

School inspection report

24 to 26 September 2024

Moorland School

Ribblesdale Avenue

Clitheroe

BB7 2JA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor and leaders focus on delivering the school's ethos centred on family values within an inclusive learning environment. The leadership team has recently undergone a re-structure. However, there is insufficient oversight with regards to boarding and some aspects of curriculum provision.
2. Leaders do not always demonstrate the appropriate knowledge and skills to fulfil their responsibilities effectively, particularly with regards to boarding. Accommodation, food, toilet and washing facilities, risk assessment, staff appraisal and training are insufficient or lacking, meaning that Standards are not met in these areas.
3. Personal, social, health and economic (PSHE) education and relationships and sex education (RSE) are not taught to all pupils. Pupils are therefore not being effectively prepared for life in the outside world. Standards are not met pertaining to pupils' physical, mental health and emotional wellbeing.
4. Leaders in the early years are effective in ensuring that the necessary requirements of the early years foundation stage (EYFS) framework are fulfilled. There is ongoing oversight to help staff develop their practice and enrich children's experiences. Children's safety is promoted and they learn well across the key areas of development in preparation for the next stages of their education.
5. Leaders promote positive relationships between staff and pupils and this enables pupils to feel supported in their learning and wellbeing. Lessons are well planned so that pupils make progress. Teachers know pupils well and clear assessment and tracking systems are used to inform future learning. Pupils who have special educational needs and/or disabilities (SEND) are supported well.
6. Pupils who speak English as an additional language (EAL) are effectively supported so that their needs are met and they make good progress.
7. Pupils recognise the importance of respect and tolerance. An appropriate anti-bullying policy is in place and as a result, pupils feel safe and able to be themselves.
8. Pupils who follow the ballet and football programmes rapidly develop skills which enable some to pursue professional pathways in these fields. There are some extra-curricular activities available for day and boarding pupils. However, the programme is narrow and restricts the development of new skills and interests.
9. Leaders promote the importance of safeguarding with links to external agencies and regular training for staff. Any low-level concern is taken seriously, recorded and acted upon. Staff are well equipped to deal with any concern from a pupil or an adult.
10. Although some careers guidance is provided, pupils' knowledge and experiences in the lower years of the senior school are limited.
11. An appropriate range of policies is published on the school's website. However, oversight and review of these is insufficient as the complaints policy had omissions which were rectified during the inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- leaders ensure that they assess and manage risk effectively, particularly in boarding, when making decisions
- leaders and staff in boarding demonstrate the skills and knowledge appropriate to their roles through systematic appraisal and training so that Standards are met
- leaders ensure that policies and schemes of work for PSHE and RSE are consistently fully implemented so that all senior pupils are provided with the required knowledge
- leaders ensure appropriate privacy for boarders' accommodation
- leaders ensure the provision of toilets for the sole use of boarders
- leaders ensure the consistently suitable quality of food for boarders every day, particularly at weekends
- leaders ensure that boarding staff receive appropriate training in the hygienic preparation of food.

Recommended next steps

Leaders should:

- ensure policies are regularly reviewed to reflect the most up to date statutory requirements

- develop the management of extra-curricular provision to engage pupils' interests more effectively
- broaden pupils' understanding of careers in the lower years of the senior school to prepare them more effectively for future decision-making
- ensure that arrangements for the safekeeping of boarders' possessions are always clear and suitable.

