

Moat Community College

Inspection report

Unique Reference Number	120292
Local Authority	Leicester
Inspection number	358734
Inspection dates	16–17 March 2011
Reporting inspector	Martin Cragg HMI

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1060
Appropriate authority	The governing body
Chair	Jo Hollings
Headteacher	Nigel Boyd
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 40 lessons involving 40 teachers and made brief visits to other lessons and tutorial groups. They held meetings with groups of students and staff, and conducted a telephone interview with the Chair of the Governing Body. They observed the college's work, and looked at the improvement plan, current assessment data, monitoring documents and governing body minutes and policies. They considered 308 parent and carer, 141 student and 68 staff questionnaires.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- How well do boys and students with special educational needs and/or disabilities attain and make progress?
- How effective is teachers' use of assessment in lessons and in their marking?
- How does the college encourage participation in extra curricular activities and events, especially for those who may be hard to engage?
- How effectively do senior and middle leaders monitor performance, evaluate progress and identify priorities to drive improvement in outcomes for all students?

Information about the school

The college is slightly larger than average and draws students from areas of considerable social and economic disadvantage. Over a third of students are known to be eligible for free school meals. Students come from a wide range of ethnic groups with around half from Indian and one fifth from Somali backgrounds. Around 90% speak English as an additional language. The proportion of students with special educational needs and/or disabilities is average but there are fewer than average with a statement of special educational needs. The main areas identified are moderate learning difficulties and behavioural, emotional and social needs. A higher than average proportion of students joins the college during the year. The college has specialist status in science and mathematics and offers extended services for students and families. Among other achievements, it has the Intermediate

International Schools award and Healthy Schools status.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The college provides a good education for its students. It has many outstanding features and is a harmonious community in which students achieve well. Students speak enthusiastically about the strong sense of community at the college and are proud of their successes. They show respect and tolerance for each other, understand each other's cultures and work together very well. They make an outstanding contribution to the college and local community, demonstrated by extensive charity activities and thriving links with other schools. Their attendance is high and they behave well in lessons and around the college. Staff know students individually and provide excellent support and guidance for them.

The principal and senior leaders set a clear vision for the college. They monitor performance closely and analyse the progress of students in depth, identifying trends of underachievement for particular groups or for individuals. The college's self-evaluation is rigorous and accurate. Improvement plans are detailed and effective. Consequently, previous areas for action, such as developing speaking and listening skills and raising achievement in mathematics, have been successfully remedied. There is an improving trend in many areas of the college's work and its capacity for sustained improvement is good.

The results of Year 11 students have improved consistently since the last inspection and were broadly average in 2010. Attainment in science is now particularly strong and it has also improved markedly in mathematics and English, showing the effectiveness of the college's specialism. Students, including those with special educational needs and/or disabilities, make good progress from their starting points which are well below average. The progress of students from different ethnic groups is also good.

Teaching is good and has improved since the last inspection. Students show positive attitudes to their learning and respond well to lessons which have clear objectives and a rapid pace. They learn best when challenged to solve problems or encouraged to work collaboratively. There are examples of very good assessment practice but it is still inconsistent overall. Teachers do not always set work to match students' differing abilities. Although some use questions extremely effectively to check understanding, others do not probe for explanations or encourage quieter students to volunteer an answer. Teachers mark students' work regularly and comments are often detailed and show students exactly how they should improve their work. However, they are sometimes too vague or focused more on effort than the 'next step' in learning. The curriculum is outstanding in its breadth and flexibility to meet students' needs. The college specialism, especially in science, provides a wide range of experiences and opportunities to raise students' achievement and develop their employment and life skills. This is further enhanced by the extra support available through the college's extended services for students and their families.

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What does the school need to do to improve further?

- Improve consistency in the use of assessment across the college by ensuring that all teachers:
 - match work closely to the differing needs of students
 - use targeted questions to check students' understanding regularly during lessons
 - make very clear to students in their marking and comments exactly how they should improve their work.

