

Advice Note for a Progress Monitoring Visit

School name	Moorland School
DfE number	888/6002
Registered charity number	6749037
Address	Moorland School Ribblesdale Avenue Clitheroe Lancashire BB7 2JA
Headteacher	Mr Jonathan Harrison
Proprietor	Mr Jonathan Harrison
Date of visit	14 September 2018

1. Introduction

Characteristics of the school

- 1.1 Moorland School is a day and boarding school for boys and girls aged between a few months and 18 years. The school was originally established in Manchester and moved to its current site on the outskirts of the town of Clitheroe in the 1920s. It was taken over by the Harrison family who have run the school for more than 20 years. The school is governed by a limited company registered as a charity. Its previous headteacher and his wife are executive advisors to the school and their son has been the headteacher/proprietor since 2009. A volunteer advisory board provides guidance to the proprietor on a range of legal and educational matters. The school comprises a Nursery, Pre-school, junior school and senior school, each situated in separate buildings in close proximity on the main site. Boarding provision is provided from the age of 6 and the boarders are accommodated in 2 on-site boarding houses. At the time of the visit there were 246 pupils in the school, including 60 in the registered Early Years Foundation Stage setting. There are 145 boys and 101 girls; 87 pupils are boarders. The school has 9 pupils who require support for special educational needs and/or disabilities (SEND), none of whom have an education, health and care plan or a statement of special educational needs. Also, 10 pupils speak English as an additional language, none of whom require additional support for their English.
- 1.2 The school's previous inspection was an announced progress monitoring and additional visit in April 2018.

Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the progress monitoring visit on 18 April 2018, and to focus on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015.

Regulations which are the focus of the visit	Team judgements
Part 3, paragraphs 7(a) and (b) and 8 (a) and (b) (safeguarding) and NMS 11 (child protection)	Met
Part 3, paragraph 11 (health and safety) and NMS 6.1, 6.2 and 6.3 (safety of boarders)	Met
Part 3, paragraph 14 (supervision)	Met
NMS 3.1 (boarders' health and well-being)	Met
NMS 8.2 and 8.3 (provision and preparation of food and drinks)	Met
Part 1, paragraph 2 (curriculum) - 2(h) - all pupils have the opportunity to learn and make progress	Met

Part 1, paragraph 3 (teaching) - 3(a) - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught	Met
Part 1, paragraph 3 (teaching) – 3(c) - involves well-planned lessons and effective teaching methods, activities and management of class time,	Met
Part 1, paragraph 3 (teaching) - 3(d) - shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons	Met
Part 1, paragraph 3 (teaching) - 3(g) - demonstrates that a framework is in place to assess pupil's work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress	Met
Part 8, paragraph 34(1)(a), (b) and (c) (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2(h)]; teaching [ISSR Part 1, paragraphs 3(a), (c), (d) and (g)]

- 2.1 The school meets the regulations.
- 2.2 The curriculum enables all pupils to have the opportunity to learn and make progress. The teaching observed, and workbooks seen, were judged to be suitable and enabled the pupils of all abilities and needs to make good progress. In discussions, pupils said that lessons were interesting, feedback from teachers (including marking) was useful to their progress, and additional help was always available if required.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11 - child protection]

Safeguarding policy

- 2.3 The school meets the regulations and standard.
- 2.4 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.5 The school meets the regulations and standard.
- 2.6 Arrangements are made to promote the welfare of day and boarding pupils by means that pay due regard to current statutory guidance. Safeguarding is correctly managed and procedures are regularly reviewed. All staff, including those with designated responsibility for safeguarding, have appropriate levels of training, receive regular update training and show clear understanding of safeguarding and their responsibilities. Suitable arrangements are in place for the induction of new staff and include all required content.
- 2.7 The school liaises effectively with local agencies and acts promptly if concern is expressed about a pupil. Suitable procedures are in place to deal with allegations against members of staff, including the headteacher; there have been no referrals to the Disclosure and Barring Service (DBS) since the previous visit. Those with leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the Independent School Standards are met consistently with regard to the need to provide effective safeguarding training for all members of staff, including for those with specific safeguarding responsibilities.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 6.1, 6.2, 6.3 - safety of boarders]

- 2.8 The school meets the regulation and standards.
- 2.9 Appropriate arrangements are in place to ensure the health and safety of all pupils who attend the school. The premises, accommodation and facilities provided are maintained to a satisfactory standard and there is a rolling programme of refurbishment of the boarding houses. A written risk assessment policy is implemented effectively and appropriate action is taken to reduce risks that are identified.

Boarder's health and well-being [NMS 3.1]

- 2.10 The school meets the standard.
- 2.11 The school implements appropriate policies for the care of boarders who are unwell and ensures promotion of their physical and mental health, and emotional well-being. The pastoral care committee monitors pastoral care forms and resident boarding staff are appropriately trained and experienced.

Welfare, health and safety of pupils – supervision [ISSR Part 3, paragraph 14]

- 2.12 The school meets the regulation.
- 2.13 The appropriate deployment of school staff ensures that pupils are properly supervised throughout the school day. Staff supervising boarders outside teaching times are sufficient in number, training and experience for the age, number and needs of boarders and the locations and activities involved.

Provision and preparation of food and drinks [NMS 8.2, 8.3]

- 2.14 The school meets the standards.
- 2.15 Suitable accommodation is provided in the main school for the hygienic preparation, serving and consumption of boarders' main meals. In addition, boarders have access to drinking water and to food, and older pupils have the means of hygienically preparing food at reasonable times.

Provision of information [ISSR Part 6, paragraph 32]

- 2.16 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

- 2.17 The school meets the standards.
- 2.18 The proprietor has ensured that the school has met the action points required of it by the previous visit. The leadership and management of the school demonstrate the skills and knowledge required to fulfil their responsibilities effectively so that the regulations and standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies are maintained and effectively monitored.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2015, and no further action is required as a result of this visit.

4. Summary of evidence

Written materials

- Safeguarding policy
- Curriculum assessment policy
- Health and safety policy
- Code of conduct for staff
- SEN policy
- Staff recruitment policy
- Risk assessment policy
- Sample risk assessments
- Supervision policy
- ICT & acceptable use policy
- Minutes of safeguarding meetings
- Accident records
- Medical records

Meetings with school personnel

- Introductory meeting with head – to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit.
- Meeting with the DSL – to discuss implementation of safeguarding policy, training and induction of new staff.
- Meeting with SENCO.
- Meeting with the deputy with responsibility for the curriculum, teaching and learning.
- Meeting with responsible for carrying out staff recruitment checks – to review school's recruitment procedures, to scrutinise single central register of appointments and to check staff recruitment files.
- Meeting with the head of boarding.
- Meeting with a group of staff chosen by the inspectors to include discussion of their training; safeguarding pupils and promoting e-safety; supervision of pupils.
- Two contemporaneous meetings with day and boarding pupils (separately) in Years 12 and 11, chosen by the inspectors, to explore what it is like to be a pupil at the school.
- Further meetings with the head.
- Brief oral feedback to head and DSL.

Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above).
- Scrutiny of records of staff training and certification with particular reference to safeguarding.
- Observation of a sample of lessons chosen by inspectors.
- Discussion with two groups of Year 11 and 12 pupils, day and boarding, chosen by the inspectors.
- Tour of the school, including the boarding houses, medical room, dining hall and kitchen.