previous school inspection	6–7 October 2010
School address	Holland Road Bilston Wolverhampton WV14 6LU
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Age group	11–18
Inspection date(s)	20–21 March 2012
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Introduction

Inspection team

Brian Cartwright

Her Majesty's Inspector

Elizabeth Cooper

Additional inspector

Joseph Skivington

Additional inspector

This inspection was carried out at no notice. Inspectors observed 36 lessons taught by 36 teachers. They met with groups of staff, students and parents. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's self evaluation and student progress data.

Information about the school

Moseley Park School is of average size for secondary schools, with a smaller than average sixth form. The proportion of students known to be eligible for free school meals is about twice the national average. The proportion of students from minority ethnic backgrounds is above average. The proportion of students who speak English as an additional language is broadly average. None are at an early stage of learning English. The proportion of disabled students and those who have special educational needs is above average. The school meets current floor standards. Moseley Park School formed a formal partnership with the nearby Heath Park School in the summer of 2011, dropping its former designation as a specialist technology college. An interim executive board was appointed to oversee this partnership. The executive headteacher of this partnership was formerly headteacher of Heath Park and has assumed the role of substantive headteacher at Moseley Park. Heath Park School has become an academy and is sponsoring Moseley Park to become an academy. This is scheduled for June 2012.

This was the fourth monitoring inspection since the previous section 5 inspection in October 2010, when the school was deemed to require special measures.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Moseley Park has improved substantially since its previous inspection and is now satisfactory. The sixth form is satisfactory. Effective leadership by the partner school's executive headteacher and seconded associate headteacher has lifted the effectiveness of the school's leadership team. This has led to very swift improvements in a short time to achievement, teaching and behaviour, demonstrating the school's excellent capacity for further improvement. The school is not good overall because the improvements in provision have not been in place long enough to effect good achievement.
- The achievement of students is satisfactory across all year groups and in the sixth form. Most students are now making at least expected progress in lessons, including disabled students and those with special educational needs.
- Teaching is satisfactory across the school and improving. The majority of lessons are good, with some outstanding examples. In these lessons, students thrive on the challenges that precisely match their abilities. Work is consistently marked but advice on how to further improve is sometimes not direct enough to trigger a useful response from students.
- The behaviour of students in class, and in their movement around the school between lessons and at breaks is satisfactory. In most lessons, students work hard for their teachers and are proud of their progress. Attendance is improving as good, wide-ranging strategies take effect; it is just below average overall but still too low for some Key Stage 4 students to fully benefit from the school's provision.
- The executive headteacher's determination to drive up standards on behalf of students in the local community has led to rapid improvements. Robust observation and monitoring of teaching by senior managers has ensured all

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staff now know what is required to 'raise the bar' in terms of their own performance. Very good partnership working between staff of the two schools has also lifted the quality of monitoring and evaluation by middle managers, and helped them feel included in new staffing arrangements.

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Sustain the improvements in teaching to ensure students' progress becomes good by:
 - ensuring the good information held by teachers on their students' individual abilities is used more effectively to plan lesson activities that challenge and interest every student from the outset of the lesson
 - improving the consistency and quality of written feedback to students so that they can act straight away on the advice.
- Consolidate the robust and intensive work to encourage better attendance for older students.

Main report

Achievement of pupils

The attainment of students when they join the school in Year 7 is below average. In 2011, attainment of Year 11 students in public examinations was well below average. Substantial improvements in teaching are leading to rising academic standards resulting in current Year 11 students from all backgrounds and circumstances making satisfactory progress. As attainment for students improves, gaps in performance between students known to be eligible for free school meals and other students have begun to close. In other years, students are making satisfactory progress. This includes students who speak English as an additional language. For many students, their low starting points, particularly in English, and the legacy of weak provision in the past, are still evident in below average attainment. Detailed and frequent monitoring of each student's progress results in additional support that is starting to accelerate the progress of students who have fallen behind. This is helping to ensure students with special educational needs are keeping up with their peers. Students very much appreciate this extra support and say that teachers are very helpful. Parents also recognise that their children are enjoying learning. They are very pleased with the improving standards and public perceptions of the school. Students in Year 11 are planning to continue into the sixth form in much larger numbers than before. Improving teaching quality is also securing satisfactory progress for sixth form students at A level but, in 2011, students taking AS level made below average progress compared to other students nationally.

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The best learning and progress is happening when students are fully engaged in the lesson activity because it has been expertly pitched to stretch them to new understanding. Students enjoy mastering tasks that they once thought to be difficult. They also like learning new things and having the opportunity to extend their learning through independent research. When the activities are too easy, or repeat things they already know, learning slows and progress becomes satisfactory.

Quality of teaching

The proportion of good or better lessons is increasing term by term. It now accounts for the majority of lessons. Accurate monitoring by senior leaders, and more recently middle managers, provides substantial evidence that informs professional development well. Because of good partnership arrangements with Heath Park, teachers are able to work together to share best practice. A deliberate management policy of overstaffing in some curriculum areas allows teachers to work occasionally in pairs, team teaching together and mutually supporting one another. As a result of this good training, and the arrival of many staff new to the school, teaching quality is now satisfactory, with much that is good. Inspectors conducted dual observations with school managers, ratifying the accuracy of their judgements.

