

## PROTECT-INSPECTION



Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T 0121 683 3888**

18 November 2011

Mr D Selkirk  
Executive Headteacher  
Moseley Park  
Holland Road  
Bilston  
WV14 6LU

Dear Mr Selkirk

### **Special measures: monitoring inspection of Moseley Park**

Following my visit with David Cousins, additional inspector, to your school on 16 November 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place on 6 October 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Wolverhampton, the local young People's Learning Agency, and members of the inspection team.

Yours sincerely

A handwritten signature in black ink that reads "Brian Cartwright". The signature is written in a cursive style.

Brian Cartwright  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2010**

- Improve outcomes by:
  - rigorously monitoring the work of the school and the implementation of policies, particularly those for assessment and discipline, to ensure consistency in their application
  - holding teachers to account for the performance and behaviour of the students.
  
- Raise achievement, particularly in English, mathematics and science, in the sixth form and for lower-attaining students by:
  - ensuring teachers mark and assess students' work regularly and give them clear feedback on how to improve further
  - ensuring teachers use assessment information to plan work that is closely matched to students' needs
  - increasing the pace of learning and the range of activities in lessons and providing more opportunities for independent learning.

### **At the visit in February 2011, an additional area for improvement was added**

- Urgently address the inconsistencies in classroom management of student behaviour to ensure learning is not disturbed.

## **Special measures: monitoring of Moseley Park**

### **Report from the third monitoring inspection on 16–17 November 2011**

#### **Evidence**

Inspectors observed the school's work including 31 lessons or parts of lessons. They scrutinised documents and met with the executive headteacher, Chair of the Interim Executive Board (IEB), senior managers, teachers and groups of pupils.

#### **Context**

Since the previous monitoring inspection, 16 teaching staff have left the school and 19 new staff appointed, of a total of 79 teaching staff. There are new roles for senior leaders. Five new heads of department have been appointed. Heath Park School continues in its role as a National Support School for Moseley Park School. Moseley Park School is no longer a specialist technology college, and has changed name to 'Moseley Park'.

#### **Students' achievement and the extent to which they enjoy their learning**

Examination results in the summer of 2011 remained low but were better than the previous year and broadly consistent with projected results for similar schools nationally, indicating satisfactory progress. Attainment in individual subjects for Year 12 and Year 13 students also improved but remained below average, as did their overall achievement. Academic progress for all groups of learners in almost all the lessons seen at this visit was at least satisfactory. In some lessons, students achieved well. Students with special educational needs and and/or disabilities make satisfactory progress, and the recent improvement in lesson planning has helped teaching support staff to tailor their work more precisely. Students say they enjoy school much more. They like the longer lessons and staggered lunch breaks. One student noted how much she now enjoys mathematics because she is pushed to master difficult ideas and then enjoys the eventual success.

Progress since the last monitoring inspection on the areas for improvement:

- raise achievement, particularly in English mathematics and science, in the sixth form and for lower attaining students – satisfactory.

#### **Other relevant student outcomes**

After 12 weeks of new leadership and support from Heath Park School, student behaviour has substantially improved, indicated by sharply falling incidents of serious misbehaviour, reducing numbers of detentions, improved punctuality and attendance

and a much calmer atmosphere at lesson change and break times. This is in part a result of changes to the school day, a deliberate physical separation between Key Stage 3 students and the rest of school, much improved consistency of application of a simpler behaviour management policy, and the commitment of most students to help improve their own experience of school. Students say most teachers are fairly applying the policies and, in particular, have enjoyed a greater emphasis on rewards rather than sanctions. They would like to see their good contributions shared with parents and carers as quickly as the occasional misdemeanour and consequent bad news message.

Progress since the last monitoring inspection on the areas for improvement:

- urgently address the inconsistencies in classroom management of student behaviour to ensure learning is not disturbed – good.

### **The effectiveness of provision**

Monitoring of teaching by school leaders indicates about half the lessons are good or better. During our visit we saw similar proportions, with all lessons planned consistently and incorporating a range of possible learning outcomes depending on student ability. In the best lessons, those tasks are assigned to individual students from the outset, and include personalised questions for different students according to their ability. These good lessons maximise the time students spend learning independently, talking to partners, working as team members in groups or explaining their ideas to teachers. Teachers ensure the subject matter itself is made interesting, and make it clear what knowledge, skills and, in particular, understanding students need to acquire and practise. As a result, in these lessons, students want to learn more, ask questions of their own, and opt to continue studying in break and after school sessions. Across most classes, marking is now clear and diagnostic, with students often responding in writing. As a result, students say they all know how well they are progressing and how to improve their work.

Where teaching is weaker, students all start the task from the same low point, even though the lesson plan identifies more challenging materials that some could start on straight away. Teachers do too much for students so that students, which limits opportunities for them to develop resilience and independence, with teachers underestimating students' capacity for and enjoyment of mastering difficult ideas. Teachers spend too long talking, often over the top of students, and interrupt the whole class just to deal with a problem involving one or two students. The tasks are sometimes not directly linked to learning the subject, but sidetrack students into making posters, browsing the internet for 'information' not linked to the learning objectives.

Progress since the last monitoring inspection on the areas for improvement:

- ensure teachers mark and assess students' work regularly and give them clear feedback on how to improve further – good
- ensure teachers use assessment information to plan work that is closely matched to student needs – satisfactory
- increase the pace of learning and the range of activities in lessons and provide more opportunities for independent learning – satisfactory.

### **The effectiveness of leadership and management**

The executive headteacher has transformed the quality of monitoring and evaluation in the school. He is using excellent summative reports to accelerate improvements to provision, including the physical accommodation for students and staff, and clean, litter-free grounds. These include redecoration, new uniforms for students, and a radical curriculum change for Year 7 that integrates subjects and has established a distinct lower-school area. He has made it clear that students should make good progress based on their Key Stage 2 performance irrespective of their background and circumstance, and that all staff should hold this high expectation. Brief and strongly evaluative subject reports are accurately informing teachers of what is going well and exactly what still needs to improve. Substantial changes to the post-16 curriculum are expected to give the opportunity to all students to achieve at least average overall attainment because they are now studying three A-Level or equivalent subjects and using Heath Park School as a provider.

Progress since the last monitoring inspection on the areas for improvement:

- rigorously monitor the work of the school and the implementation of policies, particularly those for assessment and discipline to ensure consistency in their application – good
- holding teachers to account for the performance and behaviour of students – good.

### **External support**

Heath Park School operates as National Support School. It provides teachers in a supportive and training role, deploys teaching expertise to deal with shortfalls at Moseley Park, leads shared training sessions for subject staff and provides additional site management support. At present, this support is essential in establishing continuity for students and in supporting the integration of new teaching staff in Moseley Park. The local authority is providing effective operational support to the IEB and school managers as they help to tackle historical budget deficits and reduce the overall staffing complement to mirror reduced numbers of students on roll.