



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Moorland School

June 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	6
Preface	6
Key findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	8
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	9
PART 6 – Provision of information	9
PART 7 – Manner in which complaints are handled	9
PART 8 – Quality of leadership in and management of schools	10
The quality and standards of the Early Years Foundation Stage	11
Overall effectiveness: the quality and standards of the early years provision	11
Quality of education	11
Behaviour and attitudes	12
Personal development	12
Leadership and management	13
Compliance with statutory requirements	14
Action points for EYFS	14
Recommendations for further improvement	14
3. Inspection Evidence	15

School's Details

School	Moorland School			
DfE number	888/6002			
Early Years registration number	EY421831			
Address	Moorland School Ribblesdale Avenue Clitheroe Lancashire BB7 2JA			
Telephone number	01200 423833			
Email address	enquiries@moorlandschool.co.uk			
Headmaster	Mr Jonathan Harrison			
Proprietor	Mr Jonathan Harrison			
Age range	0 to 18			
Number of pupils on roll	280			
	Day pupils	211	Boarders	69
	EYFS	124	Juniors	34
	Seniors	100	Sixth Form	22
Inspection dates	24 to 25 June 2021			

1. Background Information

About the school

- 1.1 Moorland School is an independent co-educational day and boarding school for pupils aged between a few months and 18 years. It was originally established in Manchester and moved to its present location in the 1920s. It was taken over by the Harrison family, who have owned the school for more than 30 years. The current head, who has managed the school since 2009, became the principal director of the company that owns the school in 2021, and thus the proprietor. An advisory volunteer board provides guidance to the proprietor on a range of legal and educational matters.
- 1.2 The school comprises a nursery, pre-school, junior school, and senior school, each situated in separate buildings on the main site. The school also incorporates ballet and football academies. Boarders are accommodated in one of two houses, which are located at the top of the administration and teaching buildings.
- 1.3 During the period March to August 2020, the whole school was closed, and no boarders continued to be accommodated on the school site. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.7 In 2020, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 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

- 1.10 Pupils come from a range of professional and business backgrounds that reflect the demographic of the area within a 20-mile radius of the school. Boarders come from across the world, with 14 nationalities currently represented, and their number includes a high proportion of pupils from families of military personnel serving overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. All of these pupils receive additional specialist help. There are 5 pupils who have an education, health and care plan and English is an additional language (EAL) for 13 pupils, all of whom receive additional

support. Data used by the school have identified 21 pupils as being the more able in the school's population and the curriculum is modified for them and for 62 other pupils with special talents in ballet and football.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report 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, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such 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 and the school is required to take the actions specified.

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 standards 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2018 to 2020, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2018 to 2020 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Any prefect system operating in the school is suitably managed.
- 2.9 Whilst boarders' views are actively encouraged, some boarders reported in discussion that they feel their serious concerns are not always listened to. Inspection evidence shows that their opinions and concerns are not always appropriately considered by all staff. A minority of pupils in their questionnaire responses echoed this view.
- 2.10 The standards relating to spiritual, moral, social and cultural development in paragraph 5 and NMS 19 are met, but that in NMS 17 is not met.**

Action point 1

The school must ensure that boarders' views are listened to effectively and that these are given appropriate weight in decisions about the running of the school [NMS 17 and, for the same reason, paragraph 8(b)].

PART 3 – Welfare, health and safety of pupils

- 2.11 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; 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.
- 2.12 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.
- 2.13 The school does not take appropriate measures to ensure that chemicals in science are stored safely.
- 2.14 In questionnaires and interviews pupils reported that fire drills had not been carried out regularly in boarding time; boarding fire drill records are not appropriately logged and therefore could not demonstrate without doubt that such drills had taken place. The standard on fire precautions and drills (NMS 7) is not met and represents a failure to safeguard boarders.
- 2.15 Job descriptions and informal induction are provided for boarding staff, but systems to ensure that new staff are inducted, supported and trained in order to provide adequate staffing and supervision are not implemented regularly or consistently.
- 2.16 The standards relating to welfare, health and safety in paragraphs 7, 9, 10, 13–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–4, 6, 8–12 and 16 are met, but those in paragraphs 8 [safeguarding of boarders], 11 [health and safety], NMS 7 [fire drills] and 15 [staffing and supervision] are not met.**

Action point 2

The school must ensure that chemicals are stored securely in the science preparation room [paragraph 11; EYFS 3.54].

