

Moseley Park

Address: Holland Road, Bilston, West Midlands, WV14 6LU

Unique reference number (URN): 138098

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the curriculum. The carefully sequenced curriculum allows pupils to develop knowledge and skills over time. Pupils demonstrate a clear understanding of how their learning connects across subjects. They recall prior learning effectively and are confident when tackling new and more complex concepts. Achievement in lessons and pupils' work demonstrate that pupils make sustained progress.

Achievement in national tests and examinations reflects the school's inclusive nature and high expectations. Pupils' outcomes compare favourably with national averages and demonstrate that pupils are achieving and making progress. The achievement and progress of pupil groups are monitored closely. Leaders identify barriers to learning effectively and provide targeted support that enables these pupils to succeed. Pupils with barriers to learning, including disadvantaged pupils, make noteworthy progress from their starting points.

Strategies to support reading, communication and vocabulary prepare pupils well to achieve. Pupils develop into confident communicators and ambitious young people. Pupils leave the school very well prepared and with the knowledge, skills and confidence needed for future success.

Attendance and behaviour

Strong standard ●

Attendance and behaviour at the school reflect leaders' high expectations and standards. Pupils are proud to attend the school and conduct themselves in an exemplary manner.

Leaders sharply focus on the removal of barriers to attending school. Attendance data is analysed in detail to identify patterns and anticipate potential barriers. Staff use their detailed understanding of pupils to implement precise adaptations to support pupils to come to school. Pupils and families have a shared understanding of the importance of high attendance. This has resulted in high attendance, especially for disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders have established a highly effective culture of positive behaviour around the school. Pupils are well mannered and responsive to staff as they enter the school, and these attributes are evident throughout the school day. The embedded behaviour curriculum means there is a highly conducive atmosphere to learning in the school. Pupils show self-discipline and dedication to their learning. Pupils consistently show high levels of respect for each other and for staff. Older pupils' behaviour sets an excellent example. If a pupil needs support with their behaviour, tailored and responsive, reasonable adjustments are made. Suspensions are minimal and used appropriately. Bullying is rare. Pupils have confidence that staff will deal with any concerns quickly and effectively.

Curriculum and teaching

Strong standard 

Leaders have planned an effectively sequenced and challenging curriculum that clearly identifies relevant key knowledge and then builds logically to achieve learning outcomes. Highly skilled staff use consistent, evidence-based teaching techniques to have a positive and lasting effect on pupils in the classroom. Highly effective routines and delivery ensure that all pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, receive the same high-quality education. As a result, pupils are autonomous in their learning.

Staff know their pupils well and make thoughtful adaptations to support individual needs. Pupils are engaged in their learning and take pride in their work. Teachers consistently challenge pupils to think in lessons. Recall activities, introduction of key vocabulary and highly effective questioning elicit understanding and bring pupils' experiences into lessons to support discussion. Pupils are able to write at length about their learning. They can reflect effectively on their own work and respond well to teacher feedback. Teachers' use of assessment to effectively identify misconceptions, and pupils' work, clearly show that they develop deep knowledge.

There is a systematic, whole-school approach to ensuring that any learning gaps are closed. Identified pupils who require additional support benefit from targeted and timely interventions. Tracking, monitoring and communication around these interventions support pupils to catch up quickly and develop confidence as learners.

Inclusion

Strong standard 

Leaders are dedicated to ensuring that every pupil is known and supported to succeed. Highly effective partnerships with primary schools ensure that leaders and staff understand pupils' barriers to learning before they enter the school. This ensures appropriate and effective support is implemented promptly. Robust procedures then ensure that pupils with special educational needs and/or disabilities, disadvantaged pupils and those with barriers to learning and wellbeing can thrive.

Leaders, through highly effective professional development, have ensured that staff have the knowledge and strategies to adapt teaching and meet individual pupils' needs. Support within lessons is bespoke and personalised to ensure that pupils can access the full curriculum and engage well with learning. Thoughtfully designed spaces and specialist staff nurture the most vulnerable pupils to achieve their best. Leaders ensure that any adaptations and support are reviewed regularly to ensure that they are having a positive impact and remain relevant to pupils' changing needs.

