

Moorlands View School

Manchester Road, Dunnockshaw, Burnley, Lancashire BB11 5PQ

Inspection dates

5–7 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have sustained good-quality provision. They ensure that all the independent school standards are met.
- The headteacher provides very effective leadership. He has created an environment where staff and pupils feel valued and inspired to do their best.
- The school's work to promote pupils' personal development and welfare is outstanding. Pupils learn how to keep themselves safe and healthy in and out of school. Pupils' behaviour is good and they feel very safe in school.
- Partnership working is a strength. Staff work closely with carers and a range of professionals, to ensure that pupils' personal needs are addressed.
- Leaders ensure that all staff are well trained in safeguarding and take prompt and appropriate action to ensure that pupils are safe.
- Good teaching supports pupils to make good progress from their various starting points. Teaching is supported by teachers' strong subject knowledge and in-depth understanding of each pupils' learning and personal needs.
- Pupils' progress is particularly strong at key stage 4, where pupils are highly motivated. Excellent careers advice supports pupils to make informed choices.
- At key stage 4 the curriculum provides pupils with a wide range of experiences. It successfully supports them to gain qualifications suited to their future aspirations.
- In key stage 2, pupils are motivated by activities that capture their imagination. Occasionally, however, the teaching does not deepen the learning of the most able pupils.
- The key stage 3 curriculum is not as well matched to pupils' interests and abilities when compared to the curriculum at key stages 2 and 4. This inhibits progression in learning.
- Leaders provide useful feedback to help teachers improve after lesson observations. However, leaders do not have a precise view of the impact of teaching on variations in pupils' progress over time.
- Pupils' outstanding personal development and good achievement prepare them very well for the next stage of their education when they leave in Year 11.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching and learning by:
 - improving transition between key stages to ensure that pupils build on their knowledge and skills progressively across the curriculum
 - ensuring that the key stage 3 curriculum is as well matched to pupils' abilities and interests as the key stage 4 curriculum
 - making sure that the most able pupils at key stage 2 are able to deepen their learning, especially in topic work and mathematics
 - evaluating the impact of teaching on pupils' progress in each year group and using the information to plan for improvements in the curriculum and teaching.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, strategic managers and school leaders have ensured that all the independent school standards are met and good-quality provision has been sustained. The proprietor provides clear strategic direction and regional managers and improvement partners assure the quality of the school's work effectively.
- The headteacher is highly committed to the well-being of pupils and leads the school with passion and drive. His inspirational leadership has created an ethos where staff and pupils feel valued and achieve well.
- The headteacher is extremely well respected by staff and pupils. Staff say, for example, 'The headteacher provides excellent leadership. He leads by example and responds immediately to staff's and pupils' needs.' Staff uphold the school's vision 'to provide a caring and stimulating environment where every child matters'.
- Staff morale is high. Staff work together successfully to support each other, share effective practice and maintain the good-quality education and excellent care for pupils.
- Leaders' self-evaluation is accurate. The headteacher's evaluation is checked and assured by regional managers and external school improvement consultants. The headteacher also supports other schools in the Keys Group to develop effective leadership.
- The headteacher's checks on teaching provide teachers with useful feedback on what worked well in the lesson that was observed and what was less successful. However, checks on teaching do not currently include an evaluation of the impact of teaching over time in each year group. Leaders' evaluations do not generate enough detail about pupils' progress and the quality of pupils' written work at each key stage. This restricts planning for improvement.
- Leaders ensure that pupils make at least good progress by the time they leave the school in Year 11. Teaching across the school supports pupils of all abilities to attain a good range of relevant qualifications by the time they leave the school at the end of Year 11. However, pupils' progress is not as strong at key stage 3 as it is at key stage 4. The most able pupils do not make as strong progress at key stage 2.
- School-improvement planning ensures that good-quality teaching is sustained, and safeguarding and pupils' welfare remain the highest priorities. However, planning lacks detail regarding actions to improve further the quality of teaching and pupils' progress across the curriculum.
- Teachers and teaching assistants are supported to take qualifications to enhance their professional development and career advancement. Staff value these opportunities highly. Staff also participate in specialist training that develops their skills in working with pupils who have social, emotional and mental health difficulties.
- The curriculum is planned successfully to provide pupils with experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. These experiences are provided within a personalised curriculum that supports pupils' personal development very effectively. The curriculum successfully

develops pupils' literacy and numeracy skills, helps them to grow in confidence and enables them to attain a range of relevant qualifications.

