

Moseley Park

Holland Road, Bilston, WV14 6LU

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- From low starting points, students make good progress. In 2013, the proportion of students achieving the equivalent of five GCSE passes at grades A* to C, including English and mathematics, was well above average.
- Achievement in English is exceptional and amongst the very best nationally. Students are very well prepared for their examination.
- Teachers have good subject knowledge and plan interesting activities which motivate students.
- Marking helps students to achieve well because they receive regular advice on what needs to be done to improve their work.
- Behaviour is good. Students have positive attitudes to learning and get on well with their teachers. In lessons, students are conscientious and take good care with the presentation of their work.
- Students feel safe at school and learn how to keep safe.
- Leadership is outstanding because, in the short period of time since the academy was established, academic standards have risen dramatically. Leaders rigorously check the impact of all aspects of the academy's work. As a result, teaching and behaviour have also improved rapidly.
- Governors are ambitious for students and hold senior leaders to account for all aspects of the academy's performance.
- The sixth form is good. Students achieve well. In business, students make outstanding progress.

It is not yet an outstanding school because

- Although the most-able students achieve well, they are not always challenged to reach their full potential.
- As the academy now offers more academic qualifications, teachers across the range of subjects are still developing their skills in preparing students for examinations.

Information about this inspection

- Inspectors observed 30 lessons, six of which were observed jointly with senior leaders.
- Inspectors undertook a work scrutiny that examined students' progress in science, in particular, in addition to examining students' work across the range of subjects.
- Inspectors held meetings with senior and subject leaders, groups of students, the Chair of the Governing body, the executive headteacher and the headteacher from the academy's sponsor school.
- Inspectors considered the views of parents who have responded to the academy's own surveys as there was an insufficient response to Ofsted's online questionnaire, Parent View. They analysed the results of the 36 replies to the staff questionnaire.
- Inspectors looked at the academy's data on students' progress, minutes of meetings and records relating to behaviour, safety and attendance. They also reviewed the academy's checks on how well it is doing and academy improvement plans.

Inspection team

Lisa Fraser, Lead inspector	Additional Inspector
Judith Wakeling	Additional Inspector
Gulbanu Kader	Additional Inspector
Suha Ahmad	Additional Inspector

Full report

Information about this school

- The academy is smaller than most secondary schools.
- Moseley Park converted to become an academy school in June 2012. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be satisfactory overall.
- Students come from a diverse range of backgrounds. The largest ethnic groups are White British, Indian and White and Black Caribbean students.
- The proportion of students who speak English as an additional language is higher than average.
- The proportion of students for whom the school receives the pupil premium is almost double the national average. The pupil premium provides additional funding for students who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- Seven students attend off-site alternative provision at the Orchard Centre, Midpoint and Braybrook.
- The academy meets the government's current floor standards for Key Stage 4, which set the minimum expectations for students' attainment and progress.
- The academy is part of the Central Learning Partnership Trust with Heath Park, Wolverhampton, as its sponsor school.

What does the school need to do to improve further?

- Improve the quality of teaching across all subjects by:
 - increasing the level of challenge for the most-able students
 - ensuring that the excellent practice which exists in English in preparing students for GCSE examinations is shared with all teachers.

