

Moorlands View School

Independent school inspection report

DCSF registration number	888/6046
Unique Reference Number (URN)	132079
URN for registered social care	SC009653
Inspection number	348721
Inspection dates	19-20 May 2010
Reporting inspector	Christine Graham HMI
Social care inspector	Elaine Clare

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

An inspection of the care provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes. This inspection took place at the same time but the full report is published separately on Ofsted's website and should be read in conjunction with this report which covers the educational registration of the school.

Information about the school

The school is one of a number of independent special schools run by Keys Childcare. The school opened in April 1999 and it was taken over by Keys Childcare in August 2008. The school provides education for up to 12 students between the ages of 11 and 16 years. There are currently 12 students registered at the school. Some students live in the attached children's home and others attend as day students from other homes in the Keys group. Most students are looked after by local authorities in the north of England but a small proportion come from further afield. Students have a range of behavioural, social and emotional difficulties and some have associated learning difficulties or mental health issues. Nine students have a statement of special educational needs. The school was last inspected in July 2007. The last inspection of care was in January 2010.

The school aims to:

'Provide a safe, secure, positive and supportive environment which is caring, consistent and fair, irrespective of gender, disability and background. To develop pupil's self respect, confidence and independence and instil a sense of loyalty and honesty. To ensure that students can form positive relationships in order to live and work with others in an ethos of sensitivity and mutual respect. To develop lively and enquiring minds and the ability to question, reason and acquire knowledge. To develop creative and practical skills and to develop these skills to the highest potential of each pupil.'

Evaluation of the school

The overall quality of education is good. The school meets its aims successfully. It has successfully tackled all the recommendations from the last inspection. It now meets all the regulations in relation to the curriculum, teaching, students' spiritual,

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

moral, social and cultural development, the complaints procedure and the provision of information for parents. The curriculum is satisfactory and teaching and assessment are good. The provision made for students' spiritual, moral, social and cultural development and their welfare, health and safety is also good. The overall effectiveness of boarding is satisfactory. The school suitably safeguards the welfare of all its students and it has produced all the relevant policies and guidelines. The school meets all of the regulations necessary for its continued registration as an independent school.

Quality of education

The curriculum is satisfactory. It is based on the National Curriculum and on the requirements of nationally accredited courses and qualifications. The school has a clear and up-to-date curriculum policy and individual subject policies. Each policy is supported by a scheme of work. Students follow a curriculum that is adapted to their individual needs. Many students have suffered disruption to their education and have weaknesses in the basic skills of literacy and numeracy. The school ensures that an appropriate emphasis is given to these subjects so that students develop a range of key skills. The curriculum is interesting and it helps young people to enjoy learning.

Students acquire good general knowledge and they have a sound understanding of how life has changed over time. There is a computer suite that has enough new computers to allow all students to work on tasks independently; however, students do not have access to computers at home and this limits their opportunities to apply skills learned in information and communication technology (ICT). Students are well prepared for life after school and for the challenge of leading independent lives. The school places particular emphasis on students' personal, social and moral development. Students learn to take responsibility for their actions and understand and appreciate the differences between people. They take an avid interest in the world and in the diversity of society but they have too few opportunities to experience these things at first hand. There are very few visits to places of interest and no residential experience. The school has not established a programme of visits, by suitably vetted individuals, that might enhance students' understanding of the wider world. The provision made for students at night and during weekends and holidays does not compensate for these weaknesses. There are very few off-site activities in the evenings and few young people go on holiday.

Teaching and assessment are good. Teachers plan lessons carefully. They have good subject knowledge and they know their students well. They present tasks in ways that engage individual students. Lessons proceed at a brisk pace and work is usually well matched to students' needs. Teachers use questioning well both to assess students' understanding and to promote interest in the topic studied. This is helpful because it allows students to play a full part in the lesson and captures their interest. Teachers provide students with very helpful feedback. They praise what has been achieved and identify and correct any misconceptions. Students view feedback as a positive activity and enjoy the dialogue with their teachers. Teachers and teaching

assistants provide well-targeted support that ensures that students understand what is to be done and helps them overcome any barriers to learning.

Students are assessed on entry to the school and staff have recently implemented a very useful system to track their achievement. All aspects of students' development are evaluated. Students make good progress during their time at the school. They develop very positive attitudes to learning and apply themselves to tasks diligently and with high levels of perseverance. They are well motivated and want to succeed. When students are taught in ability groups they relish the challenge of trying to do better than their peers but they are also willing to offer help and support. This support is offered and accepted very positively. Students explain their views clearly. They show a lively interest in all subjects and they can apply their knowledge about individual subjects in other curriculum areas.

Students with special educational needs and/or disabilities progress as well as their peers. They are given additional help and support and provided with activities that help them to make progress. Students' individual education plans are reviewed regularly and contain useful information. The targets set for students' behaviour are helpful and identify how improvements will be measured. The targets set in literacy and numeracy are not specific enough so it is not always possible for staff or students to decide when a target has been met. Students gain a range of nationally accredited qualifications that include GCSE, grades D to G passes in English and mathematics. Many students leave with five or more national accreditations at the highest level. The support for pupils leaving education is good. Pathway plans are very supportive and ensure that students pursue options they will enjoy. All students go on to education, employment or training. Students are very positive about the school. One student said that this is the first school he has ever liked.