Action point 3

The school must ensure that it complies fully with the Regulatory Reform (Fire Safety) Order 2005 with regard to planning, implementing and recording fire safety measures; in particular it must ensure that fire drills are carried out regularly in boarding time and properly recorded [paragraph 12; NMS 7.1 and 7.2 and, for the same reason, paragraph 8(a) and (b); EYFS 3.55].

Action point 4

The school must ensure that appropriate induction and training are provided for boarding staff in order to ensure their continuing professional development [NMS 15.1 and, for the same reason, paragraph 8(b)].

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

- 2.17 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.
- 2.18 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.19 Suitable toilet and changing facilities and appropriate accommodation for pupils' 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.
- 2.20 The school does not provide suitable showers for the use of pupils aged 11 or over who receive physical education.
- 2.21 Hot water is not available for the purpose of washing in the junior school toilets.
- 2.22 Inadequate lighting in some dormitories in the senior boarding house prevents safe access to toilets at night.
- 2.23 The standards relating to the premises and accommodation in paragraphs 24–26 and 29 are met, but those in paragraphs 23 [toilet and washing facilities], 27 [lighting], 28 [water], 30 and NMS 5 [boarding accommodation] are not met.**

Action point 5

The school must ensure that it provides suitable showers for the use of pupils aged 11 or over who receive physical education [paragraph 23(1)(c)].

Action point 6

The school must ensure that washing facilities in the junior school have an adequate supply of hot water [paragraph 28(1)(b)].

Action point 7

The school must ensure that lighting in the boarding accommodation enables boarders to access toilet facilities safely at night [paragraphs 27(a) and 30; NMS 5.4 and, for the same reason, paragraph 8(b)].

PART 6 – Provision of information

- 2.24 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.
- 2.25 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.26 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). 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.

2.27 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.28 The proprietor does not ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and pupils' well-being is actively promoted. Senior boarding staff do not have an adequate level of training or experience and there is no clear management of the practice and development of boarding in the school.

2.29 The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.

Action point 8

The school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards and boarding standards are met consistently, and that they actively promote the well-being of all pupils, including boarders [paragraph 34 (1)(a), (b) and (c); NMS 13.3–5 and 13.8 and, for the same reason, paragraph 8(b)].

Action point 9

The school must ensure that senior boarding staff have suitable training and experience and that it manages the practice and development of boarding effectively [NMS 13.1, 13.2, 13.6 and, for the same reason, paragraph 8(b)].

The quality and standards of the Early Years Foundation Stage

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

- 2.30 The overall effectiveness of the early years provision requires improvement.
- 2.31 All children make good progress from their differing starting points. All meet their expected level of development, with a few exceeding that which is typical for their age. By the age of two, children are making good progress due to the personal, sensitive care they receive. They are well prepared and carefully supported in the transition process to the next stage in their learning.
- 2.32 The setting has made progress in addressing the recommendations from the previous inspection. Where gaps in children's learning are identified, staff use common planning strategies and tracking tools to identify clear targets.
- 2.33 Careful planning, based on detailed observations, reflects children's needs and interests. Individual targets ensure provision supports all children, including those with special educational and/or medical needs. Effective support from outside agencies also ensures these children achieve well.
- 2.34 Children are cared for well and make good progress in their personal and emotional development within a safe environment, where they are all valued as individuals. Strong relationships and quality time with trusted adults enable children to feel safe, secure, and happy. All staff understand their responsibilities and work together to keep the children safe.
- 2.35 Senior school managers give effective oversight to safeguarding; all staff share an understanding of their responsibilities in this area and are well trained to identify and report any concerns. However, senior managers do not always take the necessary steps to ensure compliance with all regulatory requirements.
- 2.36 Leadership and management demonstrate a commitment to delivering the best care for children and, practice is evaluated routinely. The learning experiences and carefully chosen resources enhance the outcomes for children and improve their life chances.