- The curriculum is mostly adapted well to the abilities of pupils. At key stage 2, topics and activities are planned that interest pupils. At key stage 4, pupils are motivated by the focus on qualifications that support their aspirations and work-related skills. The key stage 3 curriculum is not as well matched to pupils' abilities because it does not motivate them as well as it does at the other key stages. Transition between the key stages is not currently planned in sufficient detail to enable pupils to continue to build on their knowledge and skills in all subjects.
- Pupils' learning is enriched with courses in life skills and preparation for working life, which prepare them well for the next steps in their education. Pupils have access to a good-sized outdoor space and a range of outdoor activities, which promote their physical health and fitness.
- Enrichment activities have a particularly positive impact on pupils' personal development and understanding of the world. Pupils enjoy activities, such as field trips, walking, climbing, visits to historical sites, art exhibitions, museum, animal sanctuaries and places of worship for various faiths.
- Pupils' spiritual, moral, social and cultural awareness is developed effectively in subjects across the curriculum, as well as in enrichment activities. Pupils learn about different faiths and cultures, equality and British values in religious education (RE), personal, social and health education (PSHE) and citizenship. They show respect for people from different cultures and those who have protected characteristics under the Equalities Act.
- Pupils' range of qualifications and their understanding of citizenship and British values prepare pupils well for life in modern Britain. Pupils debate issues thoughtfully and sensitively. In key stage 4 PSHE, for example, they knowledgeably discussed the social and health effects of smoking.
- Partnership working is a strength in the school's work. Stakeholders say that communication is excellent. The daily exchange of information with carers ensures that carers and school staff are fully aware of any incidents, and support pupils' behavioural needs and academic development consistently. Social workers and relevant professionals are fully engaged in pupils' personal education plan (PEP) reviews and their education, health and care plan (EHCP) reviews. Placing authorities receive regular and detailed reports on pupils' progress, personal, social and emotional development and behaviour.

Governance

- The governing body is chaired by a representative of the proprietors and includes regional managers, quality managers, school improvement partners and financial officers, who oversee the work of 22 schools in the Keys Group. They hold school leaders to account diligently, through weekly, monthly, termly and annual reports. Regional managers also report to governors regularly.
- Governors have a range of skills and ensure that they are up to date with training and educational developments. They undertake regular training in safeguarding, financial management and strategic leadership. They know the strengths and areas for development of the school and provide effective strategic direction.

- Financial management is good. The pupil premium is used effectively to support pupils' PEPs, when it is released by placing local authorities. EHCP funding is included in the school's fees and used effectively. Local authorities receive annual reports of how fees are spent.

Safeguarding

- The arrangements for safeguarding are effective. Procedures to ensure the safe recruitment of staff meet requirements.
- Leaders have ensured that all staff have completed training in safeguarding appropriate to their levels of responsibility. All staff have read the latest version of 'Keeping Children Safe in Education' and understand the school's policy. They know the routes to follow if they have any concerns. Staff have completed additional, more in-depth training, for example in child sexual exploitation, peer-on-peer abuse, the 'Prevent' duty, autism spectrum and attachment disorders. Staff are trained in first aid and fire safety relevant to their roles. All staff have completed courses on the safe handling of pupils when restraint is needed within the last 12 months.
- Leaders ensure that procedures are robust and followed correctly if there are any concerns about pupils' safety and well-being. 'Whistleblowing' procedures are also well known by staff. Where there have been incidents in the past, leaders have taken appropriate and immediate action to inform relevant parties and ensure that pupils are safe. Staff are vigilant in ensuring the safety and well-being of pupils in school. Pupils say they feel cared for and safe in school.
- Leaders engage with a range of agencies to ensure that pupils are thoroughly safeguarded. Therapists support pupils and train staff in supporting particular safeguarding needs. Social workers praise the work of the school highly, particularly around safeguarding.
- The safeguarding and related policies take account of current government requirements. The safeguarding policy is published on the school's website. The school premises are safe and secure.