Section 1: Leadership and management, and governance

12. Leaders do not always demonstrate the appropriate knowledge and skills to fulfil their responsibilities effectively, as demonstrated in the management and proprietorial oversight of boarding. As a result, there are deficiencies regarding accommodation, toilets, washing facilities and food. Leaders have not ensured that all pupils receive PSHE and RSE lessons. There is a lack of oversight with regards to boarding and aspects of the curriculum.
13. There is a facility for boarders to keep their possessions safe. However, arrangements concerning the use of lockers needed clarification and were resolved during the inspection. Although leaders have ensured that there is appropriate boarding documentation in place, areas concerned with risk assessment and action taken in response to issues, staff appraisal and training are insufficient to support the effective development, monitoring and review of boarding.
14. Leaders value the family ethos which lies at the centre of school development. Recently, there has been a re-structure of the leadership team with a focus on the resetting of the school's values.
15. Leaders and staff know pupils well and actively promote a positive and inclusive environment. This fosters positive relationships enabling pupils, some of whom have found it difficult in previous schools, to feel secure and make progress.
16. Leaders understand their responsibilities in relation to the early years requirements and oversee the early years provision effectively. Children's learning is effective across the range of areas of development. This enables children to make good progress and be well prepared for the next stage of their education. Staff supervision and regular staff meetings help ensure that any required support for children is quickly implemented.
17. Leaders are accessible to parents. Teachers are encouraged to follow an open-door policy and this is particularly effective in the early years and junior school where parents are able to contact staff easily should they have a concern. This supports the development of effective communication and productive relationships.
18. Leaders provide suitable training and support for staff so that they understand the needs of pupils, including those who have SEND. Strategies to support pupils' learning include one-to-one lessons, small group teaching and personalised feedback. This approach enables pupils to gain confidence in their abilities and make progress. The school provides all necessary information to the local authority regarding the use of funds for pupils in receipt of an education, health and care plan (EHC plan).
19. Leaders provide the required information to parents using the school's website. This includes details of the safeguarding and behaviour policies. Parents receive regular reports each year that detail information about their child's attainment and progress.
20. The school meets the requirements of the Equality Act 2010 and has a suitable three-year accessibility plan in place which is reviewed by leaders and the proprietor and minimises any barriers to learning and participation.
21. Leaders have effective links with external agencies and contact is made should the need arise in relation to a concern about a pupil or an adult. Leaders ensure that the proprietor and staff receive

regular safeguarding training. As a result, staff are confident in what to do to keep pupils safe and aware of their responsibility for acting on low-level concerns about adults.

22. Complaints are handled in a timely manner and procedures are correct in practice, though there were omissions to the policy which were corrected during the inspection to align with the practice in place.

The extent to which the school meets Standards relating to leadership and management, and governance

23. Standards are not met with regard to PSHE, RSE, risk assessment, boarders' toilets, accommodation and food, and boarding staff appraisal and training.
24. The Standards relating to leadership and management, and governance are not met.
- 25. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

26. Leaders and teachers have put into place a suitably broad and balanced curriculum. Pupils are offered a wide range of subjects at GCSE, including individual sciences and the opportunity to study a BTEC qualification in sport. In the sixth form, a range of suitable A-level subjects and other vocational courses are on offer. This means that pupils are able to follow a route which is tailored to their individual needs and aptitudes.
27. Lessons are well planned. Most teachers demonstrate appropriate subject knowledge and make effective use of different resources to engage pupils' interests and promote questioning. Senior school teachers are deployed effectively to teach junior pupils subjects such as music and Spanish. Pupils are motivated to learn and produce high quality work. Pupils' work shows accurate attention to detail, as reflected in sixth form physics tasks. Pupils who have SEND are well supported by teachers who know them well. Any underperformance is identified promptly, and suitable measures are put into place to meet pupils' needs. Teachers use individual education plans across all phases of the school effectively, with one-to-one support and extra lessons in mathematics and English provided to help pupils. This enables these pupils to make good progress.
28. Pupils who speak EAL are well supported and therefore make good progress. Teachers provide individual support to pupils and are available during study periods for pupils to ask for help and to answer questions.
29. There is a clear assessment and tracking system in place which maps pupils' progress. In the sixth form, pupils are provided with detailed and useful feedback which allows them to take the next steps in their learning. Comments are provided for pupils regarding how they can improve their work. Current and target grades are shared with parents so they can see their child's progress. Pupils achieve well in GCSE examinations, particularly in the separate sciences, with results showing recent improvements. In the sixth form, pupils attain well in BTEC sport.
30. In the early years children make good progress, responding positively to tasks set and showing clear enjoyment in what they do. Warm relationships with their teachers enable them to have confidence in their abilities, for example, through experimenting with different media in art to develop their fine motor skills.
31. Pupils work with their teachers and learn from feedback, applying suggestions for improvement to new tasks, as reflected in the progression in BTEC sport coursework. Pupils demonstrate the ability to work both collaboratively and independently. In football lessons, pupils are deployed to skilfully coach their peers, resulting in accurate passing and movement through clear communication and attentive listening.
32. Pupils who follow the ballet and football programmes show skilful application and determination to improve. They are focused and disciplined and, as a consequence, develop their skills rapidly.
33. Leaders ensure there are suitable schemes of work in place. The curriculum is designed so that pupils experience a range of disciplines, allowing them to develop their speaking, listening, literacy and numeracy skills. In the early years careful questioning by teachers enables children to gain confidence in their communication and language skills from an early age.

