

# Inspection of Moorfield Learning Centre

Moorfield Street, Barrow-in-Furness, Cumbria LA13 9RS

---

Inspection dates:

7 to 9 December 2021

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Good**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils achieve well at this caring school. Leaders are ambitious for all pupils and have high expectations of them. Staff consider pupils' individual needs carefully. Staff get to know pupils and their families well. This helps pupils to settle into school routines quickly.

Pupils behave exceptionally well in lessons and around the school. They develop strong attitudes to learning. This is due to the close, supportive relationships they form with staff. Pupils said that staff have helped them to develop a new love of learning. A typical comment from a parent was, 'The changes in my child's behaviour since starting at Moorfield have been incredible.'

Pupils learn how to deal with bullying, including how it can happen online. Pupils told inspectors that trusted adults would sort any bullying out swiftly if it were to happen.

Pupils are proud of the contribution that they make to the local community. They take part in charity events, such as raising money for a local foodbank. Pupils recently cleaned up litter at a local beach. They learn how to stay safe and healthy. Pupils find out about life in modern Britain through debate and discussion, including the value of democracy and diversity. Pupils are well prepared for life beyond Moorfield.

## **What does the school do well and what does it need to do better?**

Pupils have had significant disruption to their education in the past. Leaders and staff skilfully provide a safe and supportive environment where pupils can learn well.

Leaders have designed a broad but purposeful curriculum. This enables pupils to learn more and remember more of the planned curriculum while building their confidence, resilience and self-belief.

Leaders have identified the most important knowledge they want pupils to learn. Staff ensure that pupils learn this knowledge at the right time. This means that pupils build on what they already know and can do in most subjects. Regular opportunities for pupils to revisit their learning helps to build their confidence. Most staff have the skills, knowledge and resources that they need to deliver the curriculum well. However, not all staff feel confident to teach some of the more complex subjects in the curriculum.

Senior leaders monitor how well the curriculum is working. They work closely with staff and provide useful feedback. They have a clear understanding of what is working well and what needs to be improved. That said, some staff who have subject responsibilities are new to post. They have not had recent curriculum training to help them to lead their subjects effectively.

Staff check pupils' learning regularly. In lessons, staff work closely with pupils when they make errors. This means that pupils are supported to learn quickly from their mistakes. However, staff do not always identify whether pupils have remembered the important knowledge that is outlined in the curriculum plans. As a result, staff do not always have the detailed information required to adapt their plans so that pupils can build more securely on what they already know.

Leaders work closely with parents, carers, pupils and staff to plan each pupil's learning and support strategies. Staff engage with a range of specialists, such as educational psychologists, when required. Most pupils enjoy the stories that they read. Staff encourage pupils to read a wider range of texts, which leads pupils to become fluent, confident readers. Pupils who may require help to improve their early reading skills are quickly identified and get the support that they need.

Leaders and staff work hard and effectively to ensure that pupils' attendance improves. Staff plan learning activities that motivate pupils to learn. Leaders and staff closely monitor pupils' attendance. They use this information to plan specific support to ensure that pupils attend school regularly. As a result, pupils' attendance improves remarkably. Most pupils attend every day.

Staff are skilful in supporting pupils to think about adult life. Pupils receive effective careers information, advice and guidance. For example, staff support and encourage pupils to explore the options available to them at local colleges. The vast majority of pupils move on to further education, employment or training. The relationships and sex education (RSE) policy meets the current statutory requirements. Pupils are introduced to a variety of topics in a sensitive and age-appropriate way which takes account of their individual social and emotional needs. However, not all staff have the knowledge to deliver the RSE curriculum with confidence.

Pupils learn about and value differences. For example, they worked to support the local lesbian, gay, bisexual and transgender community during pride month. Pupils visited a Buddhist temple. They debate issues with their peers and learn how Parliament works. Through these opportunities, pupils improve their understanding of the wider world.

Staff appreciate the support received from senior leaders. They say that leaders value their well-being and are considerate of their workload. Senior leaders listen to staff's requests to improve the curriculum for pupils. For example, senior leaders have invested in a new music room with a range of instruments to enhance the music curriculum.