Quality of teaching, learning and assessment

Good

- Good-quality teaching supports pupils to make good progress from their starting points across the curriculum. Pupils' prior learning and their social and emotional needs are assessed fully when they join the school. Teaching is planned effectively to fill gaps in learning and support pupils' personal development. Teachers use positive strategies to build pupils' self-esteem and help them engage with learning.
- Teaching takes good account of pupils' personal learning plans, including their PEPs and EHCPs. Pupils' learning is enhanced by therapeutic support from specialists.
- Teaching is very effective at key stage 4. Pupils are enthused by activities that are skilfully adapted to their aspirations and abilities. Teachers' in-depth assessment of pupils' needs, their good subject knowledge, skilled questioning and high expectations of pupils' written

work support pupils to make at least good progress. Pupils' reading, writing and mathematical skills are developed very effectively at key stage 4.

- Teaching at key stage 2 motivates and engages pupils. Pupils enjoy the topic-based work that supports them to develop skills across the curriculum. They thoroughly enjoyed art, reading and writing activities based around a dinosaur topic for example, and were fascinated by fossils. Teaching about the key features of different types of writing is a strength at key stage 2. This enables pupils to write competently in a range of styles for different purposes across the curriculum.
- The work that pupils are provided with at key stage 2 is engaging, but it is not as precisely matched to the abilities of the most able pupils as it could be. Effective use of assessment supports teachers to address the learning needs of lower-ability pupils and fill gaps in learning effectively. However, there are occasions when the most able pupils are not provided with work that deepens their learning, especially in mathematics and topic work.
- Teaching at key stage 3 is effective in English and mathematics, where prior learning is assessed effectively. However, teaching is not adapted successfully in other subjects, to build on the prior learning of pupils. In science, for example, the work set is often too difficult, because pupils do not have the reading skills to access the activities fully.
- A new assessment system has been introduced recently and teachers are still learning how to use it effectively in all subjects. Assessment of pupils' literacy, numeracy and personal skills is generally effective. Assessment in other subjects is developing under the guidance of school leaders and through the sharing of the most effective practice.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Key aims of the school are to help pupils to form positive relationships, raise their self-esteem and develop their social and emotional skills. Staff are successful in achieving these aims. Encouraging and mutually respectful relationships help pupils to grow in confidence, and become increasingly ambitious and positive about their futures.
- Teaching and support staff work together effectively to share effective practice. They take advantage of a range of training that supports them in deepening their knowledge and developing their skills to help pupils deal with traumas and form positive relationships.
- Staff liaise closely with a wide range of stakeholders and professionals, including therapists, health professionals, psychologists, child and adolescent mental health services, social workers and carers. This ensures the use of consistently affirming approaches to support pupils in managing their emotions and behaviours at home and in school.
- Pupils' physical, emotional and mental well-being are promoted through the school's nurturing environment and the taught curriculum. Teaching is highly effective in helping pupils develop an understanding of how to keep themselves safe and healthy in and out

of school. Pupils have a full understanding of how to keep safe when online. Older pupils learn to make informed decisions, for example, relating to drugs, alcohol and smoking.

- Pupils say that they feel extremely safe in school. They have absolute confidence that the headteacher will promote their well-being and support their needs. They feel able to approach any staff member for advice and support.
- Pupils say that they have never known any bullying in school. Their views are confirmed by school records. Pupils are very supportive, show empathy towards each other and respect each other's views.
- Careers education, advice and guidance are highly effective. Pupils receive excellent impartial careers advice and information from an independent adviser. Careers education in school is highly effective in developing pupils' work-related, personal and social skills and providing support with applications. The excellent advice helps pupils to make realistic, well-informed decisions about their futures.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour and attitudes to learning improve as they get older and feel settled in school. Pupils who are currently in key stage 4 have excellent attitudes to learning and are highly motivated to attain well in exams.
- Pupils' behaviour in lessons is typically good in the rest of the school. Disruption to learning is minimised by directing pupils' attention to positive activities. Occasionally, pupils do not complete the work they are set at key stage 3 because it does not motivate them.
- Pupils' conduct around the school is good. They are considerate and respectful of each other's needs. Pupils take care of resources and look after the school environment.
- Rarely, physical intervention is used as a last resort if a pupil is posing a risk to themselves or others. Such incidents are recorded in detail and placing authorities are informed immediately. Any incidents are followed up appropriately and leaders are vigilant in ensuring that appropriate approaches are used.
- Pupils' attendance and punctuality are excellent. The vast majority of pupils attend every day, unless absence is unavoidable because of illness or appointments.

