

Moreton Community School

Old Fallings Lane, Bushbury, Wolverhampton, WV10 8BY

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress from their low starting points. Disabled students, those with special educational needs and those for whom additional funding provides extra support make better progress than these groups nationally.
- Students show great enjoyment of their learning and are often engrossed in the tasks set as a result of teachers providing tasks that are interesting, fun, and well matched to their ability.
- Students behave well in lessons and are keen to do well. They are polite and courteous and welcoming to visitors. Warm relationships are evident between adults and students who say that they feel safe and well cared for.
- The sixth form is good. The good variety of both academic and work-based courses offered are closely matched to students' interests. Attainment and progress are rising year on year. The rugby academy is a centre for excellence for the sport.
- The inspirational headteacher is well supported by his senior team. They are relentless in their drive to raise the quality of teaching, to improve students' progress and to ensure the well-being of all.
- Leaders have secured improvement in all aspects of the school's work since the previous inspection and have a strong capacity to improve further.

It is not yet an outstanding school because

- Although students are set appropriately challenging targets, it is not always made sufficiently clear to them how well they are progressing towards these targets.
- Teachers do not consistently ensure that students respond to the advice they are given on how to improve their work.
- Although the school has made good progress in improving standards in mathematics, they are still below the national average and below those achieved in English.
- Although recently introduced strategies are beginning to have an impact, attendance is still below average.

Information about this inspection

- Inspectors observed 34 lessons, four of which were seen together with one of the school’s senior leaders in addition to a number of further short visits to lessons.
- Meetings were held with students, parents, governors and staff. A telephone conversation took place with a representative of the local authority.
- The inspectors observed the school’s work and looked at policies, the school’s own assessment of its strengths and weaknesses and its development planning, minutes of meetings of the governing body, records of lesson observations, information about students’ progress, safeguarding documents and samples of students’ work.
- During the inspection, students in Year 12 were on work experience, so very little sixth form teaching could be observed.
- The views of the 126 parents and carers who responded to the online questionnaire, Parent View, were taken into account. Inspectors also took the 46 responses to the staff questionnaire into account.
- During the inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Mary Davis, Lead inspector

Additional Inspector

John Greevy

Additional Inspector

Robert Steed

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Helen Booth

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of students from minority ethnic heritages is average, as is the proportion who speak English as an additional language.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of students for whom the school receives the pupil premium, which provides additional funding for students in local authority care and those known to be eligible for free school meals, is high.
- Twenty-three students in Key Stage 4 follow part-time off-site work-based courses provided by Nova Training, Timkin Training and Inspireme2be Training. In addition, 14 students across the school follow short full-time courses at alternative provision run by the local authority: Braybrook for students in Key Stage 3, Midpoint for those in Key Stage 4, and The Orchard Centre for those with medical and emotional needs.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress by the end of Year 11.
- The sixth form is provided in partnership with Our Lady and St Chad's Catholic Sports School. A small number of students follow courses in other local schools.
- A rugby academy to promote excellence in rugby league is provided in the sixth form.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - making sure that students not only know their challenging targets but also understand how well they are making progress towards them
 - ensuring that teachers consistently check that students take note of and act on the advice provided in written feedback on how to improve their work.
- Improve standards and students' progress in mathematics and raise the level of attendance by embedding the strategies for improvement which have already been introduced.

Inspection judgements

The achievement of pupils is good

- Students join the school with basic skills in reading, writing, communication and mathematics that are below average. By the end of Year 11 in 2013, the proportion gaining five good GCSE passes, including English and mathematics, was broadly average. Current assessments show that students are on track to improve these results in 2014, and the proportion of students gaining the highest grades is set to rise, as a result of leaders' focus on setting challenging 'going for gold' targets.
- The proportion of students making expected progress in English was above average in 2013 and students currently in Year 11 are on track to increase this further. The proportion making even faster progress is also above average. This is being sustained by the students currently in Year 11. Although the proportion making expected progress in mathematics was above average in 2013, the proportion making more rapid progress was below the national level. This has been thoroughly addressed by the school and, currently, the proportion making better than expected progress in mathematics has already doubled on last year, although still a little behind national levels. The school no longer enters students early for their mathematics GCSE to allow maximum time to develop their skills.
- Students achieve well in Key Stage 3, making good progress from their low starting points. The proportion of students attaining the highest levels in English, mathematics and science is rising dramatically, as a result of students being set very challenging targets.
- Students enter the sixth form with attainment that is generally below that seen nationally. Although the proportion of students following academic courses is low, it is increasing and standards are rising year on year. Current assessments show that all students are on track to successfully meet their targets in both academic and work-based courses. For the first time, students are on track to achieve A grades in drama, film studies and English literature, resulting in students being offered places at good universities. Students re-entered for GCSE English and mathematics are expected to achieve their targets. Students following courses through the rugby academy achieve very well, and some have been offered places to play for semi-professional teams.
- The progress of disabled students and those who have special educational needs is consistently good. This is as a result of the good support they receive, which is well coordinated across the school. There is no significant difference in achievement between students of different ethnic backgrounds and other students. Those who speak English as an additional language, particularly new arrivals at an early stage of learning English, are very well supported in an environment where they feel safe and enabled to develop both academically and socially.
- The Year 7 'catch-up' funding is used appropriately to provide support for those students who join the school with low basic skills in numeracy and literacy. Further catch-up sessions are provided throughout Key Stage 3 and beyond, ensuring that students have the skills they need to succeed. Teachers across the school promote literacy skills well and there is a strong focus on the key vocabulary for each subject. Students are encouraged to use challenging technical words in their written work. Numeracy support is provided in tutor time and has been identified by the school as an area to develop further.
- The majority of students are eligible for the additional support provided by the pupil premium funding. The effective use of this funding has resulted in the gap in achievement in English and mathematics between this group and their classmates reducing over recent years. In 2013, eligible students were approximately eight months behind in English and mathematics. Although

