



**INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION**

**MOOR ALLERTON SCHOOL**

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## Moor Allerton School

Full Name of School	<b>Moor Allerton School</b>
DfE Number	<b>352/6001</b>
Address	<b>Moor Allerton School 129-131 Barlow Moor Road West Didsbury Manchester M20 2PW</b>
Telephone Number	<b>0161 445 4521</b>
Email Address	<b>office@moorallertonschool.co.uk</b>
Head	<b>Mr Martin Dunn</b>
Proprietor	<b>Mr Ali Khan</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>252</b>
Gender of Pupils	<b>Mixed (142 boys; 110 girls)</b>
Number of EYFS Children (Age 0-5)	<b>69</b>
Ownership and Governance	Moor Allerton School Ltd is a wholly owned subsidiary of Alpha Schools Limited. The directors provide governance and executive oversight with the support of the head teachers from other schools in the group as well as external specialists.
School Structure	Moor Allerton consists of an Early Years section for children aged from two and a half to four years, who are in the Nursery, together with Reception for over-fours. The infant school contains pupils in Years 1 and 2, while the junior school comprises those in Years 3 to 6.
Inspection Dates	<b>22 Sep 2015 to 23 Sep 2015</b>

## ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and the proprietor. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **INSPECTORS**

Mrs Diane Gardiner	Reporting Inspector
Mr Philip Bowd	Compliance Team Inspector (Bursar, Society of Heads School)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Moor Allerton is a co-educational day school, which has occupied two Victorian townhouses in Didsbury, Greater Manchester, for the past one hundred years. It caters for pupils from the age of two and a half to eleven.
- 1.2 Since the previous inspection, the proprietor of the school changed in 2013 and a new head was appointed, taking up post for the summer term 2015. The school is currently moving into a newly refurbished building adjacent to the current premises, to enable expansion and an improvement in facilities.
- 1.3 The pupils are mostly local and come from professional or business families with a wide range of cultural and religious backgrounds, reflecting the local community.

## **2. COMPLIANCE WITH REGULATORY STANDARDS**

### **Part 1 Quality of education provided**

#### **Curriculum**

- 2.1 The school meets the Regulations.
- 2.2 In all sections of the school, the written curriculum policy and supporting schemes of work take into account the individual needs, interests and aptitudes of the pupils. The range of curriculum documents provides strategies to support the pupils' personal development across all age groups. The curriculum is supportive of ideas such as the rule of law, democracy and individual freedom. [Paragraph 2(1)]
- 2.3 From the Nursery to Year 6, the curriculum is arranged so that all pupils have the opportunity to learn and make progress in the requisite areas. The curriculum prepares pupils for life in modern Britain, and is supported by a range of extra-curricular activities. [Paragraph 2(2)(a), (b) and (i)]
- 2.4 A programme of personal, social, health and economic education (PSHEE) is provided for all year groups, through specific lessons, tutor group sessions, participation in assemblies and specialist visiting speakers. [Paragraph 2(2)(d)]
- 2.5 In the Early Years Foundation Stage (EYFS), the Nursery and Reception children follow the EYFS framework covering the three prime areas of communication language, physical and personal, social and emotional development as well as literacy, mathematics, understanding of the world, and expressive arts and design. Their learning needs are met in all areas. [Paragraph 2(2)(f)]
- 2.6 Pupils from the Nursery to Year 6 make good progress overall. A range of strategies and support for individuals with special educational needs and/or disabilities (SEND), those with English as an additional language (EAL) and more able pupils ensures that all ability groups make good progress. [Paragraph 2(2)(h)]

