

# Inspection of Mossley Hollins High School

Huddersfield Road, Mossley, Ashton-under-Lyne, Lancashire OL5 9DP

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Inspection dates: 28 and 29 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Outstanding

This school was last inspected 9 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Leaders are ambitious for pupils and have high standards for their academic achievement and their behaviour. The vast majority of pupils work hard to rise to these expectations. They behave responsibly and they achieve well in a range of subjects. This means that they are well prepared for their next steps by the time they leave the school in Year 11.

Pupils are motivated to attend school each day. This is reflected in their high rates of attendance. Pupils enjoy socialising at breaks and lunchtimes and make friends easily. Pupils were less positive when they spoke about how well leaders consider their emotional well-being. This affects how happy they feel in school, as they feel that the school is too strict.

Pupils are knowledgeable about and accepting of differences between people and communities. Leaders act quickly to address any incidents of bullying.

Pupils benefit from an extensive range of extra-curricular activities. Pupils can attend a range of clubs at lunchtime and after school, such as astronomy and retro games club. A new 'electives' programme introduced to Year 7 pupils allows pupils to also experience different sports, performing arts and outdoor education.

## **What does the school do well and what does it need to do better?**

Leaders have put in place a broad, balanced and carefully considered curriculum. Pupils, including pupils with special educational needs and/or disabilities (SEND), are typically successful in their learning. The overwhelming majority of pupils study the English Baccalaureate suite of subjects, including languages. All pupils access the full curriculum, and in lessons teachers usually skilfully adapt activities so that all learners, including those with SEND, are able to access the same content as their peers.

Leaders organise subject curriculums well. This means that in each subject, teachers are clear about the key knowledge that pupils should learn and the order in which this content should be taught. Subject leaders work closely with local primary schools so that the curriculum builds on what pupils already know. Staff have a secure knowledge of the subjects that they teach. They typically select activities that help pupils to remember, practise and build on what leaders refer to as 'powerful' curriculum knowledge.

Teachers check how well pupils have learned new knowledge. In most subjects, teachers use leaders' assessment systems well to address pupils' misconceptions and to fill any gaps in pupils' learning.

Leaders ensure that pupils' reading skills are given a high priority. Most pupils become confident, fluent readers. Those pupils who need extra support with their reading are identified quickly and receive effective support to catch up quickly.

Some pupils with SEND are not always identified as quickly as they should be. This means that relevant support is not always offered to these pupils in a timely way. Pupils, parents and external agencies are not always involved in the planning for the support and reasonable adjustments that are needed.

In lessons, and during social times, pupils' behaviour is calm and respectful. This means that pupils are able to learn in lessons without disruption.

Leaders have devised a high-quality, varied programme to support pupils' wider development. Staff deliver this effectively through assemblies, form time, dedicated whole-school days, and the curriculum. Pupils learn about a range of issues, such as healthy relationships and internet safety. Pupils benefit from a well-planned programme of careers advice and guidance. Some pupils spoken to said that they would appreciate more input on how to access support for mental health and emotional well-being. At times, a small number of pupils feel unhappy in school as they feel that the rules are too strict, and leaders should ensure that consideration is given to supporting pupils to feel nurtured and cared for.

The majority of parents who communicated with Ofsted during the inspection expressed positive attitudes to leaders' engagement with them to support pupils. However, a minority of parents indicated that they do not feel that leaders engage with them well enough to address concerns or to explain changes to processes that the school is making. For a small number of pupils, this hinders how well leaders can work with parents to support pupils' needs and overall well-being.

Staff are appreciative of the ways in which leaders contribute to their well-being. They told inspectors that leaders take staff's workload into account when deciding policy.

Governors are committed to the school and provide both strong support and effective challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are proactive in developing the culture of safeguarding at the school. All staff receive appropriate safeguarding training. There are regular updates and briefings to ensure that safeguarding is kept as a high priority. Staff are confident to identify and report any concerns regarding pupils who may be at risk of harm.

Leaders work effectively with outside agencies and safeguarding partners to seek advice and support for pupils who may be at risk. They bring appropriate colleagues into school to help pupils learn about how to keep themselves safe. Leaders ensure that pupils are fully aware of local risks.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A small number of parents do not feel that school leaders engage with them effectively. This hinders how well leaders work alongside those parents to assist pupils who may need more support. Leaders and governors should ensure that they identify and remove barriers to engagement so that they can work more effectively with parents, who have constructive feedback and genuine concerns, on a collaborative approach to supporting pupils.
- Although SEND provision in the classrooms is effective, leaders have not ensured that the processes for identifying and reviewing the needs of pupils with SEND are sufficiently rigorous. This means that some pupils with SEND are not provided with the right support at the right time. Leaders should ensure that they have a consistently robust approach to early identification of SEND needs that pupils receive the precise support that they need in a timely way.
- A small number of pupils do not feel that sufficient resources are made available to support their pastoral care. This means that those pupils do not feel cared for and nurtured well-enough in the current behaviour management approach. Leaders should continue to refine and embed their approaches to supporting the emotional well-being of pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 106266  |
| <b>Local authority</b>                     | Tameside  |
| <b>Inspection number</b>                   | 10259437  |
| <b>Type of school</b>                      | Secondary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 11 to 16  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 879   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair of governing body</b>             | John Denton   |
| <b>Headteacher</b>                         | Andrea Din  |
| <b>Website</b>                             | <a href="http://www.mossleyhollins.com/">http://www.mossleyhollins.com/</a> |
| <b>Date of previous inspection</b>         | 18 and 19 November 2014, under section 5 of the Education Act 2005          |

## Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- Leaders use five registered alternative providers for a small number of pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, the executive headteacher, other senior leaders, subject leaders and members of staff. Inspectors also met with members of the governing body, including the chair of governors.

- Inspectors spoke to groups of pupils from Years 7 to 11 about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at break and lunchtimes.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in history, modern foreign languages, physical education, food and nutrition, science and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subject areas.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's online surveys for staff and pupils.

## Inspection team

|                                  |                         |
|----------------------------------|-------------------------|
| Rebecca Sharples, lead inspector | His Majesty's Inspector |
| Chris Glennon                    | Ofsted Inspector        |
| Karen Pomeroy                    | Ofsted Inspector        |
| David Roberts                    | Ofsted Inspector        |

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