



**QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
THE MOSSLANDS SCHOOL**

Date of this Review:	14/05/2025
Date of last QA Review	13/11/2023
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	28/02/2024

1. Context and character of the school

The Mosslands School is a smaller than average boys 11-18 comprehensive school located in Wallasey. It is one of 13 non-selective schools on the Wirral Peninsula. The vast majority of students are of White British ethnicity. The school is in an area of significant deprivation with above average proportions of disadvantaged pupils. The proportion of students with special educational needs and/or disabilities (SEND) is above average, while those with an education, health and care plan (EHCP) is just below. Mobility is a significant factor in the area, highlighted by almost 50 students joining or leaving the school at other than the expected times in the last academic year.

The school's values are based on TRACK – Teamwork, Respect, Ambition, Community and Knowledge. It is a STEM (science, technology, engineering and maths) centre and has recently won national awards in Lego and robot wars competitions. In 2023 the school won the Goldsmiths' award for community engagement.

2.1 Leadership at all levels - What went well;

- The headteacher and his senior leadership team (SLT) lead the school with warmth and ambition in equal measure. Leaders demonstrate an understanding of the key priorities for improvement and they use external support well and challenge underperformance.
- Strong values underpin the school's aims and ethos. Students and staff demonstrate these values in the everyday life of the school through the tolerance and respect they show one another.

- There is a supportive start to the school day with pastoral staff and leaders meeting students at the door and ensuring that students have access to the right uniform. The recently implemented 'no phones' policy, supported by electronic pouches for phones and searching bags and students at the beginning of the school day, is having a very positive impact and has significantly reduced disruption during the school day.
- The passion and drive for success, modelled by the SLT, are matched by many middle leaders. They evaluate and identify their strengths and areas for development and use the information gained from their quality assurance to inform next steps.
- Attendance is well led with a variety of initiatives to get students into school and to support poor attenders to engage with their education. Leaders use data well to track attendance and put in place positive initiatives, such as the inter-form FIFA PlayStation game, where the strength of players is based on form attendance and 'Don't dodge December', to improve attendance during times when it was previously low, such as at the end of term. As a result, attendance is improving over time.
- Continuing professional development (CPD) focuses on five 'CRAFT' principles (challenge, retrieval, adaptation, feedback and thinking). Teachers' use of these principles is evident in many lessons and the principles are supporting improvements in teaching and learning.
- The personal development curriculum has been well resourced, is adapted to the needs of the school and is taught during curriculum time. Students and staff take this seriously and engage well with the themes and activities. The school has received the 'Excellence in pupil development' award.
- Students have several opportunities for leadership, such as being part of the school council, as science leaders and as peer readers to support younger students' reading. This is allowing them to develop their confidence and skills.

2.2 Leadership at all levels - Even better if...

... leaders continue to improve the use of progress data and other information to intervene more effectively.

... the actions taken to improve attendance were more firmly embedded and more effective at promoting attendance, particularly for disadvantaged students and those with SEND.

... the school more actively promoted positive behaviours, reinforcing the improvements made by groups and sub-groups.

3.1 Quality of provision and outcomes - What went well

- The school's curriculum is coherently planned and sequenced towards building the knowledge and skills needed for students' next steps. This is evident in many lessons. In science across all year groups the development of a mastery curriculum supported by booklets has supported students to be able to access key knowledge, use this for retrieval practice and close gaps in learning when students are absent.

- Teachers know students individually and relationships between staff and students are warm and positive. The behaviour policy is usually consistently applied, resulting in significant reductions in repeated and escalated behavioural incidents. In a Year 7 history lesson, the teacher's knowledge of the students created a safe and welcoming space that supported their behaviour for learning.
- There is a calm atmosphere in lessons and classroom routines are clear and consistent, which supports students' ability to be ready to learn. For example, in a Year 9 history lesson, established routines and embedded practice ensured that students were keen to take part and express their opinions.
- Teachers' pedagogy is often strong. For example, in a Year 9 English lesson, the use of retrieval tasks enabled the teacher to make links to prior learning and supported students to recall previously learnt knowledge.
- Teachers usually check effectively for whole class understanding, often using mini whiteboards to do this. In a particularly strong example in a Year 8 mathematics lesson, the teacher took three whiteboards where there were mistakes, shuffled them to depersonalise them and then asked students to draw out common mistakes, which then meant that their subsequent answers improved.
- In the most effective teaching, questioning is strong and teachers encourage students to develop their answers. For example, in a Year 8 science lesson, the cold calling and probing questioning by the teacher allowed students' knowledge to be checked.
- Staff benefit from a very comprehensive programme of CPD, which has recently been developed to allow more time for subjects and more subject specific CPD. Heads of department are coached to undertake their own quality assurance. This is carefully monitored by senior leaders.
- Careers provision is carefully mapped across all year groups and students have a range of different opportunities, including the chance to visit a variety of workplaces. A Year 9 careers fair gives students opportunities to meet with local employers, apprenticeships and other providers to enable them to make more informed choices.
- The programme of the 'super curriculum' offers students a range of opportunities to pursue a wide range of interests. These include cadets, a debating club, STEM clubs, a philosophy club and a wealth of sports clubs, at which the school excels nationally. Students take part in regular trips and visits, such as to a trip to a Spanish tapas restaurant in Liverpool, as well as further afield to New York.

3.2 Quality of provision and outcomes - Even better if...

... all teachers strongly communicated high aspirations to all students.

... in all subjects and all lessons, the curriculum was delivered in line with the school's expectations and the 'CRAFT' principles.

... students were further supported to develop their resilience.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There is an inclusive culture and positive atmosphere in the school, where students feel a sense of pride and belonging. The Mosslands Adapted Provision (MAP) supports students to reset their behaviour and provides opportunities for small group interventions. It supports students to reintegrate back into mainstream lessons through a staged approach.
- Leaders provide an ambitious curriculum that is designed to give all pupils, particularly those who are disadvantaged and/or have additional needs, the knowledge and experiences they need to succeed in life. Leaders have rightly reduced the dependence of some students on support assistants (SAs) in order to help to develop more independence.
- SAs make a very positive contribution to students' learning, using their own 'CRAFT' model to help them support students well. Students have their own 'passports' which they give to teachers who have not taught them before, to help new teachers to support them appropriately.
- Students with SEND are very well supported and report that they feel listened to, valued and cared for. A carefully managed triage system is used to identify and respond to students with emerging SEND. Regular meetings provide many opportunities for parental contact and discussion. Students are confident to talk about their additional needs, such as having dyslexia or autism.
- Leaders are clear about the barriers that disadvantaged students face and the pupil premium strategy has been developed to focus on these areas. The strategy to improve students' reading ages through the Reading Plus intervention programme is showing a positive impact with these students.
- Some staff demonstrate understanding of a range of possible adaptive strategies, including the use of targeted questions to build confidence and resilience. In a Year 10 science class which contained several students with SEND, the teaching used targeted cold calling to support students' scientific knowledge.
- Disadvantaged students and students with SEND are actively encouraged to take part in extra-curricular activities, trips and educational visits. This is having an impact, for example with high numbers of these students taking part in cadets.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... all teachers and leaders contributed to and made use of information about learners to further scaffold and support to raise attainment.

... there were improved use of assessment, attendance and behaviour data to better evaluate the impact of strategies in closing gaps