Inspection judgements

The achievement of pupils is good

- Students join the academy with skills in reading, writing and mathematics which are well below the national average. In 2013, the proportion of students achieving the equivalent of five passes at GCSE grades A* to C, including English and mathematics, was well above average. Until this year, a large proportion of students opted for vocational courses. A much greater proportion is now studying more academic subjects at GCSE level. Academy data for the current Year 11 indicate that overall attainment remains high.
- Higher numbers of students make the progress expected in both English and mathematics than found nationally. In English, students make exceptional progress because teachers are skilled at preparing students for examinations and consistently plan interesting activities which engage students and challenge them to exceed their potential. As a result, almost half of all students make accelerated rates of progress.
- Disabled students and those who have special educational needs supported at school action plus make good progress because relationships between staff and students are strong. Teachers know their students well and students say they are confident about approaching teachers for extra help and support.
- Students who speak English as an additional language make good progress. In 2013, these students achieved more qualifications than other groups of students at the academy. The most-able students achieve as well as their peers nationally.
- Gaps in attainment between students eligible for the pupil premium and their classmates are improving over time. Additional funding is used on a range of initiatives, including teaching in small groups in mathematics, and specialist reading programmes. Academy leaders are committed to ensuring equality of opportunity, and current academy data indicate that the attainment of eligible students is rising strongly. However, last year, students in Year 11 who were eligible for the pupil premium were half a grade behind their peers in English and a grade behind in mathematics.
- Across the range of subjects, the number of students taking GCSE subjects has been low in the past but a much greater proportion are now studying subjects at this level. This is particularly true in science. In 2013, the small number of students entered for their GCSE examination in science made good progress. Many more students are now studying two sciences to GCSE level.
- Students are entered early for their GCSE examination in some subjects, including in English and mathematics. In mathematics, this has ensured that students make the progress expected, although the number achieving the top grades is below average. Nevertheless, a small number of Year 11 students gained the highest grades in their AS-level mathematics examination last year.
- Achievement in the sixth form is good on both A-level and vocational courses. On Level 3 business vocational qualifications, students make outstanding progress. Students say they value the rapid and excellent-quality feedback they receive in this subject.
- Students in Key Stage 4 who study off-site for part of their learning have a range of social difficulties. Their attendance and achievement are monitored closely by academy leaders to ensure they achieve their targets.

The quality of teaching

is good

- Teachers have good subject knowledge and high expectations of their students. Relationships are strong and teachers make good use of a range of resources, including information and communication technology.
- Teachers use questioning well to check understanding and to probe students for more detailed answers. Recent training has focused on developing teachers' range of questioning techniques and this is ensuring that students make good progress. For example, the teacher's skilled use of questioning prompted Year 8 students to use their initiative in resistant materials and consider how they might come up with their own solutions in a lesson on comb joints.
- Marking is very good because students know what level or grade they are working at and receive clear advice on what they need to do to improve. Students are always expected to respond to feedback from teachers, and they do so regularly.
- Teachers work effectively to develop students' literacy skills. In science, in particular, all teachers focus closely on developing students' science-specific terminology and basic grammar, spelling and punctuation, in addition to planning opportunities for students to improve their writing by completing extended pieces.
- Teaching enhances students' moral, social and cultural development. For example, students in personal, social and health education made outstanding progress in their understanding of differing attitudes to war as a result of the teacher's expert choice of stimulating resources and activities. Students were encouraged to express and justify their own opinions and they listened to each other's viewpoints very respectfully.
- Disabled students and those who have special educational needs benefit from good help from teaching assistants in lessons. Senior leaders have ensured that, in addition to the subject teacher, there is often an extra qualified teacher to support students' learning in the classroom.
- In English, in particular, teachers have an outstanding knowledge of examination requirements and the work which students cover in class prepares them well for future exams. In other subjects, teachers are still developing this expertise as more students are entered for GCSE qualifications.
- In a few lessons, teachers do not provide work which is challenging enough for the most-able students.
- In the sixth form, teaching is good. Students study some of their subjects at the academy's sponsor school. Students say that this experience, in addition to summer assignments between Year 11 and Year 12, is important in helping them to prepare for meeting new people and possible further study at university.

The behaviour and safety of pupils

are good

- The behaviour of students is good. In lessons, students have very positive attitudes to learning and participate well. Students take a pride in their achievements and the presentation of their written work is of very high quality. Student' good behaviour, both in lessons and around the academy, contributes to the calm and orderly environment.
- Students have many opportunities to develop their leadership skills. Some participate in the

school council whereas others, known as 'sports leaders', are involved in organising sports day activities in local primary schools.