34. Positive relationships between teachers and pupils and amongst pupils themselves allow pupils to confidently ask for help if they do not understand a task. In lessons, teachers take time to explain how to improve skills; this is particularly notable in GCSE mathematics. As a result, pupils respond positively and are motivated to learn and make progress.
35. Pupils in the infant and junior school benefit from work which is suitably tailored to their levels of prior attainment. Senior school pupils benefit from working at different levels in their subjects with the support of their teachers. This enables pupils to make progress in preparation for public examinations.
36. Provision for sport and ballet is carefully planned and enjoyed by pupils who achieve success in these fields. However, other activities on offer, including those for boarders, are limited and inconsistent. As a consequence, the uptake by pupils is small.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 37. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

38. The PSHE programme does not support pupils' development because a significant number of pupils in the senior school do not receive PSHE lessons as planned. Although pupils are polite and demonstrate mutual respect and moral understanding, not all have the opportunity to discuss and learn about peer pressure, discrimination, risk taking and decision making. As a result, they lack the knowledge and skills necessary to make progress in their personal development in preparation for future life in British society.
39. Leaders have not ensured that timetabled RSE lessons are in place for all pupils in the senior school. There is an appropriate relationships programme in the junior school. This informs pupils and develops their understanding of the importance of positive relationships. However, in the senior school, not all pupils receive appropriate relationships and sex education. As a result, pupils lack the required depth of knowledge and understanding of key areas in preparation for later life.
40. Pupils keep fit through sport and other physical activities which are promoted through the effective use of resources. Physical education (PE) lessons offer a range of disciplines, including football, dance, basketball and cross-country. Pupils learn new skills and the value of teamwork to achieve a common goal. Children in the early years learn to swim, enabling them to develop confidence and control of their movement from an early age.
41. Leaders are aware of the importance of supporting pupils' mental and emotional wellbeing. In the early years children develop skills to understand their personal and emotional wellbeing, so that they can explain how they are feeling. Pupils learn about good mental health through activities such as walking in the local hills during Mental Health awareness week. Teachers know pupils well and work with leaders to alert them to any concerns. Pupils feel welcome and respond well to the school environment. This allows them to grow in confidence, enabling them to develop self-knowledge and self-esteem so they can learn and enjoy life in school.
42. Leaders, particularly in the junior school and early years, maintain close links with parents to support pupils' wellbeing. There is an anonymous online support facility for pupils run by a volunteer organisation. Representatives visit the school and talk to pupils about the help on offer. Pupils respond positively, welcoming support, as in times of bereavement. Boarders have access to an independent listener, who they can go to with any concerns.
43. Pupils behave well. They understand the importance of good behaviour to enable learning. There are respectful relationships between pupils and teachers and between pupils themselves. Senior leaders act quickly to support teachers where necessary if there is any misbehaviour in lessons to enable pupils to learn without disruption. The prefect team and school buddies work closely with staff to help monitor behaviour. This allows pupils to show initiative and contribute positively towards the personal development of others. There is a system of rewards and sanctions which is applied consistently. Pupils say that bullying is rare and if it occurs, it is dealt with promptly. Both junior and senior school councils discuss the use of language, enabling them and their peers to gain a better understanding of what constitutes bullying.