Governors and the proprietor body know the school well. They understand their duties and ensure that the independent school standards are met. Governors and the proprietor body offer suitable support and challenge to school leaders. They make sure that pupils learn in well-decorated classrooms. Governors and leaders ensure that fire safety regulations and risk assessments are compliant.

The proprietor has made sure that all required policies, including the safeguarding policy, are available on the school's website. An accessibility plan, which meets the requirements of schedule 10 of the Equality Act 2010 is in place.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular, useful training. They know pupils and their families well. They use this knowledge to identify any changes in pupils' behaviour, or other concerns quickly. When they need to, staff report concerns in a timely manner.

Pupils learn how to identify and respond to risks. They learn about the dangers of knife crime and radicalisation. They understand how to protect themselves from dangers in their community or online, including cyberbullying.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Staff's checks on pupils' learning do not consistently highlight what pupils know and remember. This means that sometimes staff do not have the most useful information to adapt their curriculum plans. Leaders should review the assessment systems to ensure that staff have the information they need about pupils' learning. This will help to ensure that pupils' learning consistently builds on what they already know.
- Not all staff have the subject-specific knowledge they need to teach some subjects with competence. Some staff have not received the training that they need to monitor their areas of responsibility. This means that leaders do not know how well pupils achieve in these curriculum areas. Leaders must ensure that all staff are suitably trained to deliver the full curriculum and lead their areas of responsibility with confidence.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	145465
<b>DfE registration number</b>	909/6009
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10203845
<b>Type of school</b>	Independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	12
<b>Of which, number on roll in the sixth form</b>	2
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Cascbarrow Limited
<b>Chair</b>	Hilary Southward
<b>Headteacher</b>	Robin Adams
<b>Annual fees (day pupils)</b>	£39,975
<b>Telephone number</b>	01229 837 258
<b>Website</b>	<a href="http://www.cascbarrow.co.uk/learning-centre">www.cascbarrow.co.uk/learning-centre</a>
<b>Email address</b>	<a href="mailto:enquiries@moorfieldlearningcentre.com">enquiries@moorfieldlearningcentre.com</a>
<b>Dates of previous inspection</b>	11 to 13 December 2018

## **Information about this school**

- Since the previous inspection, a new leadership team has been created. This includes the appointment of a new headteacher and special educational needs and/or disabilities coordinator (SENCo). Several staff are also new to the school.
- The school does not use alternative provision.

## **Information about this inspection**

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.

- The inspectors only inspected the education provision at this school.
- Inspectors completed deep dives in these subjects: English, mathematics, art and design, and personal, social and health education. They met with subject leaders, visited lessons, reviewed pupils' work and spoke to teachers and pupils.
- Inspectors also considered other subjects, including science and music. They met with subject leaders, reviewed pupils' work and evaluated curriculum plans in these subjects.
- Inspectors scrutinised a range of documentation. This included documentation and information relating to the independent school standards. Inspectors spoke to the headteacher and other staff throughout the inspection. The lead inspector met with the SENCo. The lead inspector conducted a tour of the school site.
- The lead inspector spoke on the telephone to members of the schools' governing body. The lead inspector met with the chair of the proprietor body. He also spoke on the telephone to representatives of Cumbria local authority who place pupils at the school.
- The lead inspector held meetings with the staff responsible for safeguarding and maintaining the single central record. Inspectors considered leaders' safeguarding processes and questioned staff on their understanding of these procedures. The lead inspector reviewed the single central record and records of pupils' attendance. Inspectors observed pupils during social times and as they arrived at school. Inspectors discussed safeguarding with pupils.

- Inspectors considered responses to Parent View, Ofsted's online questionnaire. The lead inspector also spoke on the telephone to parents. Inspectors also considered responses to the staff's and pupils' surveys.

### **Inspection team**

Adam Sproston, lead inspector  
Julie Morley

Her Majesty's Inspector  
Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gov.uk](mailto:psi@nationalarchives.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022