- Attendance is improving and current academy data indicate that it is above average for all groups of students. Fixed-term exclusions are especially low. There have been no permanent exclusions for two years.
- Behaviour and safety are not outstanding because not all students arrive punctually to the academy in the mornings.
- The academy's work to keep students safe and secure is good. All safeguarding requirements are met.
- Students feel safe at the academy and parents agree. Strong joint working with local police community support officers has helped to communicate important messages to students about how to keep themselves safe when they are online.
- Students understand bullying in all its forms and identify that bullying is not a serious issue. They are confident that, 'Teachers are friendly and supportive if you have problems.'
- Leaders care for students well and understand their needs. The academy works effectively with a number of outside agencies to promote students' physical and mental health. The academy's 'transition centre' is successful in integrating students who may be experiencing social or academic issues back into regular classes as soon as is possible.
- Sixth formers are unreservedly positive about the changes which have taken place over the two years since the academy was established. Some have been involved in the interview process for new staff. Sixth formers are positive role models and enjoy showing Year 6 students around the academy at open evenings.

The leadership and management are outstanding

- Leadership and management are outstanding because, in a short period of time, the proportion of students achieving the equivalent of five GCSE passes at grades A* to C, including English and mathematics, has increased dramatically.
- Leaders have an accurate understanding of the academy's performance and rigorously check the impact of all aspects of the academy's work on students' learning and well-being. As a result, achievement, teaching and behaviour have improved rapidly in the two years since the academy was established.
- Systems for monitoring and evaluating the quality of teaching are good and have made an impressive impact on improving standards. Senior leaders have taken difficult decisions to tackle areas of underperformance and have successfully communicated their high expectations to staff. Teachers who perform well access upper pay scales whereas others do not. Nevertheless, senior leaders have the full backing of staff.
- Teachers' development needs are supported by a wide range of training opportunities. For example, several teachers are completing the national professional qualifications for senior and middle leaders. Subject leaders are fully involved in monitoring the quality of teaching. Other training packages on offer include the 'Outstanding teacher' and 'Improving teacher' programmes.

- Internal coaching opportunities give teachers the chance to learn from the best practice which exists both within the academy and in the sponsor school. Recent training has focused on improving teachers' questioning techniques and approaches to marking. Both of these areas are now clear strengths across the range of subjects.
- The range of subjects on offer is improving, with more GCSE options available at Key Stage 4. Younger students follow an 'integrated curriculum' when they join the academy which comprises of a number of humanities subjects taught by the same teacher. This approach is supporting students' good progress.
- Students' spiritual, moral, social and cultural development is good. Students appreciate the wide range of sports activities, which include rock climbing, softball, snooker and 'ultimate frisbee'.
- In the sixth form, students say that the advice and guidance on offer give them good information about careers options, either at university or in employment or apprenticeships.
- Excellent links with the sponsor school enable the academy to offer teachers an extensive range of training opportunities. Students at all key stages benefit from the opportunity to study a wide range of subjects across the two schools.
- **The governance of the school:**
 - The local governing body and trustees are ambitious for students and demonstrate a high degree of drive and determination for the academy to succeed. Governors have an excellent understanding of published data and know how the academy performs in comparison with other secondary schools nationally. Governors and trustees know about the quality of teaching and two governors monitor each area of the academy improvement plan in order to provide senior leaders with robust challenge and support. The governing body knows how funding is spent, including the pupil premium funding, and checks on the impact it has on students' achievement. It ensures that teachers' pay rises are linked to students' good achievement, and its members attend regular training.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138098
Local authority	Wolverhampton
Inspection number	408823

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Academy sponsor-led
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	717
Of which, number on roll in sixth form	91
Appropriate authority	The governing body
Chair	Lynne Mincher
Headteacher	Nick Elwiss
Date of previous school inspection	Not previously inspected
Telephone number	01902 353901
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Email address	info@moseleypark.org

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