



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS  
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**MOORLAND SCHOOL**

**SEPTEMBER 2017**



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## SCHOOL'S DETAILS

<b>School College</b>	Moorland School			
<b>DfE number</b>	888/6002			
<b>Registered charity number</b>	6749037			
<b>Address</b>	Moorland School Ribblesdale Avenue Clitheroe BB7 2JA			
<b>Telephone number</b>	01200 423833			
<b>Email address</b>	enquiries@moorlandschool.co.uk			
<b>Headteacher</b>	Mr Jonathan Harrison			
<b>Proprietors</b>	Mr John Harrison			
<b>Age range</b>	0 to 18			
<b>Number of pupils on roll</b>	277			
	<b>Boys</b>	172	<b>Girls</b>	105
	<b>Day pupils</b>	192	<b>Boarders</b>	85
	<b>EYFS</b>	75	<b>Juniors</b>	48
	<b>Seniors</b>	130	<b>Sixth Form</b>	24
<b>Inspection dates</b>	26 to 28 September 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Moorland School is an independent day and boarding school for boys and girls aged between a few months and 18 years. It was originally formed in Manchester and moved to its present location in the 1920s. It was taken over by the Harrison family who have run the school for more than 20 years. The proprietor remains Mr John Harrison. His son has been head teacher since 2009. The school is set in 14 acres on the edge of Clitheroe in Lancashire. Since the previous inspection the school has set up an advisory board to the proprietor. The school now offers both A-Level and BTEC Level 3 post-16 education, and professional ballet and football education, the latter through links with two professional association football clubs. The school comprises a nursery, pre-school, junior school, and senior school, each situated in separate buildings in close proximity on the main site. The boarders are accommodated in one of two houses at the top of the administration and teaching buildings.

### **What the school seeks to do**

- 1.2 The school's aim is to provide a rich and warm family environment in which every pupil has the chance to flourish and achieve to the best of their ability; and a safe, caring and happy learning environment where all pupils fulfil their true potential, and all feel valued and respected, whilst instilling life values of honesty, respect and decency.

### **About the pupils**

- 1.3 Pupils come from a range of professional and working backgrounds that reflect the demographic of the area within a 20-mile radius of the school. Boarders come from around the world, including in those a high proportion from families of the military serving overseas. Some pupils are sponsored by a professional football club. The school selects pupils on their behaviour. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 13 pupils, eight of whom receive additional support. The curriculum is modified for pupils with particular talents in ballet and association football.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), National Minimum Standards for Boarding Schools, [Early Years Foundation Stage Statutory Framework](#).

## Key Findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.3 In 2017 GCSE results were in line with those of pupils with the same ability nationally. The junior school measures attainment against its own data.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance except in the safer recruitment of staff; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Staff with teaching responsibilities in the Nursery had not been checked against the list of those prohibited from teaching, even though on occasions they work with pupils who were three years old and over.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 8-16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6-12, 15 & 16 are met but those in paragraphs 7(a) and (b) safeguarding are not met.**

### Action point 1

- **the school must ensure that all staff with teaching responsibilities in the Nursery who work with pupils who are aged three years or older are checked against the list of those prohibited from teaching. [paragraph 7(a) and (b)]**

### PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 Staff with teaching responsibilities in the Nursery had not been checked against the list of those prohibited from teaching, even though on occasions they were working with pupils who were three years old and over.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17, 19, 20, 22 and NMS 14 are met but those in paragraph 18 [suitability of staff] and paragraph 21 (single central register of appointments) are not all met.**

### Action point 2

- **the school must ensure that the check on all staff against the list of those prohibited from teaching is recorded on the check on the single central register of appointments. [paragraph 21(3)(b)]**

### PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

### PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include the name of the proprietor, details about the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 An address for correspondence with the proprietor and a telephone number on which he may be contacted are not provided. Particulars of the school's curriculum policy; particulars of the school's academic performance during the preceding school year, and its results in public examinations; and the number of complaints registered under the formal procedure during the preceding school year are not made available to parents of pupils and parents of prospective pupils.