Quality of education

- 2.37 The quality of education is good.
- 2.38 Appropriately qualified practitioners have clear expectations of what each child can achieve, including the most able and those who have SEND and/or EAL. Children make good progress but the more able are not always sufficiently challenged to progress further. Staff are aware of the needs of all children, and they provide supportive encouragement, so children grow in confidence. Staff demonstrate a very secure understanding of this age group, and they maintain a sharp focus on the prime areas of learning. They encourage the children as they acquire new skills, such as learning to crawl. Staff take every opportunity to extend their vocabulary during activities. Resources are carefully considered to ensure the children are regularly inspired by new experiences. However, some opportunities are missed for children to play outside regularly in the fresh air.
- 2.39 Staff treat all children as individuals, and plan for their future learning appropriately overall. Staff ably interpret assessment information in identifying children with specific needs, including those with SEND, EAL or medical needs, and they utilise assistance from other agencies to help them provide the extra support that enables these individuals to make good progress.
- 2.40 Staff develop a clear understanding of each child well before they start in the setting because parents are fully involved in providing valuable information about their child's development and experiences. Continuous observations enable children's progress and their next steps to be identified and these are recorded in planning and the online learning record. Children's achievements are regularly shared with parents, for example when children develop their speaking skills or take their first steps.

- 2.41 Staff actively encourage children's learning through positive reinforcement and recognition of their efforts. As a result, children become confident, independent learners.
- 2.42 Caring staff fully engage with children, supporting their learning and asking open-ended questions. As a result, children acquire the skills necessary to develop and learn effectively and are ready to make the move to the next nursery room.

Behaviour and attitudes

- 2.43 Behaviour and attitudes are good.
- 2.44 Children are active learners, though there are times when opportunities to strengthen problem-solving skills are not taken with the result that their learning is not as strong as possible. Children engage happily with adults and enjoy greeting and interacting with visitors. Children settle quickly and their behaviour is good.
- 2.45 Children's motor skills improve as they use paintbrushes and rollers to make marks and develop their early writing skills by using chalk. Children are developing a good understanding of early numeracy skills through staff interaction during their play. For example, staff use language such as 'big' and 'little' and count objects as children move them around.
- 2.46 Children understand how to develop their skills because adults consistently reinforce learning routines and model effective learning. As successful learners, children access resources confidently and use their own ideas with enthusiasm. Young children can choose and move boxes of resources from the shelves with increasing control.
- 2.47 Staff praise children for managing their feelings and personal behaviour, for example in commending good sharing and being kind. Staff employ a consistent approach to reminding the children about expected standards of behaviour and manners. Children understand the rules of the room and are content to play alongside each other, share toys and resources, and learn to take turns.
- 2.48 Children make their own decisions about learning and confidently make their own requests. For example, the youngest children can make sounds to get attention in different ways.
- 2.49 Parents say they are happy with the provision and feel that their views and input is valued, and they are well-informed about their child's progress.
- 2.50 Secure procedures for recording and monitoring attendance ensure any unexpected absences are promptly and effectively investigated.

Personal development

- 2.51 The personal development of children requires improvement.
- 2.52 Strong, secure relationships between adults and children develop rapidly due to the well-managed key person system. Staff encourage children's achievements and celebrate their successes, for example saying new words when sharing books. Staff affirm children's achievements, enabling them to grow in self-confidence. In this way, staff create a caring and positive culture where learning is valued.
- 2.53 Children learn to share and communicate because activities such as 'circle-time' encourage them to listen to one another and appreciate differences. They show empathy for others for example, by applying first aid to dolls and toys.
- 2.54 Children understand about keeping themselves safe and they are praised when they walk safely indoors. Staff remind children about playing carefully and children demonstrate a clear understanding of keeping animals safe by closing the gate to the rabbit hutch. Opportunities to allow children access to outside learning are not taken, which limits the chances for them to have the space and freedom to explore the world around them, whilst letting them make decisions and assess risks.