there remains a gap in the proportion making expected progress in English and mathematics across the school, progress rates for this group have risen and are currently well above national levels.

- Students following alternative courses achieve well. Their progress and attendance are closely checked and all are well cared for and supported.

The quality of teaching is good

- Teaching has improved dramatically since the last inspection, particularly in mathematics, because leaders have been relentless in the promotion of, and insistence on, high-quality teaching and learning. Teachers have responded with a clear determination to improve. Lessons observed during the inspection, a scrutiny of students' books and leaders' rigorous monitoring of all aspects of teaching over time show that teaching is resulting in students' consistently good progress. This is the case in all key stages, including the sixth form.
- Students told inspectors how much they enjoy their learning because teachers make learning fun. For example, in an English lesson, students were asked to put stanzas of a poem in the correct order using the interactive whiteboard. This enabled students to read carefully and to interpret the meaning of a complex poem, leading to in-depth discussion as they gave their opinions. Great excitement ensued as they discovered for themselves a coherent order. Students were totally engrossed by the active and challenging task.
- Where learning is most successful, teachers not only plan tasks that closely match their students' abilities and provide appropriate support and challenge, but also enable students to take responsibility for their own progress. For example, in a dance lesson in Year 9, boys and girls were totally absorbed as they worked in small groups to devise an 'urban dance' routine. The teacher filmed each group in turn and they were then able to evaluate their own performance using a detailed checklist. They were able to explain complex technical language and identify where they needed to improve, and then to rehearse further to address these points. As a result, all students made rapid progress.
- Teachers use their good subject knowledge to model good practice, for example, to ensure that words are pronounced correctly in language lessons. Questioning is used skilfully by most teachers to encourage students to explain what they already know and to think deeply. Students are often provided with opportunities to reflect on or to discuss issues that affect them, promoting their spiritual, moral, social and cultural development well.
- Teachers and teaching assistants support disabled students and those who have special educational needs well in lessons. Teaching assistants are used effectively to provide expert support with specific needs.
- Students say that teachers consistently provide clear feedback on their work so that they know how to improve. Teachers frequently set another challenge or pose a question to check if their advice has been understood. However, they do not always check that students respond to this challenge.
- Target setting is used very effectively across the school to raise aspirations. The recently introduced policy of having a 'bronze target' for expected levels of progress, 'silver' for exceeding expectations and a 'gold star' for exceptional performance, is successfully resulting in accelerating progress. However, teachers do not always ensure students understand the small steps towards these high levels or grades and how quickly they are moving towards them.

The behaviour and safety of pupils are good

- The behaviour of students is good. Behaviour in lessons is consistently good and often exemplary. Students show enthusiasm for their learning, concentrate well and are keen to do their best. Parents and staff agree that students behave well.
- Relationships are warm and friendly. Adults lead by example, always greeting students as they pass in the corridors. As a result, students say that they feel well known and that they are supported. In turn, they are polite and courteous. Students are proud of their school and keep it tidy. Behaviour around the school is consistently calm and orderly. Students welcome visitors by, for example, holding doors open, showing the way to classrooms or explaining their work in lessons. Governors told inspectors how proud they were of the students who represent the school in the community, as confident and caring young people.
- Students are fully aware of the school's high expectations for behaviour and attitudes to learning. One student said, 'It is not enough to turn up to lessons and be good. You are expected to do better than that!' They say that rules are strict but respond positively to these guidelines. For example, recently introduced sanctions for poor punctuality have resulted in a dramatic improvement in this respect.
- The school's work to keep students safe and secure is good. Students are clear that bullying and racist incidents are not tolerated and that speedy intervention would take place should an incident occur. All staff are clear about their duty to meet the diverse needs of students and actively promote tolerance and inclusion regardless of disability, faith and sexuality.
- Students told inspectors that they feel safe and that the school ensures their wellbeing, one student saying, 'We are like a family.' Students and their families facing challenging circumstances are very well supported to enable them to reach their potential. The inclusion room provides a safe haven for those who need additional support, and a wide range of activities, such as using construction kits, promote teamwork and practical skills to engage students and increase their enjoyment of school. Students requiring additional support across the school are project-managing the design and construction of a racetrack for model cars. This again is promoting full attendance of these students.
- Behaviour and safety are not yet outstanding because attendance rates, although steadily rising, are still below average. The school is addressing attendance issues rigorously with a variety of strategies, including the employment of an additional attendance officer. The large majority of students attend regularly.
- Behaviour in the sixth form is also good. Students take a leading role in school and community activities, for example, by mentoring younger students. Students, including members of the Rugby Academy, act as role models for younger ones. They lead activities and are excellent ambassadors for the school. Sixth form attendance is above average.