**2.18** The standards relating to the provision of information in paragraphs 32(1)(a) and (b) are not met. Sub-paragraphs 32(1)(c)(d)(e)(f) and (g); (2)(a) and (d), (3)(a)(b)(d) and (g) and NMS 1 are met but those in sub-paragraphs 32(1)(a) and (2)(b)(i) [proprietor's address for correspondence and telephone number]; (1)(b) and (3)(c) [particulars of the school's curriculum policy]; (3)(d) [particulars of school's health and safety arrangements]; sub-paragraph (3)(e) [particulars of the school's academic performance during the preceding school year, and its results in public examinations]; and (3)(f) [the number of complaints registered under the formal procedure during the preceding school year] are not met.

### Action point 3

- the school must ensure that the proprietor's address for correspondence and telephone number are provided to parents of pupils and prospective pupils. [paragraph 32(1)(a) and (2)(b)(i)]

### Action point 4

- the school must ensure that particulars of the school's curriculum policy, the school's health and safety policy, the school's academic performance during the preceding school year, and its results in public examinations, and the number of complaints registered under the formal procedure during the preceding school year are made available to parents of pupils and prospective pupils [paragraph 32(1)(b) and (3)(c)(d)(e) and (f)]

## PART 7 – Manner in which complaints are handled

- 2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful and identifying those relating to the boarding provision.
- 2.20 At stage three the panel consists entirely of members of the school's advisory board, who are not independent of the management and running of the school. The panel hearing procedure does not allow for a parent or parents to attend and to be accompanied.
- 2.21** The standards relating to the handling of complaints in sub-paragraphs 33(a) – (f), (i) – (k) and NMS 18 are met but those in sub-paragraphs 33(g) and (h) [panel hearing arrangements] are not met.

### Action point 5

- the school must ensure that where a panel is convened at stage 3 of the complaints procedure one panel member is independent of the management and running of the school and parents may attend and be accompanied by implementing the arrangements introduced during the inspection effectively. [paragraph 33(g) and (h)]

## PART 8 – Quality of leadership in and management of schools

- 2.22 The proprietor does not ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge or fulfil their responsibilities effectively so that the independent school standards are met consistently, particularly in safeguarding, the suitability of staff, the manner in which complaints are handled and the provision of information.
- 2.23** The standards relating to leadership and management of the school in sub-paragraph 34(c) and NMS 13 are met but those in sub-paragraphs 34(a) and (b) [knowledge and skills and effective fulfilment of responsibilities so that the relevant regulations are met] are not met.

## Action point 6

- **the school must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently [paragraph 34(a) and (b)].**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.24 The overall effectiveness of the early years' provision is good.
- 2.25 Children make good progress in their learning and development relative to their starting point although the extension or development of their learning skills is sometimes hindered when opportunities for effective adult intervention are missed. Staff ensure children are ready for their next stage of learning, and transitions within the setting are carefully managed. Senior leaders ensure that staff are knowledgeable about the ages of the children and that they attend relevant training courses.
- 2.26 Practitioners know the children well and plan activities that effectively meet their individual needs. The key person system has recently been developed to ensure that consistency is provided for children and as a result children in the setting are happy and secure. There are good systems for communicating with parents but these are not always fully implemented. Parents feel there has been some inconsistency in communication and information. New communication procedures are now in place and are implemented successfully.
- 2.27 Robust procedures are implemented to ensure the requirements for children's safeguarding and welfare are fully met. Senior managers are aware of their responsibilities and good procedures check that staff understand their role in safeguarding children. The setting has continued to qualify for a local quality award. Since the previous inspection there has been considerable change in the leadership team, the building and staffing. The current EYFS leadership team are aware of the strengths of the setting and the areas for development, and have systems which promote continuous improvement.