- 2.55 Young children demonstrate an interest in technology as they try to use the voice controlled personal assistant. Toy cameras and resources with buttons, fasteners and moving parts are provided to enhance children's confidence and familiarity with how things work.
- 2.56 Staff relate to children in an extremely warm and caring manner, enabling them to express their wishes confidently. Children's emotional security is evident through their positive approach to learning.
- 2.57 Staff carefully cater for children's dietary needs and promote a healthy lifestyle by the provision of freshly prepared snacks and meals. Some opportunities are missed for children to play outside regularly in the fresh air.
- 2.58 Children demonstrate increasing independence such as when choosing activities or using cutlery on their own. Younger children can sit in high chairs and independently feed themselves using a spoon or sometimes their fingers.
- 2.59 Children know they should consider the feelings of others. They learn that they care for others by raising money for the wider community. Christmas, Diwali and other festivals are celebrated, encouraging all children to respect each other. Staff promote equality and diversity using a range of stories and resources, which enable all children to understand the differences and similarities between themselves and others. British values are promoted through storytelling and other activities. For example, children learn to share and take turns when playing together as a group. Children understand the need to listen to each other, and staff sensitively correct any unkindness.
- 2.60 Proprietorial oversight does not give sufficient support to the work of the setting to ensure regulatory compliance across the wider school site in areas of health and safety, including control of hazardous substances and fire safety.

Leadership and management

- 2.61 Leadership and management requires improvement.
- 2.62 Leaders have established a clear vision for the quality of provision. They ensure that the needs and interests of all children are well provided for and enable them to feel involved in their learning. The well-planned curriculum and learning programme meet all statutory requirements. Expectations for children's achievements are suitably high and these are reflected in the proportion of children achieving at or above expected levels for their age.
- 2.63 Senior managers carefully monitor the curriculum to ensure comprehensive coverage of all areas of learning and development, providing a secure basis for future learning. The curriculum is further enhanced through, for example, specialist provision for languages and baby sensory activities.
- 2.64 The systematic approach to professional development, supervision and training ensures that staff routinely develop their skills effectively. Areas for development are relevant because of the way in which leadership invite staff, parents, local services, outside agencies and children to collaborate in the evaluation process.
- 2.65 Children are cared for well and make good progress in their personal and emotional development within a safe environment, where they are all valued as individuals. Strong relationships and quality time with trusted adults enable children to feel safe, secure, and happy. All staff understand their responsibilities and work together to keep the children safe.
- 2.66 Staff throughout the setting feel well supported in their roles. Ongoing professional development is actively promoted through effective systems for supervision and performance management. Staff have access to training opportunities which benefit the whole setting. Parents are positive about the Nursery provision. Settling sessions were particularly praised and parents feel that the staff take time to understand the needs and interests of their child. Parents feel the information provided by the setting is comprehensive and that there is an effective two-way process. The home link addition to

planning is a successful way of extending children's learning. Some parents commented that they would like to see more regular updates on the online learning platform.

- 2.67 Arrangements to safeguard children in the setting meet all the statutory requirements. All staff undertake safeguarding training, including the prevention of radicalisation and extremism. Staff recruitment checks are carried out and recorded appropriately, and induction procedures are thorough. Comprehensive policies enable staff to follow appropriate procedures for keeping children safe. Appropriate handover routines, along with rigorous daily risk assessments, ensure that the children are effectively safeguarded. Staff have received the required paediatric first aid training, and all accidents and administration of medicines are diligently recorded. Management of day-to-day safety is effective, but proprietorial oversight does not give sufficient support to the work of the setting to ensure regulatory compliance across the school site in areas of health and safety, including control of hazardous substances and fire safety.

Compliance with statutory requirements

- 2.68 In order to meet the requirements of the Childcare Act 2006 fully, those responsible for the registered provision must take the following action.

Action points for EYFS

The school must ensure it has appropriate oversight to ensure that health and safety procedures are robust throughout the entire school site [EYFS 3.54].

The school must ensure that it complies fully with the Regulatory Reform (Fire Safety) Order 2005 with regard to planning, implementing and recording fire safety measures [EYFS 3.55].

Recommendations for further improvement

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

- Use the outdoor area more effectively to provide opportunities and resources for the youngest children to explore and develop their independence;
- Provide opportunities for staff to develop their planning for improving children's problem-solving skills and challenging their thinking.

3. Inspection Evidence

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

Inspectors

Mr Stephen Fox	Reporting inspector
Mr Gavin Sinnott	Compliance team inspector (Director of studies, IAPS school)
Mr Martyn Beer	Team inspector for boarding (Deputy head, HMC school)
Miss Jane Sheppard	Co-ordinating inspector for early years (Head of lower school, IAPS school)