

# Moor House School & College

Moor House School & College, Mill Lane, Oxted, Surrey RH8 9AQ

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

Moor House School & College is a co-educational, non-maintained residential and day special school and a registered charity. It provides specialised schooling and therapy for children and young people with speech and language difficulties. The school and college are leaders and specialists in developmental language disorder (DLD). At the time of inspection, there were 203 children on roll, including 53 residential children. There are 63 residential places that provide weekly boarding.

The headteacher has been in post since 2015.

The inspectors only inspected the social care provision at this school.

### Inspection dates: 11 to 13 October 2022

<b>Overall experiences and progress of children and young people, taking into account</b>	<b>outstanding</b>
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

**Date of previous inspection:** 15 November 2021

**Overall judgement at last inspection:** outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: outstanding**

The school's excellent integration of the residential care provision with the school ensures that children are able to achieve beyond all expectations.

A state-of-the-art therapy building has recently been opened at the school, providing children with access to therapeutic services. This additional facility has played a key role in improving children's progress physically, socially and emotionally. For some children, their progress because of this additional provision can only be described as remarkable.

A bespoke 'Wheel of Independence' programme helps to ensure that every child can develop their life skills, which add value to their lives away from school.

Children who attend the residential provision all have enhanced school-life experiences. Close working with the therapy team has supported children to build their confidence and skills in accessing community resources, and the results have been life changing. One child has recently learned to drive, thanks to the support of the residential and therapy staff. The child's parent said, 'This has opened so many doors.'

Children make lifelong friendships as a result of attending the residential provision. As children have built their confidence and ability to socialise, they feel better able to join in activities and trips and to meet up with people who have had similar experiences. These friendships extend outside of the school, and children often keep in contact with one another and are eager to return to school on Mondays to see their friends.

Activities and trips are tailored to the interests of children and give them new and stimulating experiences. For example, a group of children have recently participated in a trip to Belgium. All children have access to the school swimming pool, sports hall and vast outdoor grounds, where they can have fun and learn new skills.

Children are supported to learn academically and achieve their personal goals. Positive morning routines enable the staff to assess the emotional well-being of each child and to share essential information with the teaching staff.

Staff truly care about the children and talk fondly and lovingly about them. Staff are quick to attend to any requests children make, and children are keen to seek staff for support or affection when needed.

All children feel valued irrespective of their needs, gender or culture, and staff have created a loving environment where all children feel cared for.

Due to the limited space in the school, not all children are able to access the residential provision. To bridge this gap in provision, leaders in the school have responded by providing 'extended days' twice a week that give all children the opportunity to benefit from the facilities offered as part of the residential services. This has enabled children to end their school day by being able to join in organised activities with their friends.

### **How well children and young people are helped and protected: outstanding**

The whole school has a clear understanding of the importance of safeguarding and the need for vigilance by all members of staff.

Children feel safe emotionally and physically during their time at school. While among their friends, children can have fun and build their confidence.

Children are supported to learn how to use public transport and to build up their skills to be confident to spend time with friends outside of school.

Meticulous attention is given to the importance of communication between the staff and the children. This helps to ensure that children's whereabouts are always known and that they feel trusted to socialise.

Staff are extremely well trained and can recognise when a child is becoming unsettled. Staff can respond verbally to enable the child to calm. This has led to no physical interventions being required.

On the very rare occasion when a concern is raised about staff practice, this is escalated swiftly. Records of referrals and concerns are kept rigorously, and all actions are followed up and evaluated.

### **The effectiveness of leaders and managers: outstanding**

Leaders are highly inspirational about the residential provision. Information-sharing is prompt and centred around the child.

There is a strong culture in the school of understanding a sense of duty to raise awareness of DLD in the world outside. Events such as celebrating 'Growing with DLD Day' and shining the associated colours in a light display outside of the school, or planting flowers, bring a sense of community and pride between children, staff, leaders and parents.

All staff feel valued and supported. Staff value the training they receive and the quality of their reflective supervisions.

Leaders care greatly about the staff and ensure that their well-being is considered at every opportunity. Counsellors and the school's psychotherapist are always on hand to support staff with any challenges they face.

Internal monitoring is highly effective. The residential development plan is ambitious with regards to driving improvements, with the children's experiences always at the heart of key decisions.

Leaders are supported by a variety of external monitoring systems. The governing body replicates the integration of the school and is part of the one team around the child. There is robust governor oversight of the school. Regular meetings of safeguarding committees, followed by themed onsite audits, ensure that governors are clear on any issues that occur within the school and actively help to resolve them.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC013926

**Headteacher/teacher in charge:** Helen Middleton

**Type of school:** Residential special school

**Telephone number:** 01883 712271

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## **Inspectors**

Matt Nicholls, Social Care Inspector (lead)

Mark Newington, Social Care Inspector

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