- 44. Leaders recognise the importance of healthy eating and have recently taken steps to improve food provision. However, for boarders the quality of meals in the evening and at weekends is inadequate. In addition, not all house staff had completed basic food hygiene courses.
- 45. There is a suitable health and safety policy. The premises are appropriately maintained with security measures in place with regular review by leaders and the proprietor. Precautions are taken to reduce risks from fire, with training for staff and termly fire evacuation drills undertaken, including during boarding time.
- 46. Leaders have not ensured that the accommodation, privacy, washing and toilet facilities for boarders in the boarding house are adequate. Records of appraisals and training are insufficient to support the management and development of boarding. As a consequence, the arrangements to promote the welfare of boarders are unmet.
- 47. There are suitable medical facilities and trained first aid staff to provide immediate care for any unwell or injured pupils. Leaders ensure that there are always appropriate numbers of staff on duty to supervise pupils during the day and in the evenings for boarders.
- 48. Admission and attendance registers are kept appropriately, and staff are vigilant concerning any pupil absence. The school informs the local authority of any pupil who joins or leaves at non-standard transition points, in line with local authority requirements.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 49. Standards are not met with regard to PSHE, RSE, boarders' toilets, accommodation and food, and boarding staff appraisal and training. The Standards relating to physical and mental health, and emotional wellbeing are not met.
- 50. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

51. The PSHE and RSE programmes are not delivered effectively to all pupils. This means that pupils' knowledge and understanding of social and economic aspects of education are inconsistent and lack depth.
52. Leaders promote mutual respect and good relationships amongst pupils through assemblies and the curriculum. Day and boarding pupils get on well with each other and pupils of different ages socialise with one another. Pupils who have SEND have lessons which provide opportunities to socialise and learn life skills such as sewing and cooking, helping to build confidence and independence.
53. Leaders ensure that pupils do not face discrimination. Pupils understand that there are differences between people that should be respected. They know the difference between right and wrong. Leaders encourage pupils' awareness of, and respect for, diversity. There are visits to different local places of worship and events such as Black history month are recognised annually. International boarders enjoy positive relationships and feel part of the school community. There are visits to the school from pupils in a school in China and a language immersion programme in Thai is offered in the senior school. These enable pupils to learn about different cultures and languages, broadening their understanding of people beyond the school community.
54. The creation of posts of responsibility such as the recently introduced role of school ambassadors enables pupils to discuss their views and bring these forward to leaders. An example is the positive impact on pupils who raised money to fund basketball equipment. Pupils learn how to become more independent and gain leadership skills by taking on these roles.
55. Leaders promote responsibility through the buddy system. Junior pupils are assigned to help look after fellow pupils, including younger ones, on school trips. Pupils are confident in approaching older pupils and prefects with concerns, demonstrating the positive relationships between year groups.
56. Leaders have put a careers programme in place which includes work experience for pupils in Year 10. There are links with local colleges where careers events are shared with pupils and parents to promote greater awareness of future options. Courses in ballet and football promote vocational pathways to pupils. However, provision for pupils in the lower years in the senior school is not sufficiently developed to broaden pupils' knowledge of potential pathways.
57. In terms of economic education, pupils gain some knowledge and understanding of money matters such as opening an account, budgets and security through visits to a local bank and a digital resource for pupils and parents.
58. Pupils involved with the ballet and football programmes of study are well supported in the development of their talents in pursuit of a career in these fields. This enables a number of pupils to go on to achieve success at regional, national and international level.
59. Leaders encourage pupils to initiate ideas for raising funds for charity such as cake sales for Macmillan Cancer and Children in Need. Pupils support the local community by giving to food

banks and singing at local residential homes. This helps pupils to understand the needs of others and the importance of providing support and help for them.

