

Forest Moor School

Forest Moor, Menwith Hill Road, Darley, Harrogate, North Yorkshire, HG3 2RA

Inspection dates

30 June–1 July 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make good progress in all subjects and courses. Their progress over time is erratic. The progress of some Year 6 pupils has slowed after a period of significant gains.
- Teaching does not meet the needs of all pupils well enough. This is because teachers do not have a detailed understanding of the barriers to learning for individuals.
- Pupils' communication skills are not developed effectively enough. Pupils are not routinely encouraged to give full answers to questions or to explain their thinking in complete sentences.
- Year 6 pupils rely too heavily on adults to write for them. They are not supported effectively enough to develop the resilience needed to risk writing for themselves.
- Teachers do not always direct teaching assistants clearly enough to enable them to make an effective contribution to pupils' learning.
- Pupils do not receive all the expert support they need to help them make sustained improvements to their behaviour. This is because, in the main, staff do not have a thorough understanding of the underlying reasons for pupils' lack of self-control.
- The attendance of a number of older pupils, particularly at one-to-one tuition sessions, is low.
- When speaking, pupils do not show respect and tolerance for those who are different from themselves.
- The role of middle leaders requires development as these pass from local authority officers to school staff. The role of special educational needs coordinator is underdeveloped.

The school has the following strengths

- The headteacher has set an ambitious vision for the school and laid the foundations for further development. He has established new systems that have led to improvements in the quality of teaching, pupils' achievement and their behaviour.
- The new curriculum is engaging new pupils successfully so their attendance is good.
- Governors have a good grasp of all aspects of the school's work including the quality of teaching and pupils' achievement. They ask challenging questions of senior leaders and monitor aspects of the school's work for themselves.
- The school's environment is open, attractive and welcoming. Pupils show respect for displays and equipment.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, including a one-to-one session held off site in a public library. They also observed a student voice session. Inspectors spoke to pupils during lessons and informally as well as having lunch with them in the dining room.
- Inspectors looked at much of the work pupils have completed this year, their learning journals and their diaries.
- Inspectors held meetings with the headteacher, staff including those responsible for pupils' welfare and for leading teaching, the Chair and members of the Governing Body, a representative of the local authority, and a speech and language therapist. They took account of the responses in seven questionnaires returned by members of staff.
- Inspectors examined a range of the school's documents. These included the school's evaluation of its own effectiveness; the action plan for this year and priorities for the coming years; records of the school's checks on the quality of teaching; data on pupils' progress and attendance; records of pupils' behaviour; minutes of governing body meetings; and documentation relating to keeping pupils safe.
- Inspectors took the views of parents into account. They spoke to six parents or carers either in person or on the telephone and received a letter from one parent. There were insufficient responses to the online questionnaire, Parent View, for these to inform the inspection.