#### **Teaching**

- 2.7 The school meets the Regulations.
- 2.8 Teaching enables pupils to make good progress and to acquire the knowledge and skills appropriate to their age and ability. Pupils are encouraged to act responsibly and the work set, drawing on systematic assessment, engages and motivates them, whether they are working individually or in groups. A scrutiny of pupils' work, and an analysis of assessment data undertaken by the school, confirmed that pupils make progress that is good in relation to the national average starting point of those of similar ability. [Paragraph 3 (a), (b) and (h)]
- 2.9 Planning takes into account the starting points of all pupils and uses a suitable range of activities, resources and teaching strategies to provide pupils with opportunities to develop their skills, knowledge and understanding of each subject in an open and supportive environment. [Paragraphs 3(c) (d) and (f)]
- 2.10 Teachers use their secure subject knowledge and behaviour management skills to develop pupils' ability to think for themselves, develop their own opinions and understand the needs of others. This was demonstrated in a lesson which dealt with

conflict resolution and another which enabled pupils to develop their own experiments. [Paragraphs 3(b) (e) and (h)]

- 2.11 Assessment processes in the school support learning and progress. In the EYFS, a baseline assessment identifies the starting points of the children and activities, which take into account particular interests and aptitudes, encouraging enjoyment and progress. A structured process of assessment from Year 1 to Year 6 tracks pupils individually, providing teaching staff with detailed sets of data to guide lesson planning and target setting. This data is shared with all staff; the results are monitored and inconsistencies acted upon. Marking is positive, constructive and, where appropriate, provides advice for improvement. [Paragraphs (d) and (g)]
- 2.12 Teaching actively promotes mutual respect and tolerance through understanding of concepts such as individual liberty and the right to hold differing opinions. A knowledge and understanding of others' particular needs, faiths and cultures is developed through teaching in PSHEE and religious education, which supports the school in ensuring that all members of the community are treated equally. [Paragraphs 3(i) and (j)]
- 2.13 The pupils' attainment is not measured by national tests, but by a framework which is externally marked and analysed.

### How well do pupils achieve?

<b>Pupils' Ability</b>	The ability profile of the junior school overall is above the national average, though with a wide range of abilities represented.
<b>Pupils' Needs</b>	Fourteen pupils require support for special education needs and/or disabilities. None has a statement of special educational needs or an education, health and care (EHC) plan. They require support for a range of needs including dyslexia. Ten pupils have English as an additional language, but do not receive specialist support. The school has identified twenty-seven pupils considered to have a high academic or special ability, or talented in areas such as music or sport.
<b>Pupils' Achievements</b>	The pupils' attainment in the junior section is not measured by national tests but by the school's own framework.

## Part 2 Spiritual, moral, social and cultural development of pupils

- 2.14 The school meets the Regulations.
- 2.15 The school's ethos in actively encouraging respect and kindness towards others, whatever their background or faith, upholds the common values found in Britain today. Pupils from all faiths and cultures are supportive of one another and work happily together, showing respect for different views while expressing their own. Elections for positions of responsibility in the school encourage an awareness of the process of democracy and respect for the basis on which law is made and applied. [Paragraphs 2(a) (ii) (vi) (vii)]
- 2.16 Throughout the school, including the EYFS, pupils are polite, confident and express themselves articulately in conversation with each other, staff and visitors. Pupils are aware of the difference between right and wrong, take on responsibilities across the school and express clear views on a range of issues, observed both in lessons and in interviews. They are aware of others and go out of their way to help where they can in school, in the wider community and with international projects in China and Nepal. A programme of external speakers and day and residential trips allows pupils to understand other faiths, cultures and other national initiatives such as recycling and ecology. Care is taken to ensure that a balanced view is presented in all matters, including political views. [Paragraphs 2 (a) (i) (iii) and (v)]
- 2.17 Pupils have a knowledge and appreciation of public institutions and services through visits from local services, such as the police and fire brigade. [Paragraph 2 (a) (iv)]

### What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-seven pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% agree	% disagree	Number offering no view
1. I enjoy school	92	7	10
2. I find my lessons interesting and engaging	91	8	11
3. The school gives me the support I need to learn	98	1	6
4. I can get help if I need it	96	3	5
5. The school encourages me to do my best	96	3	4
6. I feel safe and happy at school	91	8	9
7. My views and ideas are listened to in class and in school	78	21	15
8. Behaviour is good in the school	68	31	13
9. Teachers are fair in the way they give rewards	67	32	11
10. Teachers are fair in the way they give sanctions	77	22	18
11. The school deals with bullying	64	35	16
12. There is a member of staff or senior pupil I can turn to if I have a problem	90	9	13