Outcomes for pupils

Good

- Pupils typically join the school after periods of absence from education. When they join, some are working well below national curriculum standards that are typical for their age, some are able but have gaps in their learning and some have learning difficulties. All pupils have social, emotional and mental health special needs.
- Pupils make good progress from their starting points, particularly in reading, writing and mathematics. Progress is particularly strong in key stage 4 where pupils are highly motivated and work is adapted skilfully to the needs of pupils of all abilities.

- Pupils make good progress at key stage 2, where they are motivated by interesting activities. However, the progress of the most able pupils is not as strong as that of other pupils. The most able pupils are sometimes provided with work that does not deepen their learning or challenge their thinking.
- Pupils make good progress in English and mathematics at key stage 3, but their progress is less in other subjects because the curriculum is not as well matched to their abilities and interests.
- Pupils gain a range of qualifications suited to their abilities at key stage 4. Where appropriate, pupils are supported to take GCSE examinations in English, mathematics, RE, food and nutrition and other subjects that are relevant to their future aspirations. All pupils are supported to attain at least functional skills qualifications in mathematics and English and level 1 qualifications in PSHE and preparation for working life.
- Pupils' extremely well-developed personal skills and the wide range of qualifications they attain, prepare them very well for the next stage in their education, training or employment. Typically, all pupils enter and sustain places in further education or training of their choice when they leave school in Year 11.

School details

Unique reference number	132079
DfE registration number	888/6046
Inspection number	10067894

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

Type of school	Other independent special school
School category	Independent school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	11
Number of part-time pupils	None
Proprietor	Nicola Kelly
Chair	Nicola Kelly
Headteacher	Wayne Carradice
Annual fees (day pupils)	£29,250 to £38,805
Telephone number	01282 431 144
Website	www.keyschildcare.co.uk/services/education/moorland-view
Email address	waynecarradice@keyschildcare.co.uk
Date of previous inspection	20–22 September 2016

Information about this school

- The school opened in April 1999. In August 2008, it became part of Keys Childcare Limited, which owns a number of other schools in England.
- The school is registered for up to 24 pupils, aged seven to 16 years, who have social, emotional and mental health difficulties. Pupils may also have learning difficulties. Pupils join the school at any time from Year 3 onwards. Their length of stay varies from a few months to a number of years.

- Currently there are 11 pupils on roll. They are taught in three classes covering key stages 2, 3 and 4. The prior attainment and abilities of pupils are highly variable. The vast majority of pupils have education, health and care plans.
- All pupils are looked after by local authorities.
- The school does not currently use any alternative provision.

Information about this inspection

- The inspector examined the premises and observed the school's work. Teaching and learning was observed in each class and pupils' written work was scrutinised.
- The inspector spoke with pupils during teaching sessions and in meetings, to gain their views on the work of the school.
- A range of documentation was scrutinised, including action planning, self-evaluation, monitoring of teaching and learning, tracking of pupils' progress, safeguarding policies and procedures, health and safety checks and risk assessments. School policies were seen.
- The inspector met with the headteacher, regional manager, a representative of the governing body and school staff. She also met with carers, social workers and a careers adviser.
- The inspector spoke by telephone to therapists and local authority representatives.
- The inspector took account of the views expressed by staff who spoke with the inspector during the inspection.
- There were no responses to Parent View, the Ofsted online questionnaire, or the staff online questionnaire.
- The inspector checked the school's compliance with the independent school standards.

Inspection team

Jean Olsson-Law, lead inspector

Ofsted Inspector

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