Inspection team

Jane Austin, Lead inspector

Her Majesty's Inspector

Gina White

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school for pupils with social, emotional and behavioural difficulties opened in March 2012 and was judged to require special measures when it was first inspected in March 2013. In the intervening period, there have been substantial changes to the provision the school offers.
- At the point at which the school was found to require special measures, a new permanent headteacher took up post but only remained at the school for a short period. Since then, the school has been led by other senior staff with both education and care backgrounds, supported at times by a local headteacher and the local authority. As well as frequent changes of leadership, there has been a high turnover of staff at all levels. Nine staff have left the school this year.
- Protracted uncertainty about the local authority's plans for the school's future, including a period during which the possibility of closing the school was raised, meant that new leaders and teachers were not recruited. At times, the local authority seconded teachers from elsewhere to fill posts as well as making some short-term temporary appointments. New pupils were not admitted so the numbers on roll had fallen markedly by the end of the last academic year.
- Late in the last academic year, the local authority took the decision to keep the school open because there is a need for this type of provision. It was decided that the school should admit both boys and girls from Year 5 upwards but cease to offer residential care.
- In order to secure the school's viability and raise the quality of its provision to an acceptable level, the local authority decided to second three of its staff to the school, one as headteacher and two in leadership roles. The secondment to the headship has been full time. While the two leadership secondments have varied between full and part time, they have both involved a considerable time commitment.
- The secondment of the headteacher came to an end at the close of the first day of the inspection. A substantive headteacher took up post on the second day of the inspection.
- The local authority retains control of the school's budget, which is in deficit. The school is not in receipt of the primary school physical education and sport funding.
- The school began to admit Key Stage 2 pupils late in the autumn term. Key Stage 3 and 4 pupils, including some in Year 11, have joined throughout the academic year including very recently. No girls have been admitted. The majority of pupils on roll have joined the school this year.
- All pupils have a statement of special educational needs or an Education, Health and Care plan because of their social, emotional and behavioural difficulties.
- All pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is well above average. Pupil premium funding is additional government funding allocated to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- This academic year, 11 pupils have attended alternative provision offered by Harrogate College, Selby College, The Tool Box Project, Bilbrough Country Classrooms and Hill Top Farm.
- At the time of the inspection, Key Stage 2 pupils were in school for half a day before departing for an outdoor pursuits camping residential. On the second day of the inspection, Key Stage 3 pupils were off site for a sporting activity. There was one Year 10 student being taught in school for part of the inspection; the remainder were being educated off site. Year 11 pupils have recently left the school.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good, in order to raise pupils' achievement, by:
 - ensuring that teachers have a good understanding of the barriers to pupils' learning and take these fully into account when planning lessons and activities to meet the needs of individuals
 - having a relentless focus on developing pupils' communication skills, including their oracy
 - helping pupils, particularly in Key Stage 2, to develop the resilience they need to write independently
 - making sure teachers give clear directions to teaching assistants to enable them to contribute fully to

pupils' learning

- encouraging pupils to respond regularly to the challenges and prompts for improvement that teachers include in their marking.

■ Improve pupils' behaviour by:

- ensuring that staff have a deeper understanding of the reasons why pupils struggle to behave well and use this to plan support and activities that help pupils to develop self-control
- employing a wider range of strategies to enable all pupils to sustain good levels of attendance
- helping pupils to develop respect and tolerance for those who are different from themselves.

■ Strengthen the school's leadership capacity and enable leaders to build on the foundations laid this year by:

- ensuring the new headteacher is supported fully by the local authority and the governing body to get off to a swift start in making the improvements needed
- ensuring a smooth transition of middle leadership responsibilities from local authority officers to newly appointed staff
- rapidly developing middle leadership, including the role of the special educational needs coordinator.