### **Effectiveness of leadership and management**

- 2.28 The effectiveness of leadership and management is good.
- 2.29 Senior EYFS staff share a vision of high quality care for the children in the setting which enables them to make progress, reach their developmental milestones and be prepared for the next stage of education. Through self-evaluation staff ensure that statutory requirements are met and the setting continues to develop and improve. Senior staff are committed to improving the quality of teaching and learning and operate an effective supervision and performance management programme. Staff use observations and assessment information to plan for and meet individual children's needs effectively. Any areas for development are identified and staff are encouraged to attend a wide range of training courses to enhance their skills. For example, staff working with babies and toddlers have recently attended training to promote quality provision for those under 2 and making the most of the outdoor areas. However, limited provision of stimulating, age-appropriate resources lessens the range of learning opportunities for the children.
- 2.30 Staff gather information from parents about their child which is used effectively and allows children to settle quickly. The setting provides individual care routines for children and aims to emulate their home routine. Sleep patterns and other individual care information relevant to each child is made visible to all staff to ensure consistency of care. Parents feel that although there are good systems in place for communicating with parents, these have lapsed at times in recent months. Good communication within the setting allows information regarding the child to be passed on enabling smooth and effective transitions.
- 2.31 The setting actively promotes British values, equality and diversity in its everyday practice and a member of staff has recently been nominated to implement and develop ideas. Staff encourage children to respect others and age appropriate good behaviour is encouraged. Excellent behaviour was noted by the inspectors at mealtimes.

- 2.32 Senior EYFS staff ensure that safeguarding and first aid training is up to date and effectively meets all EYFS requirements. Arrangements for the safeguarding of children are strong and managers are proactive in ensuring staff are aware of, and fulfil their responsibilities, including with regard to awareness of issues such as radicalisation.

### **Quality of teaching, learning and assessment**

- 2.33 The quality of teaching, learning and assessment is good.
- 2.34 Staff have high expectations of what children can achieve and plan activities to challenge and support all children equally. They have a secure knowledge of the age group they are working with and focus on developing the children's skills in the prime areas of learning and in preparing them for the next stage of their learning. Staff are enthusiastic and encouraging when interacting with children and mostly recognise opportunities where learning can be extended. However, on occasions staff miss opportunities to challenge the children's learning. In some cases, a lack of age-appropriate resources limits opportunities to enable children's creativity and exploration.
- 2.35 Staff complete a check of individual needs and potential when the child starts at the setting and then plan according to their needs. Assessment information is gathered from observations and progress is carefully tracked. Any areas where a child may need additional support are identified and areas where children achieve beyond expectations are highlighted. Individualised learning programmes set targets for all areas of learning and suggest activities to meet these targets and next steps to help meet children's needs. Children's progress is recorded termly and monitored by staff to identify gaps in individual children's learning. However, although these gaps are clearly identified it is not always clear that support is put in place to close them. Children who are achieving highly in some areas are not always encouraged to develop those skills further.
- 2.36 Staff provide information to parents to ensure they understand how their child should progress and there are opportunities for parents to share information about their child with staff, along with parents' evenings to update them on their child's progress. Babies and toddlers take home a daily contact sheet which provides details of different aspects of their day, including food and drink, and sleep patterns. The setting has recently introduced an online observation learning journal to enable parents to be involved in the observation process.

### **Personal development, behaviour and welfare**

- 2.37 The personal development behaviour and welfare of children are good.
- 2.38 Staff create a secure and nurturing environment for the children in their care and lead by example. Young children are happy and confident to explore their surroundings, show an interest in the world around them and know how to stay safe. Children enjoyed collecting leaves on an autumn walk and creating pictures. Many staff plan the indoor and outdoor environment to encourage children to try new activities, although sometimes opportunities are lost for children to develop their creativity.
- 2.39 Children demonstrate good listening skills and staff provide opportunities for them to develop their independence. Children understand the routines of the day well and respond positively when asked to wash their hands, feed themselves and put their coats on, generally developing their independence. Careful thought has been given to the transitions within the setting and children are moved when they are developmentally and emotionally ready, allowing each child's needs to be met at every stage of their development. A gentle period of transition is designed to ensure the child becomes confident in their new room and the child's key person continues to support as and when necessary.
- 2.40 The great care taken to retain a child's home routine means that children have individual sleep times to meet their needs. Staff form strong relationships with the children and provide care and comfort when they are upset. At times the setting uses staff from other rooms to provide supervision and they recognise this can sometimes disrupt a child's routine, so have identified key children who may be affected and prioritise their needs.