60. There is an appropriate programme of activities for pupils below school age to promote social development including through play. In the early years, children learn effectively about each other, for example, in their work with mirrors and windows.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 61. All the relevant Standards are met.**

Safeguarding

- 62. Arrangements for safeguarding are effective. The proprietor maintains oversight of safeguarding procedures through regular meetings with the designated safeguarding lead (DSL) and an annual review.
- 63. Leaders understand the thresholds for referrals. They liaise appropriately with external agencies in a timely manner, when required, to support the wellbeing of pupils. Leaders maintain suitable safeguarding records and these are stored securely.
- 64. The written safeguarding policy includes the latest relevant information and guidance. The designated safeguarding leads are trained at a higher level and staff, including the proprietor, undergo regular training in safeguarding.
- 65. Staff are knowledgeable and confident about the procedures to follow should there be a concern about a pupil, including child-on-child abuse or about a member of staff, including any low-level concern. Pupils are confident they can speak to a range of adults in school if they have any worries or concerns. There is a worry box in place to support those who might prefer to communicate a concern in this way.
- 66. There is a suitable induction programme when new staff join the school. Staff understand the risks to pupils online, including those associated with extremism. There is an appropriate filtering and monitoring system in place which is carefully checked by the DSL.
- 67. In the early years, leaders are vigilant about the safe use and storage of electronic devices. As a consequence, mobile phone use is not an impediment to pupils' safety and learning.
- 68. Leaders maintain a suitable record of appointments. The proprietor and senior leaders carefully monitor appointment procedures. Safer recruitment checks are completed for all appointments.

The extent to which the school meets Standards relating to safeguarding

- 69. All the relevant Standards are met.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

| Paragraph number | Standard |
|-------------------------------|---|
| ISSR Part 3, paragraph 16 | The standard is met if the proprietor ensures that - |
| 16(a) | the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and |
| 16(b) | appropriate action is taken to reduce risks that are identified. |
| NMS 9.3 | The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. |
| ISSR Part 8, paragraph 34 (1) | The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school – |
| 34(1)(a) | demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently |
| 34(1)(b) | fulfil their responsibilities effectively so that the independent school standards are met consistently; and |
| 34(1)(c) | actively promote the wellbeing of pupils. |
| NMS 2.1 | The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary. |
| NMS 2.2 | The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required. |
| NMS 2.3 | There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff. |
| NMS 2.4 | The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met. |
| NMS 2.5 | The school's leadership and management and governance actively promote the wellbeing of pupils. |
| NMS 2.6 | Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted. |
| NMS 2.8 | The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate. |

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

| Paragraph number | Standard |
|------------------------------|--|
| ISSR Part 1, paragraph 2(1) | The standard is met if - |
| 2(1)(a) | the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and |
| 2(1)(b) | the written policy, plans and schemes of work – |
| 2(1)(b)(i) | take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. |
| 2(2) | For the purposes of paragraph (2)(1)(a), the matters are— |
| 2(2)(d) | personal, social, health and economic education which – |
| 2(2)(d)(i) | reflects the school's aim and ethos; and |
| 2(2)(d)(ii) | encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act— |
| 2(2)(g) | where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs. |
| 2(2)(h) | that all pupils have the opportunity to learn and make progress. |
| 2(2)(i) | effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. |
| 2A(1) | The standard in this paragraph is met if the proprietor: |
| 2A(1)(b) | ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2). |
| 2A(1)d) | in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools. |
| NMS 17.1 | Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils. |
| ISSR Part 2, paragraph 5 | The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor – |
| 5(b) | ensures that principles are actively promoted which— |
| 5(b)(vi) | encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. |
| ISSR Part 3, paragraph 8 | Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that – |
| 8(a) | arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school. |
| 8(b) | such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools |
| | *Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school |
| ISSR Part 5, paragraph 23(1) | Subject to sub-paragraph (2), the standard in this paragraph is met if the |

| | |
|---------------------------|--|
| | proprietor ensures that – |
| 23(1)(a) | suitable toilet and washing facilities are provided for the sole use of pupils. |
| ISSR Part 5, paragraph 30 | The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 4 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 9 of the National Minimum Standards for Residential Special Schools |
| NMS 4.1 | Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with. |
| NMS 4.3 | Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements. |
| NMS 6.1 | All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity. |
| NMS 6.2 | Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to, or reasonably accessible from the boarding accommodation. |

