

Moorland School

Ribblesdale Avenue, Clitheroe, Lancashire, BB7 2JA

Date of visit 24 February 2016

Purpose of visit

This was an unannounced visit carried out at the request of the DfE to check that the school has fully implemented the action plan submitted following the previous visit. The focus of the visit was on welfare, health and safety of pupils, the suitability of staff and the quality of leadership and management.

Characteristics of the School

Moorland School is a day and boarding school for boys and girls aged 3 months to 18 years, situated on the outskirts of town of Clitheroe. The school currently educates 388 pupils, of whom 144 are in the senior school. Just over half of pupils are in the Early Years Foundation Stage (EYFS) and around a sixth are boarders. Most pupils are white British, with a number of different nationalities represented in boarding. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND); no pupils have a statement of special educational needs; 19 have English as an additional language (EAL). The school is a company limited by guarantee, with one registered proprietor who is also the head teacher.

The previous ISI emergency visit was in May 2015.

Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7(a) and (b)] and paragraph 8(a) and (b) and NMS 11]

The school meets the Regulations and Standard.

The school's policy and procedures have been appropriately updated and implemented to meet the requirements of the most recent statutory guidance, *Keeping Children Safe in Education (KCSIE) 2015* and *Working Together to Safeguard Children (WTTSC) 2015*. Since the previous visit, there has been a full and comprehensive review of safeguarding policy and procedures by the proprietors. Definitions of abuse which fully match the scope of those in KCSIE are clearly stated in the policy. Staff are required to read Part 1 of KCSIE and undertake training in child protection as part of their induction procedure, which also includes the school safeguarding policy, the staff code of conduct (covering all situations relevant to the school), whistle-blowing procedures and the identity and function of the designated safeguarding leads (DSLs).

Records and interviews confirm that appropriate training has taken place and that staff understand their responsibilities. The centralised recording of training has been implemented, and this indicates that all staff have been trained in child protection. Staff interviewed were clear in their understanding that safeguarding is everybody's responsibility and that anyone can make a referral. The staff code of conduct been revised to give full guidance regarding conduct in relation to pupils, in particular with regard to the requirements of KCSIE 2015.

The role of the DSL is clear. Staff deputising for the DSL, including one very recently appointed, are named in policy and have suitable status and authority within the school. Staff deputising for the DSL are aware of the school's plans for implementing required changes to safeguarding policy and procedures. They have clear understanding of liaison with external agencies, in order to be able to deputise adequately. The training for the all DSLs has been updated at two-yearly intervals. This has included training in prevention of radicalisation and how to respond if such cases arise. The DSL acts upon and refers matters of concern appropriately. Records of concerns about children in need or at risk are maintained methodically and demonstrate that the correct help is sought in a timely fashion to address risks and prevent issues escalating.

Welfare, Health and safety of Pupils – behaviour and anti-bullying [ISSR Part 3, paragraph 9; paragraph 10; NMS12]

The school meets the Regulations and Standard.

The monitoring of behaviour and bullying makes effective use of a central recording system to identify trends or patterns in pupils' behaviour and types of incidents that occur. Records and interviews confirm that monitoring enables effective oversight and intervention where necessary including contacting parents.

Welfare, health and safety of pupils, including the safety of boarders [ISSR Part 3, paragraphs 11 & 16; NMS 6]

The school meets the Regulations and Standard.

The school has drawn up and effectively implemented a comprehensive written risk assessment policy. There is appropriate oversight of trips and risk activities associated with boarding trips, making good use of the local authority 'Evolve' system. Detailed record-keeping underpins the system.

Welfare, health and safety of pupils – suitable provision of first aid [ISSR Part 3, paragraph 13; NMS 3.1]

The school meets the Regulation and Standard.

The school has ensured that first aid is provided in a timely and competent manner. Additional training has been provided to responsible staff in how to identify and treat injuries caused by burns as a matter of priority. First aid boxes contain appropriate materials, and the contents are checked on a regular basis. The revised first-aid policy now includes guidance on the recognition and treatment of serious burns

Suitability of staff [ISSR Part 4, paragraphs 18 to 21; NMS 14]

The school meets the Regulations and Standard.

The recruitment policy been revised to stipulate that DBS checks are made at enhanced level, that checks against the prohibited list will be made for all those involved in teaching appointed since April 2012 and checks against the barred list must be obtained for all staff. A scrutiny of recent appointments showed that this policy has been followed. Since the previous visit, the school has implemented sound procedures for the recording of checks on the SCR and ensured that appropriate checks have been carried out. On occasions, written references have not been secured before appointment. However, in these cases verbal references have been appropriately obtained, with relevant notes kept on file.

The manner in which complaints are handled [ISSR part 7, paragraph 33; NMS 18]

The school meets the Regulation and Standard.

The school has revised and implemented the school's complaints procedure to reflect the most recent changes to requirements. Timescales are stated for each stage of the complaints procedure and records are kept appropriately.

Quality of Leadership and Management [ISSRs Part 8, paragraph 34; NMS 13.3-13.5]

The school meets the Regulation and Standard.

Senior leaders and proprietors fulfil their responsibilities to monitor compliance with regulations and ensure they are met effectively; and actively promote the well-being of pupils. Safeguarding arrangements are appropriately managed and recorded. Changes in regulations are implemented in a timely fashion and actions following serious incidents have been implemented. The school has drawn up and is implementing a clear timetable for policy review, involving the leadership, proprietor and staff.

Regulatory action points

The school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and National Minimum Standards for Boarding Schools 2015 covered during the visit.