Leaders have developed excellent partnerships with parents, carers and external agencies. Funding is used very effectively and supports strategies such as the 'Excellence Academy', which develops highly ambitious and aspirational goals for pupils, including those known to social care. Alternative provision is used minimally and only in the best interests of those pupils who need it. Pupils are exceedingly well supported and benefit from a culture where every individual is valued and enabled to succeed.

Leadership and governance

Strong standard 

Leaders are dedicated to providing the best possible educational experiences for pupils. They are committed to strengthening the highly inclusive culture that is evident across the school and are instrumental in driving sustained improvement. Leaders have a precise understanding of the context of the school, its strengths and its priorities. Leaders use feedback from pupils, staff, parents and carers to inform actions so that there is a deliberate alignment of actions with the school's aspirational vision.

Staff are welcoming of the professional development that leaders and the trust have put in place. They embrace their ability to contribute to their own development, and there is a clear desire to sustain improvement in outcomes, teaching, attendance and behaviour. Staff, including early career teachers, recognise that support from leaders is highly beneficial to their workload and wellbeing. Staff feel they are having a genuinely positive impact on their 'family', the wider school community.

Trustees and trust leaders possess a forensic understanding of the school's context and are invested in making decisions in the best interests of pupils, particularly those with barriers to learning and wellbeing. They provide an ambitious balance of support and challenge and fulfil their statutory responsibilities diligently. Leaders maintain highly effective relationships with external partners. Leaders collaborate with openness and a genuine desire to secure the best support for all pupils so that they can flourish in life.

Personal development and wellbeing

Strong standard 

Pupils not only demonstrate a clear knowledge and understanding of the personal development programme, but they also demonstrate it daily. Leaders' knowledge of pupils' needs in the school has allowed them to create a comprehensive and coherent personal, social, health and economic curriculum. It is supported through a range of well-matched opportunities that broaden pupils' horizons.

Pupils are confident and resilient in their conduct. They demonstrate British values around the wider school and in their behaviour towards each other and staff. An embedded culture of respect and equality is evident. Pupils develop a deep understanding of age-appropriate topics that support them to live successful lives in modern Britain. Pupils are confident in discussing their experiences of the wider world, the world of work, protected characteristics and relationships. Pupils with special educational needs and/or disabilities benefit fully from the programme through carefully adapted provision that enables them to access learning successfully.

There is a wide range of opportunities to participate in and broaden pupils' experiences. Participation in cultural, sporting and artistic opportunities is carefully tracked so leaders can assure themselves about the participation of pupils, including disadvantaged pupils. Leaders adapt the offer to meet the talents and interests of pupils, for example, chess and Warhammer clubs. Leadership roles, such as sports ambassadors and transition ambassadors, further develop pupils' responsibility and contribution to the school community. Pupils feel listened to and shape the provision of the school.

Pastoral care is highly effective. Staff know pupils well and provide responsive support when needed, including counselling and targeted wellbeing provision. A comprehensive careers programme ensures pupils have a range of opportunities to consider their next steps carefully from an informed and experienced position. Together, leaders have ensured that pupils' experiences develop the knowledge, character and confidence needed to prepare successfully for their future lives.

Post 16 provision

Strong standard 

The sixth form is a highly aspirational and inclusive provision where ambition for all students is at the heart of the curriculum and wider experience. Leaders take deliberate actions to ensure a sharp vision for the sixth form that combines high academic expectations and comprehensive support. This provision ensures students are extremely well prepared for their future pathways.

The curriculum is taught consistently well across the sixth form. Teachers have strong subject knowledge and sequence lessons highly effectively to ensure that students can fully access the curriculum. Students develop detailed knowledge and skills and produce high-quality work. All students, including disadvantaged students and those with special educational needs and/or disabilities, achieve well in lessons.