The quality of the early years foundation stage in the registered early years provision

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

70. The overall effectiveness of the early years provision is good.
71. Leaders have made a number of improvements to the setting, which have enhanced the experience of children. For example, they have supported staff to embed effective routines in regard to hygiene and care needs. Staff show great confidence in their role as carers. Leaders are now focusing on developing staff's skills in relation to their roles as educators, to build further on their existing good practice.
72. Children show they feel safe and secure. Throughout the setting, staff's warm smiles and positive attitudes help to create a happy environment where children feel very welcome. Staff notice when children are feeling a little unsure or unsettled and offer plenty of reassurance until children feel ready to resume their play and learning. Staff working with the youngest babies are especially effective at creating a nurturing environment. Staff show they know the babies really well and delight in their company. Babies know they will receive plenty of cuddles and attention.
73. Children make good progress from their starting points. They develop the skills they need for the next stage in learning. Children complete tasks independently, enjoy listening to songs and rhymes and use mathematical language. For instance, pre-school aged children count, use number and complete simple addition during their everyday play.

Quality of education

74. The quality of education is good.
75. Staff place a good focus on supporting children's communication and language skills. Stories, singing and rhymes are an integral part of everyday routines. Children listen with interest to familiar stories and join in with enthusiasm when singing songs. Older children engage in age-appropriate conversations and happily talk about their previous experiences with adults.
76. Overall, staff are attentive to children's needs and help them join in and enjoy what is on offer. However, on occasions they do not recognise when quieter, less confident children need more help to do so. At these times, these children can become distracted, such as during circle and story times.
77. Leaders and managers ensure that children who have special educational needs and/or disabilities (SEND) access an ambitious curriculum. Staff complete regular assessments to enable them to quickly identify emerging gaps in children's progress and provide targeted support. For example, children with emerging communication and language delays benefit from small 'language group' sessions, to help develop their confidence in listening, attention and speaking.

Behaviour and attitudes

78. Behaviour and attitudes are good.
79. Leaders and managers have high expectations for children's behaviour and conduct. Staff act as positive role models for children. They provide gentle reminders to them of the rules that help them to stay safe, such as not climbing on furniture and walking when indoors. Positive strategies are in place to encourage children to co-operate with others, while learning about being kind and respectful. For instance, children work as a team to earn stars for being kind and thoughtful and place these into a jar. When the jar is full, children vote on the reward that they would like.
80. Children have a clear understanding of what is happening and when. For instance, younger children know that after breakfast they join their friends for circle time. Children happily find somewhere to sit ready to start the activity. They listen intently as staff provide instructions. These well embedded routines help to ensure the day runs smoothly and children can make good use of the learning opportunities available.
81. Children have positive attitudes to learning. They become engrossed in the activities and focus for long periods. Overall, staff interact well with children. They offer them lots of praise and encourage them when they find some activities challenging. This helps children to develop a 'can do' attitude.

Personal development

82. The personal development of children is good.
83. Staff follow rigorous routines to ensure that the environment is safe and hygienic. Staff check nappies regularly to make sure the babies feel comfortable. As children progress through the setting, staff effectively help them to become increasingly independent in meeting their own personal care needs. Children learn to dress for outdoor play and recognise the importance of washing their hands after using the toilet. Through stories, play experiences and outings, children learn about the importance of good oral hygiene and how to keep their teeth clean and healthy.
84. Staff ensure children get fresh air and some exercise. Babies are taken out on regular walks. Older children have daily opportunities to play outside. Staff encourage them to run around and enjoy being outside. However, staff do not fully consider how to plan for other aspects of children's physical development, to help them develop the skills they need to further enjoy an active lifestyle. For example, children are not provided with many resources that help them build the skills they need to climb, balance and move in different ways. In addition, staff do not consistently notice when babies show they are ready to practise crawling or sitting.
85. The well-established key-person system ensures that children's emotional wellbeing is well supported. Staff demonstrate a secure understanding of the children in their care, including what makes them unique. On entry to the setting, staff take time to gather information from parents about children's individual care needs, so that these can be met from the outset. Children develop secure attachments to staff who respond to their needs sensitively. Children demonstrate high levels of confidence and emotional wellbeing. They eagerly explore their surrounding and choose what they want to do. Children happily talk with visitors and are keen to involve them in their play.