Inspection judgements

The leadership and management requires improvement

- The headteacher has set an ambitious vision for the school this year and, as is evident from staff questionnaires, gained the support of staff for this. He has laid the foundations for the school's future by rapidly establishing the key systems needed to improve teaching, raise achievement and promote better behaviour. Leadership and management require improvement because these systems are not embedded and have not, at this early stage, led to good achievement and behaviour for pupils.
- Leadership and management also require improvement because arrangements for middle leadership are temporary and form part of the local authority's plan to re-establish the school on a firm footing. Seconded middle leaders have focused effectively on improving the quality of teaching through modelling and coaching, as well as contributing to the development of whole-school systems. This includes the role of the special educational needs coordinator, which is underdeveloped. Plans are in place for the secondees to reduce their support gradually as a newly appointed post-holder takes up the reins.
- In seconding staff, the local authority has committed a great deal of support to the school. Systems have been in place to hold these staff to account robustly, including through continuation of the regular quality assurance checks and reviews already part of the local authority's processes. Continued support is planned as the new headteacher takes up post and the school moves into the next stage of its development.
- In the main, the headteacher has a realistic view of the school's strengths and weaknesses. This is based on regular monitoring of pupils' behaviour and their learning. From baselines established once pupils settle in the school, their progress towards challenging targets is tracked half-termly. The quality of teaching and pupils' work is monitored and evaluated regularly. This has helped to guide coaching and training to improve teaching with some success, although attention to some of the detailed elements of teaching is lacking at times.
- Performance management targets this year focus appropriately on the school's priorities. They are more rigorous and precise than was previously the case, with a sharper focus on improving the impact of teaching on pupils' progress.
- Pupils' personal development needs are assessed regularly using a range of indicators. On this basis, interventions are put in place such as counselling, cognitive behavioural therapy, art and drama therapies to help remove barriers to learning. Through this individual tailoring of provision, including personalised learning programmes, the school seeks to ensure equality of opportunity for all pupils. However, in the main, staff do not have a thorough enough understanding of the underlying causes of pupils' social and emotional difficulties. This is hindering the use of approaches in the classroom that would tackle pupils' difficulties in the longer term.
- Pupil premium funding is used to provide additional tutors to work with individual pupils, including those who are school phobics, to help sustain their engagement in education. It is also used to widen the opportunities for alternative provision and lay better foundations for post-16 engagement in education, training or employment. The school's evaluation of the impact of this funding has lacked rigour in previous years.
- A new approach to the curriculum has been introduced this year and has engaged new pupils successfully, as is evident from their good levels of attendance. Learning is based on topics which are explored through a variety of subjects. For instance, in preparing for their camping trip, Year 6 pupils measured the areas needed to pitch tents; devised and costed menus; calculated the weight of the load which would be placed in the minibus and followed map coordinates to work out a walking route. There is a strong practical element in all topics and each week begins with hands-on activities that help pupils settle into school after the weekend.
- The curriculum is enriched by a wide range of visits to sports facilities and places of interest, helping pupils to put learning in context and to develop an understanding of life in modern Britain. Pupils enjoy a choice of lunchtime activities and some attend after-school clubs, such as horse riding and skateboarding.
- The curriculum places a strong emphasis on pupil voice with regular sessions for classes to have a say on school life. Opportunities for pupils across the key stages to get together and discuss improvements in school that they would like have started recently. Pupils are confident that their views are taken seriously. These sessions help pupils see British democratic values in action.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Pupils have a growing understanding of right and wrong and are supported to make reparation when their behaviour hurts others in some way. This helps pupils understand British values. The school works with individual pupils to help them make good choices when faced with extremist views. However, more broadly there is little that promotes an appreciation of diversity in society. Curriculum topics, such as the Mayans, are just

beginning to widen pupils' cultural horizons.