Published outcomes reflect the highly inclusive approach that leaders have for students. Outcomes for students from their starting points are positive, and outcomes for vocational courses are typically above national average. The courses that students study are ambitious and facilitate students accessing future pathways that they may not have aspired to. Students progress onto a range of further education, employment and training. This includes highly competitive courses at prestigious universities and apprenticeships with international companies. Leaders and staff are relentless in creating opportunities for the young adults in their care.

What it's like to be a pupil at this school

Pupils at Moseley Park school experience a highly supportive and nurturing environment. Pupils flourish at the school due to the high expectations and ambitions that staff have of them. Staff demonstrate high levels of care and commitment to help pupils be successful in life. Pupils are proud to belong to a culture that allows them to thrive.

Pupils know there are high expectations of their behaviour. There is an orderly and composed atmosphere to the school. Pupils regulate their own behaviour and are respectful and polite. Pupils enjoy attending the school because of the high aspirations that leaders have for them. Pupils are rewarded for making the correct choices. They are listened to and feel safe in school. If pupils have a concern, it is dealt with appropriately.

Pupils consistently experience engaging and challenging lessons that are carefully designed to support both academic success and personal development. Staff know pupils well and use this understanding to remove barriers to learning. Pupils with special educational needs

and/or disabilities and disadvantaged pupils receive bespoke support and guidance that allows them to achieve well.

Outside of lessons, pupils benefit from a personal development programme that is woven into the fabric of the school. There is a wide range of extracurricular activities and enrichment opportunities, including music club, sports clubs, school productions, environment club and The Duke of Edinburgh's Award. Pupils have an active voice in the school and initiate events such as the annual culture day. Sixth-form students function as role models and demonstrate positive learning habits and behaviour to younger pupils. Pupils are encouraged to engage with social issues and act as positive members of their communities. Pupils embody the school's ethos of 'building success together'.

Next steps

- Leaders should continue to monitor and evaluate the impact of their actions to sustain improvements in outcomes for all pupils.
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About this inspection

This school is part of Central Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Georgetta Holloway, and overseen by a board of trustees, chaired by Robert Turton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, leaders from the school and the trust, governors, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 3 registered alternative provisions.

Executive Headteacher: Georgetta Holloway

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Rob Hackfath, His Majesty's Inspector

Richard Winzor, Ofsted Inspector

Mark Grady, Ofsted Inspector

Michael Stoppard, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

1,075

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,170

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

51.13%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.33%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

22.88%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	37.8%	45.4%	Close to average
2023/24 (final)	35.0%	45.9%	Below
2022/23 (final)	36.8%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	44.8	46.1	Close to average
2023/24 (final)	46.0	45.9	Close to average
2022/23 (final)	50.3	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.28	-0.03	Above
2022/23 (final)	0.50	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	25.3%	25.8%	Close to average
2023/24 (final)	19.3%	25.8%	Close to average
2022/23 (final)	28.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	39.3	34.9	Close to average
2023/24 (final)	40.6	34.6	Above
2022/23 (final)	45.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.04	-0.57	Above
2022/23 (final)	0.36	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	25.3%	53.1%	-27.9 pp
2023/24 (final)	19.3%	53.1%	-33.9 pp
2022/23 (final)	28.6%	52.4%	-23.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	39.3	50.4	-11.1
2023/24 (final)	40.6	50.0	-9.5
2022/23 (final)	45.7	50.3	-4.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.04	0.16	-0.12
2022/23 (final)	0.36	0.17	0.19

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	88%	92%	Average
2022 leavers (revised)	89%	93%	Below
2021 leavers (revised)	90%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	26.86	35.00	Below
2023/24 (final)	26.26	34.38	Below
2022/23 (final)	25.46	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.8	0.0	Below
2023/24 (revised)	-0.8	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.1%	8.4%	Close to average
2023/24 (3 term)	8.2%	8.9%	Close to average
2022/23 (3 term)	8.1%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.5%	23.4%	Close to average
2023/24 (3 term)	22.7%	25.6%	Close to average
2022/23 (3 term)	23.2%	26.5%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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