The leadership and management are good

- The headteacher, very well supported by his senior team, has been relentless in his drive for improvement following the previous inspection. His calm approach and the supportive atmosphere that he has established have resulted in strong teamwork among the staff and a drive from all to improve.
- Progress tracking is accurate and thorough, so leaders are able to ensure that all have equal

opportunity to succeed and that there is no discrimination.

- Systems to promote high quality of teaching are exemplary. Teaching is monitored rigorously by the 'teaching group', which ensures that training and support are very well matched to teachers' individual needs and requests. Every teacher is expected to complete 10 hours of training during the year and to share the experience gained with colleagues. Teachers are held to account for the progress made by their students; they are keen to reflect on their own practice and consistently strive to improve further. Newly qualified teachers are supported very well.
- Subject and other middle leaders are also held to account for progress within their areas of responsibility. Pastoral leaders also take responsibility for students' progress by providing support to enable students to achieve their potential. Senior leaders provide support and training including, where appropriate, external expert support, such as that provided for the mathematics department, to build leadership capacity.
- The curriculum is well planned to match students' needs and interests and a wide range of choice is provided. The promotion of literacy and numeracy is well planned across subjects, ensuring that students who entered the school with very low literacy skills have been well supported. Alternative courses are provided for students whose circumstances may make them vulnerable. A wealth of careers advice, both by the school and from independent sources, is provided and students acknowledge the quality of the advice they receive.
- The creative arts and physical education are strengths of the school's provision. These promote students' spiritual, moral, social and cultural development very well through teamwork and cooperation, resulting in the development of creativity and boosting self-confidence. Teaching in these areas is outstanding.
- Leadership of the sixth form is good. Progress is tracked and recorded very carefully, and individual support and mentoring are provided to ensure that students succeed. This includes the progress of students following courses at other centres. Leaders monitor teaching robustly and ensure that the courses offered are leading to success. They have taken firm action to address any teaching that is not resulting in good outcomes for students. An increasing number of students are staying on to sixth form courses, and the retention rate from AS to A2 is 100%. The rugby academy is attracting students from outside the local area. The 16–19 curriculum is well established and there is now a good balance between academic and work-based courses.
- The local authority has provided an external review of the school's effectiveness which supported the school's leadership in its drive for improvement. Leaders voiced the opinion, however, that recent cuts in provision have reduced the capacity of the local authority to provide a consistent level of support. For example, the local authority was unable to provide direct support to raise achievement in mathematics when requested, following the previous inspection. The school's leaders also expressed concern that the local authority was not providing sufficiently robust support in placing sanctions on parents who fail to ensure that their children attend school regularly.
- The school provides strong support for families facing challenging circumstances and provides a wide variety of information, including through the website.
- The school knows itself well and has clearly laid out areas for development addressing the issues raised by the previous inspection systematically. All these have been addressed and all areas of the school's work have shown strong improvement. Strategies are in place to continue improving students' progress in mathematics and to raise attendance levels.

■ **The governance of the school:**

- Governors are committed to the school and support and challenge its leaders well. The expertise of governors is well balanced and is well deployed to support all aspects of the school's work. They make frequent visits and take an active part in faculty review and discussions about students' progress resulting from these. They have a good understanding of the school's performance and how it compares to other schools and are actively involved in ensuring that good teaching is rewarded and any under-performance is tackled. They seek training and meet regularly with leaders of other local schools to share good practice. They are rigorous in ensuring the safety of students and staff, and ensure that safeguarding procedures fully meet current requirements.

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	104397
Local authority	Wolverhampton
Inspection number	442544

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	750
Of which, number on roll in sixth form	120
Appropriate authority	The governing body
Chair	Rob Hewer
Headteacher	Carl Williams
Date of previous school inspection	25 September 2012
Telephone number	01902 558310
Fax number	01902 558306
Email address	enquiries@moretonschool.org

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