Outcomes for individuals and groups of pupils

2

Students enter the college with attainment which is well below average. The attainment of Year 11 students in 2010 improved and was the best in the college's history. Students made good progress overall. Girls and students who were known to be eligible for free school meals made very good progress. Those from different ethnic backgrounds, including Indian and Somalian, or at an early stage of learning English made good progress. Students with special educational needs and/or disabilities, including those with moderate learning difficulties and most of those with behavioural, emotional and social needs, made good progress because of extensive study support and successful intervention strategies. Boys made proportionately less progress than girls in 2010 but the college's assessment information indicates that this is not the case for the current Year 11 because of effective action to raise boys' achievement. The current Year 11 students are on track to exceed the challenging targets set for them and improve results again.

In lessons, students of all backgrounds make good progress. They have positive attitudes to learning, listen attentively and settle to work promptly. They work well collaboratively in groups or pairs, often reviewing each other's work. Students enjoy practical tasks and most are keen to contribute to discussion and answer teachers' questions. When given the opportunity, they take responsibility for their learning and are confident in assessing their own progress.

Students of all ages and from differing backgrounds report that they feel very safe at the college and almost all parents and carers agree in their response to the questionnaire. Students trust staff to resolve any problems that arise and feel that their views are taken into account, for example through the active college council and in discussions about their work. They participate enthusiastically in a range of health-related activities and some promote healthy living for others. They show very detailed understanding of a healthy diet, supported by the good range of food in the canteen. Some students benefit from targeted programmes to reduce obesity, including a Saturday morning club. Students are proud of the college and readily take on responsibilities. They conduct extensive charity work, raising funds to educate young people about the danger of land mines in Afghanistan, sponsoring students in Bangladesh and sending football shirts to children in Africa. The latter project is run by a selected group of Year 10 boys and is successfully designed to develop their leadership skills. Students use their basic skills effectively in team and individual work. They are highly motivated and determined to succeed, demonstrated by their high levels of attendance at weekend and holiday programmes. They show real interest in the lives and cultures of others and respect different beliefs. Through the college's wide and active partnerships with a range of schools nationally and internationally, students appreciate the differences between their own community and

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others. They are supportive of each other and their good behaviour ensures that learning is not disturbed. However, there are a few occasions when the concentration of a small number of students falters when teaching is not lively and conducted with pace.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge which they use effectively to plan lessons with clear objectives. They use modern technology well to engage students' interest. Relationships in lessons are very good and ensure that students enjoy learning and work productively. Students respond well to challenges, such as developing an understanding of how people feel through watching film of the recent tsunami in Japan. The use of assessment is rightly a priority for the college and staff have received relevant training which is beginning to improve practice. In the best lessons, teachers encourage students to review their own work using given criteria, as in design and technology, or the work of their peers, as in English. However, this is not consistent across the college.

The curriculum is very comprehensive and meets the needs of students from different backgrounds extremely well. There are extensive vocational and applied courses as well as numerous academic options including the opportunity to take three sciences at GCSE level. Increasingly, students commence courses in Year 9 and enter examinations before the end of Year 11 which has led to improving results. Students also take qualifications which include citizenship, religious education and modules on personal finance. The college

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provides open choice across the full range of courses to students. They confirm that guidance is excellent and that they are studying at an appropriate level for their needs, including those who require individualised programmes. The impact of the college's specialism, especially in science, is outstanding. There are highly effective links with successful companies, the National Space Centre and universities which enhance students' learning and broaden their experiences. There is also very good outreach to primary schools, families and the community such as the family science day and 'nutty professor' classes.

Students receive excellent care, guidance and support which is reflected in their outstanding personal development and good achievement. Procedures for transition and mid-year arrival are very effective in giving students confidence and making them welcome. Students are known to staff individually and their progress is regularly and closely monitored. The assessment of students' learning, language or behaviour needs is prompt and very efficient, ensuring that the right level of support is available. There are excellent activities and support provided through the college's extended service provision and specialist status, including work with families in holidays or weekends. As a result, students from a wide range of different backgrounds, including those at an early stage of learning English, make good progress and have excellent personal skills.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The principal and senior staff set high expectations for staff and students, strongly focused on achievement. The systems for monitoring and evaluating performance are rigorous and ensure that staff know the college's strengths and areas for development. Improvement plans are detailed and contain relevant priorities. Teaching is improving because of the clear expectations and careful monitoring, support and training provided by senior staff. Students' progress is reviewed regularly against challenging targets and there is accurate identification of those who require additional support to achieve better. Concerted action to bring about improvement has created a trend of rising achievement.