Leadership and management

86. Leadership and management are good.
87. Leaders are committed to providing high-quality, inclusive care and education for all children and their families. They support children who have SEND effectively. They work closely with other professionals to ensure that children receive extra support to help close gaps in their learning.
88. Parents find staff approachable and knowledgeable. Staff successfully help parents understand what their children have been learning at the setting, so they can further build on this at home. Staff give informal and formal feedback on children's development. Parents appreciate the regularity of this information sharing. Many parents attend 'stay and play' sessions, at which they join in with the activities on offer. They find these sessions very useful in developing a deeper understanding of what their children are learning.
89. Leaders have made accurate assessments about the strengths and areas of development for the setting. They are taking proactive steps to help staff develop their knowledge and practice. This support has helped staff gain a better understanding of how to plan a programme of learning that focuses on what children most need to learn next. However, this programme of support is still being fully embedded, meaning that some inconsistencies in the quality of teaching remain. For example, staff sometimes over complicate activities for very young children. Staff working with slightly older children sometimes do not plan the day in ways that give children periods of time to engage in independent exploration.

Safeguarding

90. Safeguarding is effective.
91. Leaders and managers have robust recruitment and induction procedures in place to ensure all staff are suitable to work with children. Staff are fully aware of their roles and responsibilities in keeping children safe. They have a secure knowledge of the signs and symptoms that may indicate that a child is at risk of harm. Staff are confident about who to report concerns to, including any potential concern about their colleagues. Leaders ensure that staff regularly update their knowledge on current safeguarding issues.

Recommended next steps

Leaders should:

- provide quieter, less confident children with more effective support to join in with the learning experiences on offer, to further enhance their development and attitudes to learning
- strengthen opportunities for children to develop their physical development, so babies and children receive more focused support to develop their movement, balance and co-ordination
- focus training and feedback for staff on enhancing their understanding of how to plan and deliver a challenging and well-sequenced curriculum, to address the remaining inconsistencies in staff's knowledge and teaching skills.

The extent to which the school meets the requirements of the early years foundation stage

92. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

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|---|---|
| School | Moorland School |
| Department for Education number | 888/6002 |
| Registered early years number | EY421831 |
| Address | Moorland School Ribblesdale Avenue Clitheroe Lancashire BB7 2JA |
| Phone number | 01200 423833 |
| Email address | office@moorlandschool.co.uk |
| Website | www.moorlandschool.co.uk |
| Proprietor | Mr Jonathan Harrison |
| Headteacher | Mr Jonathan Harrison |
| Age range | Birth to 18 |
| Number of pupils | 288 |
| Number of boarding pupils | 31 |
| Number of children in the early years registered setting | 155 |
| Date of previous inspection | 19 October 2023 |

Information about the school

93. Moorland School is an independent co-educational day and boarding school situated in Clitheroe. Members of the same family have owned the school for more than 30 years. The current proprietor is also the headteacher of the school. The school incorporates ballet and football academies. It includes a registered Early Years Foundation Stage (EYFS) setting.
94. Boarders are accommodated in one house.
95. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan.
96. English is an additional language for two pupils.
97. The school states its aims are to ensure that every child achieves their true academic, social and emotional potential within a secure and happy family environment.

Inspection details

Inspection dates

24 to 26 September 2024

98. A team of six inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

99. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

100. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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