- 2.41 Prompt and regular attendance is encouraged and staff speak to parents to ensure they recognise the need for consistency and routine to allow children to settle. Children are offered a balance of nutritious meals and snacks and were seen enjoying the process of sharing the mealtime with their friends. Children benefit from daily opportunities for outdoor play and exercise and the extensive grounds are used at times for walks and focussed activities.

### **Outcomes for children**

- 2.42 Outcomes for children are good.
- 2.43 All children, including those with SEND, make good progress in relation to their starting point. Committed staff ensure that opportunities are provided for all children to develop their skills and meet the expected level of development. Staff model language for children to help develop their communication skills. Children enjoy developing their physical skills in the outdoor area and inside were seen dancing and using actions whilst listening to music. The younger children were seen developing steady walking skills as they negotiated a path to get where they wanted.
- 2.44 Children demonstrate good fine motor skills through their independent use of cutlery at mealtimes. They enjoy sensory experiences as they pour water, play with glittery play dough and collect fallen leaves. Much of the children's learning is child led but missed opportunities for adult intervention hinder the development or extension of children's thinking and learning skills.
- 2.45 Staff ensure all children develop the key skills needed for the next stage of learning and that children are emotionally ready to make the transition.

### **Compliance with statutory requirements**

- 2.46 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvements to its provision for children in the early years.

- Where gaps in children's learning are identified, ensure that staff develop and employ common strategies to achieve progress towards clear targets.
- Ensure that all children reach their potential by providing learning opportunities that offer sufficient further challenge appropriate to their ability, including through appropriate adult intervention.

### 3. EDUCATIONAL QUALITY INSPECTION

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

## Key Findings

3.1 The quality of the pupils' academic and other achievements is sound.

- Pupils achieve at a high level in ballet and association football, supported by a curriculum that allows them to develop their particular talents whilst pursuing academic studies.
- In the senior school, pupils achieve examination results broadly in line with national expectations for those of similar ability.
- In the junior school, pupils achieve expected levels in reading, grammar and punctuation, and mathematics.
- Pupils have good listening skills, and speak well one-to-one with each other and adults.
- In class senior school pupils lack initiative and are reticent about contributing or engaging unless prompted by a teacher.

3.2 The quality of the pupils' personal development is good.

- Pupils behave well towards each other in line with the school's high expectations.
- Pupils work enthusiastically in co-operation with others in the junior school and in boarding, in the ballet academy and in the school's football partnership.
- Pupils with initially low self-esteem develop self-belief and confidence through good support by the school's mentoring, pastoral and boarding arrangements.
- Pupils respect those from other economic, social, ethnic or religious backgrounds but lack wider cultural and aesthetic awareness for their ability and ages.

## Recommendations

- Improve pupils' ability and confidence to take the initiative in their own learning.
- Improve the use of teaching approaches and resources, including ICT, to stimulate greater engagement of pupils in lessons, and provide challenge to the most able.
- Identify and address the reasons for the different rates of progress in reading, grammar and punctuation, spelling and mathematics in the junior school.
- Utilise the strong relationships and respect between pupils of diverse backgrounds and beliefs to promote pupils' age-appropriate awareness and appreciation of the non-material aspects of existence.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