The best lessons across all the planned curriculum have a rich range of activities and options for students. These are made available from the start of the lesson to meet students' learning needs as well as their spiritual, moral and cultural development. Good class management allows students to freely ask questions, and good teacher perceptions of how the learning is progressing leads to rapid and targeted adjustments for individual students. As these good lessons progress, teachers adapt and refine the activities on a student by student basis. This allows confident learners to continue on their own and in collaboration with partners, whilst teachers work with a smaller group to explain the idea more fully. Developing this independence is a key element of improving students' social skills. Parents say their children are being taught well.

Students recognise that their work is marked frequently, and the best examples give written feedback that set students additional tasks, or require rewriting or correction of the original. However, sometimes the advice is too vague or is insufficiently robust; for example, advice to 'use a pencil and ruler for diagrams next time' would be better stated as 'redraw this diagram using a ruler and pencil'.

Behaviour and safety of pupils

Behaviour is satisfactory. A year ago, student behaviour was poor because too many teachers did not operate a fair behaviour policy, and, as one student put it, 'Back in the day too many students acted irresponsibly during break and lunchtimes.' When the partnership was set up in the summer of 2011, a new timetable led to staggered lunches that reduced overcrowding. Leaders insisted on firm and consistent use of behaviour policy. Students were given a new and distinctive uniform, which they now wear with pride. The site was cleaned up, litter all but eliminated, and a rewards

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system introduced that students and their parents value.

The net result is that behaviour has substantially improved, particularly in break times, with now very few instances of unacceptable behaviour. Exclusions have reduced, as have detentions. Better ways to manage disruptive behaviour have improved the working ethos around the school. Students and their parents say things are very much better now, and they feel much happier. Inspectors agree with these observations. Attendance is improving, although it is still a little below average overall; it is much better for Key Stage 3 students. Some Key Stage 4 students are not attending school as often as they should, despite wide-ranging efforts to help them do so.

Students are kept safe, knowing, as do their parents, that the school deals well with all forms of bullying. They have remembered and understood training and guidance they get on keeping safe, for example when on-line, so they know how to recognise and handle cyber-bullying. They say 'their teachers have evolved' meaning that teachers smile a lot more, and show they are genuinely interested in helping them learn. Behaviour in lessons is usually good, but where teaching is less demanding, some students still become distracted. This shows as off-task chatter, or in a reluctance to try very hard.

Leadership and management

Leadership and management are good. The high rate of improvement to achievement, teaching and behaviour in a short period of time confirm the school's excellent capacity for further development. The headteacher is resolute in demanding from his staff the belief that students should get the best education without having to leave the area, and that all students are capable of achieving well, irrespective of their backgrounds. Senior leaders challenge inequality robustly. This leads to a strongly inclusive school ethos, and the prioritisation of resources necessary to keep vulnerable learners in the school irrespective of the challenges they present. Students recognise this and have great respect for the headteacher's leadership.

Students' social, moral, spiritual and cultural development is primarily driven by the high moral purposes and expectations, modelled by the headteacher and staff. The academic curriculum is meeting students' needs for developing critical basic skills in literacy, numeracy and information and communications technology well, although achievement is not yet good because the provision has not been in place for long enough. This, and the extra-curricular opportunities, provides for students' social and academic development needs, including a range of trips, visits, visitors, clubs and activities, productions, and charitable events. The innovative 'integrated studies' approach that involves several subjects in Key Stage 3 is enjoyed by staff and students alike; it allows for imaginative projects, and may be a key factor in the better attendance of these students.

The interim executive board (IEB) quickly and rigorously brokered the partnership

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with Heath Park following the first Ofsted monitoring visit. They delegated considerable autonomy to the executive headteacher to take swift and decisive action, including instituting capability processes where necessary. Very clear and frequent monitoring of all aspects of provision is coupled to student performance, so that no actions are wasted that do not directly bring about better teaching and learning. The IEB have also worked quickly to deal with a substantial deficit budget. Robust procedures, including good child protection policies, which maintain the health and safety of students and staff, are consistently well delivered. As a result, students feel safe, and their parents rightly have confidence in the care and protection provided by the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 March 2012

Dear Students

Inspection of Moseley Park School, Bilston, WV14 6LU

Thank you for your polite and enthusiastic responses to our questions when we visited your school. We are pleased to tell you that your school no longer needs special measures. We agree with you that the headteacher has brought about considerable changes for the better over the past three terms. He has established a sense of pride in the school that is shared by teachers and yourselves. He has very high hopes for you all, and believes that you can all achieve well in the future. As a result, you are now making the progress in lessons of which you are capable.

We agree that 'teachers have evolved' as they rekindle their enjoyment of teaching, thanks to supportive leadership and management. We also agree with you that students are behaving sensibly and considerately towards one another most of the time now; this has made school much more enjoyable, and that shows in better attendance all round.

We believe further improvements still need to be made, including:

- encouraging even better attendance from older students
- making sure teachers plan activities that capture your interest well and are pitched at the right level of difficulty to help you reach your potential
- making sure that marking gives you clear steps that will improve your work.

You can help by doing your very best to attend school every day and always acting on the advice that teachers provide.

Best wishes for your future.

Yours sincerely

Brian Cartwright
Her Majesty's Inspector

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