The work of the governing body is structured well with rigorous review of policies and an overview of strategic planning. Members of the governing body know the college's strengths and areas for development. They make regular visits to the college to review specific areas of work and report on their findings. They hold the college to account for its performance and provide good links with parents and local communities. Most parents and carers are very positive about the college in questionnaire responses. Parents are informed

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regularly about their children's progress. Very effective links with parents and carers are made for students who may be vulnerable or in need of specific support.

The college has a range of excellent partnerships which enhance students' learning and broaden their experiences. These include strong contacts with groups which represent the main ethnic communities of the college and active links with schools in other countries such as Russia and the United States, as well as across England. The college's promotion of community cohesion is outstanding. It is a harmonious and cohesive community, drawing together young people from widely different backgrounds, promoting mutual respect and a common desire to be successful. Students gain from their interest in and understanding of other cultures and communities. They show a mature appreciation of situations across the world and are very active in raising charity funds for specific projects.

The college promotes equality of opportunity and tackles discrimination well. There is a strong commitment to tolerance and respect for students from varying backgrounds, religions and cultures. Students show a deep understanding of the community and each other. Although there is some variation in the performance of different groups, the college has identified key areas for development. It has successfully intervened to raise achievement, for example engaging those known to be eligible for free school meals in weekend and holiday study sessions, and targeting particular ethnic groups such as Somali and Slovakian families. Procedures for safeguarding students are rigorous and well-established. Staff receive regular training and are very aware of their responsibilities. There are good opportunities for students to learn about being safe through the curriculum, including a drama event based on knife crime and e-safety guidance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

The percentage response to the questionnaire was well above that found nationally. The views of most parents and carers who responded are positive, especially in endorsing that their children enjoy school and are safe, and that teaching is good and they are kept informed about their child's progress. There was no common area of concern in the small number of negative comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moat Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 308 completed questionnaires by the end of the on-site inspection. In total, there are 1060 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	148	48	157	51	2	1	0	0
The school keeps my child safe	162	53	142	46	3	1	1	0
My school informs me about my child's progress	175	57	123	40	7	2	2	1
My child is making enough progress at this school	153	50	144	47	5	2	4	1
The teaching is good at this school	144	47	156	51	2	1	2	1
The school helps me to support my child's learning	131	43	153	50	9	3	5	2
The school helps my child to have a healthy lifestyle	112	36	165	54	16	5	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	155	50	135	44	7	2	1	0
The school meets my child's particular needs	114	37	172	56	12	4	1	0
The school deals effectively with unacceptable behaviour	147	48	133	43	17	6	3	1
The school takes account of my suggestions and concerns	106	34	166	54	19	6	2	1
The school is led and managed effectively	135	44	150	49	8	3	1	0
Overall, I am happy with my child's experience at this school	184	60	114	37	6	2	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 March 2011

Dear Students

Inspection of Moat Community College, Leicester, LE2 0TU

Thank you for the welcome you gave us when we visited your college. We enjoyed talking to you in lessons, meetings and at breaks. Thanks also to those of you who filled in a questionnaire. Your views helped us to find out about the college. This letter is to tell you what our conclusions are following the inspection.

Your college provides you with a good education and it has many outstanding features. Your attendance is high and you have positive attitudes to learning. You settle to work well in lessons and most of you try to do your best. You told us that you respect each other's beliefs and cultures and that there is a strong sense of community in the college. Results are improving and in 2010 they were the best the college has achieved. They are particularly good in science and are improving in English and mathematics. You make good progress in your learning. The college provides an excellent curriculum with a very wide range of choices across different levels of qualifications. There is also an excellent range of extra-curricular activities and very good links, through the specialist subjects, with universities, local companies and the community. You receive excellent guidance and support from teachers and other staff, including additional help outside lesson time. The college is led very well by the principal and senior staff who set a very clear direction based on improving your achievement.

We asked the college to improve some aspects of assessment. In particular, ensuring that all teachers:

- set work in lessons to meet your differing needs and abilities
- use questions effectively to check your understanding in lessons
- make it clear when they mark your work exactly what you need to do next to improve.

We enjoyed our visit to the college and wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector (on behalf of the inspection team)

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