3.3 The quality of pupils' academic and other achievements is sound.

3.4 Pupils achieve broadly in line with the school's aims to achieve to the best of their ability and fulfil their potential, and at a high level in the school's high-profile ballet and association football initiatives. In these areas pupils are strongly motivated, showing excellent concentration and creativity. They work collaboratively, appreciating and developing the ideas of others in ballet, and synthesising the skills of team members in football. Pupils with these talents are accomplished in their areas of expertise. In recent years, the school has won county and national football competitions for independent schools at different ages, and reached the final of a competition for all schools nationally. In that success pupils are supported by the school's partnerships with professional football clubs. The leadership's initiative in cultivating such strong relationships enables pupils to receive expert professional training and provides for them to pursue football careers. Several former pupils now play for professional clubs.

- 3.5 The school's International Ballet Academy provides a structured ballet programme available to pupils from the junior school age. Over a tenth of the school's pupils take part at one of its varied levels. The academy's directors, former ballet dancers, ensure that pupils develop sophisticated skills and attitudes needed to face the demanding challenges of the profession. Pupils described how the course enables them to take responsibility for their own progress, and to be resilient to failure. Pupils have gone on to study with professional ballet companies in Russia, and reach the finals of worldwide competitions. Pupils following the football and ballet programmes follow a reduced academic curriculum which effectively ensures their academic progress. In their responses to pre-inspection questionnaires, almost all parents agreed that the range of subjects at the school is suitable for their children.
- 3.6 Pupils' ability is assessed on entry against the national cohort. Examination data expressed relative to pupils' ability was available only for the years 2016-2017. In GCSE, most pupils achieved in line with national expectations for their ability, with a few below expectations. In each of the last two years about two-thirds of GCSE grades have been awarded at the equivalent of A\* to C, with most being awarded at grades B and C. Pupils achieve consistently strongest in English literature. As a consequence of the most recent results, the school has increased the number of extra lessons it provides after school, and some pupils receive weekly mentoring. A very small number of pupils take post-16 examination courses, achieving a range of grades at A level and, for the first time in 2017, in BTEC. In ballet, some pupils achieve high standards in external qualifications, a very few with post A-level equivalence. Two pupils have achieved high grades in external instrumental examinations.
- 3.7 In the junior school, including those children in the EYFS aged two and over, pupils are assessed each half term. The ability profile of this cohort varies throughout the year as pupils, mainly from military families, join and leave. The available data suggests progress is inconsistent between different areas of learning. It shows that just under a half of pupils, and nearly three-quarters of boarders, attain at levels below those expected nationally in spelling, both at the beginning and end of the academic year. In the same period, the proportion achieving above expected levels in spelling increases from one third to a half, and to two-thirds for the less transient cohort of day pupils. The proportion attaining levels above expectations for their age in reading and grammar rises to one third and a half, respectively over the year. In mathematics, pupils maintain progress in line with national expectations over the whole school year. Pupils joining during the school year often have low levels of attainment in mathematics. From this low baseline many of this small group make good progress compared with expectation.
- 3.8 Pupils' knowledge, understanding and skills overall are in line with their ability and age. In the junior school pupils could recall both the themes of the story of *Robin Hood* and methods to solve multiplication problems. Senior school pupils showed an appropriate understanding of social and human issues during history and personal development lessons. Pupils' work contains examples of linguistic skills appropriate for their age in the modern foreign languages that the school teaches. Pupils speak with confidence in interviews or formal situations, for example very young pupils read poems in assemblies well and the school has achieved some success in debating competitions. However, in lessons pupils do not generally show such fluent reading skills, reflecting the school's formal assessments. In one lesson, pupils quickly lost concentration when the teacher was helping other pupils. Pupils listen carefully, and rarely interrupt if another pupil is speaking, but equally, rarely challenge an argument. The progress made in writing in the junior school continues into the senior age group, where written work is technically accurate and well presented. In a catering lesson, pupils were able to easily translate theoretical understanding into practical skills, and demonstrated independence in adjusting their approaches. In the art room there are good examples of creativity in designs based on Aboriginal art and the work of *Huntertwasser*.
- 3.9 Pupils show numerical skills appropriate for their age, coping with powers of ten in Year 6, and inverse proportions in Year 8. Outside mathematics, pupils are largely neutral in their appreciation of numeracy as skill, with no evidence of pupils undertaking complex data analysis. The exception is a