- The individual programmes for older pupils educated off site are less successful in consistently engaging and sustaining pupils' interest in their education.
- Pupils receive tailored individual advice, guidance and support to make decisions about the next stage of their lives. All Year 11 pupils have a plan in place for September.
- Arrangements to keep pupils safe meet requirements and are effectively implemented. The progress, behaviour, attendance and welfare of pupils educated off site is monitored rigorously.
- **The governance of the school:**
 - The governing body has worked hard to secure a sustainable future for the school. Governors have both challenged and worked with the local authority to support the school into viability. In their determination to move forward, governors have secured the recent appointment of a substantive headteacher.
 - Governors have been fully behind the headteacher and his drive to realise the ambitious vision for the school. The governing body has streamlined its committees to keep a sharper eye on the school's progress. Governors have received more detailed and systematic information about the school's work this year, including on the quality of teaching and pupils' achievement. Nonetheless, they have requested further evaluations, for instance of pupils' social, emotional and behavioural progress. Their questioning is detailed and rigorous.
 - The governing body is determined to check on the school's progress for itself. Governors are regular visitors to the school and monitor various aspects of its work, such as alternative provision. They produce reports of any monitoring to a standard format for the full governing body meetings. Governors are linked to members of the leadership team and hold termly meetings with them to monitor progress.
 - The governing body has not been fully responsible for performance-related pay recommendations because the school's budget remains in the control of the local authority. However, as part of a gradual handover, governors have conducted the headteacher's performance review.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. This is because, despite some gradual improvement, levels of attendance remain too low. This is particularly the case for the small number of older pupils who have been at the school for a longer period. These pupils learn off site, including at alternative providers, and the attendance of some at one-to-one tuition sessions is poor. New pupils attend well.
- Although pupils are developing a better awareness of what is socially acceptable, many find it hard to control their use of bad language. Generally, this is not directed at individuals present but shows a deep lack of respect for people who are different from themselves.
- The school's records show that pupils' behaviour is improving over time. The use of physical restraint has declined significantly. There has also been a very considerable reduction both in the incidence of exclusion and in the number of days lost to learning. This year, only 10 days have been lost compared with 94 days in the previous academic year.
- Pupils respond positively to the school's system of rewards and sanctions which enables them to go from 'zero to hero'. They are keen to meet their learning and behaviour targets in order to earn points and so be able to participate in a broad range of lunchtime activities. They are enthusiastic about the opportunities for a 'bake-off' or den building, for example.
- Staff have drawn up a plan for the management of each student's behaviour, identifying the triggers for individuals and effective de-escalation techniques. This knowledge of individuals helps staff to manage behaviour more effectively and techniques for enabling pupils to control their own behaviour are developing. Staff consistently challenge inappropriate language, including swearing, and help pupils to find other ways of expressing their emotions.
- Although the management of pupils' behaviour is more successful, most staff are not equipped with an understanding of the underlying causes of the behaviours and this limits the repertoire of strategies available for bringing about sustainable changes.
- Pupils say that their attitudes to learning are more positive since they joined the school. One student echoed the feelings of others when he said, 'I stick with lessons now'. Key Stage 2 pupils are establishing friendships and, in part, this is why they like coming to school. During the inspection they all arrived well prepared and enthusiastic about their camping trip.

- Parents and carers spoken to were unanimous in their praise for the school and described the impact on their child as transformative.

Safety

- The school's work to keep pupils safe and secure requires improvement. This is because not all record keeping is up to date.
- Staff are vigilant about pupils' safety throughout the day. There is little unsupervised time. Constructive activities, such as golf and cycling at lunchtimes, contribute well to pupils' personal development.
- Personal, social, and health education lessons help pupils understand a range of risks, such as online safety and substance misuse, and how to deal with these. Year 6 pupils discussed sensibly the steps they needed to take to stay safe during their residential trip, for instance when gorge walking. They were thoughtful in identifying the qualities they would need to make the trip go well, citing teamwork, empathy, good manners and patience among others.
- There have been few incidents of bullying, in part because of swift action by staff to nip any name-calling in the bud. Parents spoken to were adamant that 'bullying is not entertained at all'.
- Regular and frequent checks are made to ensure that pupils attending courses away from school and those who receive tuition off site are kept safe.
- The school works with a number of agencies to support pupils and their families in dealing with a range of serious issues.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not well enough matched to pupils' needs. Although teachers know the next steps pupils need to take towards their targets, they do not have a detailed enough understanding of barriers which get in the way of these steps for individual pupils. Consequently, lessons are not planned tightly enough to ensure steadily good progress.
- Teaching does not develop pupils' communication skills effectively enough. Too often teachers accept short responses to questions rather than encouraging longer, better structured answers. Sometimes pupils are encouraged to explain their thinking, for instance when they have worked something out in mathematics, but half-formed responses are accepted. At Key Stage 4, pupils struggle to complete speaking tasks for their iGCSE course because they have not developed the appropriate skills and so lack sufficient confidence.
- Pupil voice sessions are beginning to develop oracy. In a Year 6 session, pupils used a bean bag to help them learn when to speak and when to listen.
- Pupils' writing skills are weak. At Key Stage 2, the writing tasks pupils have tackled this year cover a good range of genres. However, most pupils are reluctant to write for themselves so much of their work is scribed by adults. They lack the resilience to risk producing writing which is not up to their own expectations. Across the key stages, pupils are more confident word processing their work, although not all have the coordination skills to do this accurately or for sustained periods.
- The learning environment has improved. Displays include specialist vocabulary, for instance linked to science and physical education (PE). There is an increased use of labelling to help promote pupils' literacy.
- Many pupils are reluctant to read but the new library is providing encouragement to pick up a book. It is attractive, readily accessible and has a good stock of books.
- The topic-based curriculum is providing opportunities for pupils to practise their numeracy skills in a range of subjects. This helps pupils to use and apply the mathematics they have learned.
- Teachers do not always direct teaching assistants well enough so the quality of support for learning is variable. Teaching assistants know the pupils well and are often skilled at helping them to regulate their behaviour in and out of lessons.
- Teachers mark pupils' work regularly, indicating what they have successfully learned and identifying next steps or a challenge. However, in the main pupils are not responding or rising to the challenges set.
- Where teaching is more effective, good relationships and teachers' good subject knowledge help pupils to build on their previous learning successfully. Teachers model learning clearly and target questions well to challenge pupils at an appropriate level.