Spiritual, moral, social and cultural development of the students

Students' spiritual, moral and social and cultural development is good overall but their cultural development is less strong. Students are given very effective moral and social guidance and support. This helps them to make good progress in all aspects of their development. Students' behaviour is good. They are polite to their peers and to staff. There is no bad language and they treat others with respect. During their time at the school students become confident and mature young people. In one lesson students were shown images of people with disabilities. They commented on what they could see making careful and sensitive word choices. They were interested in what made people different and were quick to identify any inequalities. Students have a good understanding of British history and traditions and they are encouraged to debate important issues. They have a good understanding of complex moral issues. During the inspection a group of students discussed issues related to child labour. Although they were all clear that this should cease they were aware that changing the situation is complex and that simply boycotting the goods produced by children would not solve the problem. Students make a positive contribution to the school. There is a school council and students help to tidy the school on Friday afternoons; this encourages them to take care of the building and to be tidy and well

organised during the week. Students learn about world religions, including Christianity and cultural differences during lessons but they have too few opportunities to experience the diversity of society for themselves. Students' attendance is good and some students have 100% attendance. Residential staff promote students' attendance well but students say that they are happy to attend school because they enjoy it.

Welfare, health and safety of the students

The provision for students' welfare, health and safety is good. The school is a happy and safe environment. Students are overwhelmingly positive about the care they receive. The staff are able to identify and avert any particularly difficult situations so the school provides a calm and productive environment. There have been no serious behavioural incidents in the last year and restraint is rarely used. Students' emotional needs are identified and they are provided with a great deal of one-to-one support and attention. They experience a great deal of success during lessons and this helps to promote their self-esteem. The school has implemented the latest guidance on safeguarding students and there are effective procedures to ensure that they are kept safe. Detailed risk assessments are carried out for all activities and each student has a personal risk assessment. Students are given support and advice that helps them to understand potential health risks. They are not allowed to smoke during the school day. They are taught about healthy eating and they are given effective advice that helps them to improve their physical health. They are encouraged to make healthy food choices and take exercise. The food offered at home does not always help students to make appropriate dietary choices because it does not always match the menus that are displayed. Although students are happy in the home their accommodation needs some updating. The school fulfils its responsibilities under the Disability Discrimination Act.

Suitability of the proprietor and staff

The school has carried out the necessary safeguarding checks for all staff. It maintains a single central register of such checks as required.

School's premises and accommodation

The school building is bright and well maintained. There are a number of classrooms that allow students to be taught in a variety of groupings or to be withdrawn for one-to-one support. There is a large hall that is used for recreation and other activities. There are specialist rooms for art, science, design and technology and ICT. These rooms are well equipped and large enough to allow students to work on practical activities safely.

Provision of information for parents, carers and others

Parents and carers receive a range of information. There are regular review meetings; the school provides regular updates for parents and/or carers and annual reports. The prospectus is clear and informative. Students receive certificates rewarding positive behaviour; these are displayed in the home.

Procedures for handling complaints

The school has clear, fair and well-written complaints procedures for parents and/or carers and for students. There have been no formal complaints in the last year.

Effectiveness of the boarding provision

The care provision was judged to be satisfactory and national minimum standards were not met. A full report on the care provision is available on Ofsted's website and should be viewed in conjunction with this report.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

Please see the report on Ofsted's website relating to the care provision in the children's home which should be read in conjunction with this report.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Provide more opportunities for students to experience the cultural diversity of England at first hand.
- Enrich the curriculum by extending the range of visits and inviting visitors into the school.
- Ensure that the literacy and numeracy targets set in students' individual education plans are specific and measurable.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of students			√	
How effective teaching and assessment are in meeting the full range of students' needs		√		
How well students make progress in their learning		√		

Students' spiritual, moral, social and cultural development

Quality of provision for students' spiritual, moral, social and cultural development		√		
The behaviour of students		√		

Welfare, health and safety of students

The overall welfare, health and safety of students		√		
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The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision			√	
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School details

Name of school	Moorlands View School		
DCSF number	888/6046		
Unique reference number (URN)	132079		
Type of school	Special		
Status	Independent		
Date school opened	April 1999		
Age range of students	11-16		
Gender of students	Mixed		
Number on roll (full-time students)	Boys: 9	Girls: 3	Total: 12
Number of boarders	Boys: 7	Girls: 3	Total: 10
Number of students with a statement of special educational need	Boys: 8	Girls: 1	Total: 9
Number of students who are looked after	Boys: 8	Girls: 3	Total: 11
Annual fees (day students)	£33,540		
Annual fees (boarders)	£140,400		
Headteacher	Mr Wayne Carradice		
Proprietor	Keys Childcare		
Reporting inspector	Christine Graham HMI		
Dates of inspection	19-20 May 2010		