small code-breaking group, and ballet dancers and footballers, who develop strong inherent numerical skills linked to rhythm and probability. Pupils are increasingly using information and communication technology (ICT) through the school's learning platform, and footballers analyse player performance using specific software. Junior school pupils stated that they relish their weekly ICT class, but senior pupils reported that they develop ICT skills mostly outside school. The most effective teaching in the junior school asks, "what if?", and uses the school's extensive natural environment to effectively develop younger pupils' ability to analyse, hypothesise and synthesise information. Senior school pupils predicted the effect of enzymes in chewing bread and analysed rock formation in geography. Research skills are enhanced by visits to the local town library. Although a small minority of pupils in their questionnaire responses did not agree that marking helps them to improve their work, the encouragement of the detailed comments on their work, linked to the school's tracking system, ensures that marking gives clear guidance and targets for improvement.

- 3.10 Pupils in the junior school, and in particular the EYFS, use the well-resourced playgrounds to explore their learning. They show well developed motor and physical skills riding scooters or bicycles. Children in the EYFS are creative and show initiative when making mud pies in the mud kitchen, searching the outdoor area for mini-beasts or resources for their dens. At other times, they, and junior age pupils, need encouragement to share resources or ideas. Senior school pupils are compliant learners but few pupils show leadership of their own learning, and few follow academic interests outside lessons. They rely on their teachers, in whom they express confidence, particularly so in the ballet and football programmes. In the questionnaires most pupils agreed that teachers are supportive and helpful if they have problems with their work. This is consistent with the considerable number of twilight 'masterclass' and 'intervention' sessions provided by the school to augment timetabled teaching.
- 3.11 Pupils with SEND develop their skills to a sound level in line with other pupils, and EAL pupils rapidly advance their understanding of English. All pupils make appropriate progress. Although the work of more able pupils is generally neater and more is correct, the level of knowledge, understanding and skills does not reflect their innate ability. In the questionnaire responses a minority of pupils did not agree that most lessons are interesting: teaching observed was not characterised by a stimulation of pupils' learning skills or challenge for the more able.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is good.
- 3.13 In their questionnaire responses a very large majority of parents agreed that the school promotes an environment which successfully supports their children's personal development and that their children's pastoral needs are met effectively. The school successfully fulfils its aim in that pupils feel valued and respected.
- 3.14 Almost all pupils consider that they are encouraged to respect other people. Pupils attend the school with different objectives. For some it provides the first steps to a career in ballet, for others in football. Others come because the school provides a haven in which the consistency of classroom behaviour can be assured, and in which unimpeded they can test the school's motto that *labor omnia vincit; work conquers all*. Against this backcloth of diverse ambition pupils maintain focus in their own areas and acknowledge the success of others. They recognise those with particular needs or characteristics, and mentor new pupils joining throughout the year. Pupils engage in the schools' activities without reference to gender. Within the parameters of school life pupils are socially aware. They work together to solve problems, particularly in the boarding houses, where boarders enjoy weekend activities together. Pupils initiate action, for example where a pupil was keen to join the local army cadet force, drawing up a petition from the house to enable participation or attempting to initiate a horse-riding club. Reception children worked closely as a team in an activity to save *Supertato* from the evil pea. Senior pupils organise the school 'prom'. Pupils are already working closely together in the recently introduced Duke of Edinburgh Award scheme.