The achievement of pupils**requires improvement**

- Pupils arrive at the school with low levels of attainment, in part because many have missed periods of schooling as a consequence of their social, emotional and behavioural difficulties. Some secondary pupils have regressed from the levels they achieved at the end of Year 6. In the past, the school did not do enough to help pupils regain ground and move forward but this is improving. Since the previous inspection and much more successfully this year, standards are beginning to rise. Nonetheless, at all key stages attainment remains well below average.
- The school has set challenging targets for pupils in all key stages, based on the nationally expected rates of progress. Achievement requires improvement because, while some pupils are beginning to make accelerated progress, this is not a sustained trend for all. The progress of individuals varies between subjects, sometimes significantly. The progress of some Key Stage 2 pupils has slowed markedly after an initial period of rapid gains.
- Some pupils have gained qualifications linked to their alternative provision. However, the poor attendance of several Key Stage 4 pupils at one-to-one tuition and alternative provision is restricting their achievement.
- There has been an increase in the number and level of qualifications gained by Year 11 pupils. In 2014, several pupils gained GCSEs, including at grade C, in English, mathematics and PE. Pupils also gained a range of accreditation in science, geography, personal and social education, and preparation for working life.
- This year, the school's assessment information indicates a rise in the number and range of qualifications students are likely to gain. All but one of the Year 11 pupils will gain a qualification in English and mathematics. Several pupils have been entered for GCSE mathematics and iGCSE English. Pupils have also been entered for GCSEs in science and PE. In addition, they have gained a range of accreditation at entry level and Level 1 in religious education, geography, skills for further learning and employment, and catering. Some pupils have gained qualifications through their alternative provision, for instance in service and maintenance engineering.
- Across the key stages, pupils make strong progress in food technology. This helps them develop their literacy, planning, coordination and time-keeping skills. It also fosters an increased awareness of nutrition and health and safety. Many pupils enjoy cooking in their free time and some use it as a way of regulating their emotions.
- In 2014, five of the seven Year 11 pupils moved on to college courses or apprenticeships. This year all Year 11 pupils are due to move on to college courses, apprenticeships, traineeships, or employment.
- All the Year 6 pupils completed the national Key Stage 2 tests.
- The number of pupils in each cohort is very small. Most have joined the school during this academic year and programmes are individually tailored. It is therefore not possible to compare the performance of those supported through pupil premium funding with others.
- A small number of pupils have benefited from interventions with some making notable gains in their reading ages.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121780
Local authority	North Yorkshire
Inspection number	453797

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	9–16
Gender of pupils	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair	Philip Turnpenny
Headteacher	Simon Ashby
Date of previous school inspection	5 March 2013
Telephone number	01423 779232
Fax number	01423 771131
Email address	jo.sedgwick@forestmoor.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