- 3.15 Pupils develop self-awareness as they move through the school. A key success is that the school engenders self-esteem and confidence in pupils who had little beforehand. Many pupils testify to the impact of the school on the development of their self-belief, and the confidence they now have in their relationships with others. In contrast to their reticence in lessons, in interviews pupils spoke with strength about the support that they had received from the school's pastoral staff. Younger boarders feel buttressed by boarding staff and senior pupils. Pupils develop resilience, particularly in the ballet and football programmes, where they are encouraged to face the disappointment that frequently arrives in highly competitive areas. Junior school pupils joining the school at non-standard times quickly adapt, encouraged and supported by extra classes and a clear explanation of behavioural expectations.
- 3.16 Pupils contribute positively to the lives of others within the school, including in boarding and in the local community. Senior pupils have shown initiative in re-designing arrangements to limit queues for lunch. Groups raise money for national and local charities. Ballet groups perform at local homes for elderly people, and pupils serve Christmas lunch to those living alone. Several senior pupils support the school's football coaching programme, and advanced dancers teach younger pupils.
- 3.17 Potential ballet dancers and professional footballers are clear in their objectives and are clearly prepared for the next stage of their education. Representatives from the army make presentations to pupils. Although in their questionnaire responses a small minority of pupils did not agree they receive good career or subject advice, that provided by the school is appropriate, and includes taster-days at local universities for GCSE pupils. Each pupil's curriculum is designed around his or her ability and aspiration.
- 3.18 The quality of the pupils' behaviour towards each other and adults is a strength of this well-ordered school. Almost all parents agreed that the school promotes good behaviour. Pupils are compliant with and enthusiastically support the school's transparent line on behaviour. Without question they comply with requests to stand in line or adjust their uniform. In the dining hall, senior pupils wait patiently without any attempt to jump queues. Junior school pupils are quiet when asked to be, and move around the site in organised crocodiles. Without identifying it by name, in interviews pupils articulated a clear understanding of a moral code and how its consequence is a system of rules. They are mutually supportive, but quickly report any rare misbehaviour. In interviews pupils described how they value the culture of the school by which admonition is private. Their awareness of the fundamental British values characterised by democracy, public institutions and services is promoted by a well-considered personal, health and social education (PHSE) programme.
- 3.19 The range of ethnic backgrounds and religious faiths in the school presents no tension. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of different faiths. However, pupils do not evince a spiritual awareness beyond that presented in formal settings such as church services or assemblies. Younger pupils recite grace before lunch, but senior pupils do not in any depth contemplate the non-material aspects of life, whether religious or otherwise. The potential opportunities to develop pupils' spiritual understanding beyond the pragmatic in an area of great natural beauty, and in a community which holds diverse religious beliefs and promotes dance and sport to a high level, are missed. There are exceptions: younger pupils in the junior school articulated their ideas about life after death enthusiastically, and pupils in the EYFS revelled in the tawny hues of an autumn walk. A GCSE art piece entitled "where do I belong?" thoughtfully encapsulated self-doubt in the context of existence. Boarders' lives are heavily structured, and in interviews some stated that they would value more time for quiet personal reflection.
- 3.20 Pupils know how to stay safe, and mentally and physically healthy. Junior school pupils displayed a good understanding of the implications of food choices at lunch. Younger pupils avidly support the 'eat every two hours' initiative, and government programmes on teeth cleaning. Pupils on the ballet and football programmes follow exercise and diet regimes that are individually monitored by the specialist staff.

## 4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and lunch. Inspectors visited boarding houses and the facilities for the youngest pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Stephen Cole	Reporting inspector
Miss Victoria Plenderleith	Co-ordinating inspector for early years (Former head, IAPS pre-prep school)
Mrs Lynda Corry	Team inspector (Senior teacher, GSA school)
Mrs Claire Grant	Team inspector for boarding (Senior mistress, IAPS school)
Mrs Joanne Kay	Team inspector for EYFS (Senior teacher, IAPS school)
Mrs Hannah Phillips	Team inspector (Deputy head, IAPS school)
Mr Michael Schofield	Compliance team inspector (Bursar, HMC school)
Mr Jeffery Shaw	Team inspector (Head, ISA school)