### **Part 3 Welfare, health and safety of pupils**

- 2.18 The school does not meet all of the Regulations.
- 2.19 Concerns about pupils are appropriately handled in line with local agency guidelines. The safeguarding policy contains all content required by official guidance and is displayed to parents and staff on the school website. The checking of staff, however, has not always been carried out in line with the policy. The designated senior lead is fully trained and all staff are trained every three years. New staff complete a process of induction which includes understanding the school safeguarding policy, reading Part 1 of Keeping Children Safe in Education, and what to do if they have any concerns about a pupil. [Paragraph 7]
- 2.20 Behaviour at the school is managed and promoted in a consistent manner. From the EYFS onwards, the sanctions and rewards system is well understood and most pupils feel that it is fairly implemented. In their questionnaire responses, a small minority of older pupils felt that the implementation was not always fair, which was acknowledged by the new head, who has instigated a review of the system. A small minority of pupils said they thought that behaviour could be improved. Inspectors found that a suitable record of serious misbehaviour is kept, which shows that the school follows stated procedures in such cases. Pupils reported that they got on well with each other and were supported by staff to manage any relationship difficulties. [Paragraph 9]
- 2.21 The school has an anti-bullying policy which takes account of all official guidance. It has been re-issued to staff and parents and is understood by staff and pupils. In their questionnaire responses, a minority of pupils felt that the school did not do enough to deal with bullying. In contrast, all parents judged that the school was effective in this area. Inspection evidence concluded that the school's action is appropriate. In interviews, pupils felt that where there were any bullying issues, they would be well supported by staff in resolving them. Records of such incidents demonstrated a clear process, which involved parents where appropriate, and yielded appropriate resolution. [Paragraph 10]
- 2.22 A health and safety policy, supplemented by risk assessments for many areas of the school, supports the school's aim to provide a safe environment for the staff and pupils. Suitable risk assessments, guided by a policy, are undertaken for trips off site and overseas. Accommodation and premises are maintained to an appropriate standard. [Paragraphs 11 and 16]
- 2.23 Procedures to reduce the risk of fire are appropriate in all areas. Fire drills are undertaken on a regular basis and suitably recorded. Fire equipment is maintained under the management of the trained estate manager and other staff receive training appropriate to their needs. Fire safety information is evident in all classrooms and other key points around the site. [Paragraph 12]
- 2.24 A first-aid policy guides the procedures undertaken by the school. Twelve members of staff are trained in paediatric first aid, ensuring that a qualified person is on site at all times and present on trips, fulfilling the EYFS requirement. Medical boxes are suitably positioned along with a list of available first-aid qualified staff. Medicines are safely stored and care is taken with the process for the administration of medications. Detailed records are kept of any accidents or incidents, and parents are informed of any serious injury and when medication has been administered. [Paragraph 13]

- 2.25 Supervision of pupils is appropriate and carefully organised. Staff know and understand the process to undertake in the event of a pupil going missing. [Paragraph 14]
- 2.26 The admission and attendance registers are maintained manually. The admission register contains all relevant information and the attendance registers are suitably managed and stored for three years. [Paragraph 15]

### **Other legislation**

- 2.27 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.28 The school has an accessibility plan to improve information, the curriculum and physical access for pupils with special educational needs and/or disabilities. [Equality Act 2010]

### **Part 4 Suitability of staff, supply staff and proprietors**

- 2.29 The school does not meet all of the Regulations.
- 2.30 No member of staff currently working at the school is barred from working with children, but when accepting a criminal record certificate from a previous educational establishment, the school has not undertaken its own barred list check before the start of employment. When using supply staff, the school has not received or requested a copy of the criminal record certificate obtained by the supply agency before the start of employment. [Paragraphs 18 and 19]
- 2.31 Appropriate checks have been completed by the Department for Education to ensure the suitability of the school's proprietor. [Paragraph 20]
- 2.32 The single central register of appointments is accurately maintained. [Paragraph 21]

### **Part 5 Premises and accommodation**

- 2.33 The school meets the Regulations.
- 2.34 Suitable toilets and washing facilities are provided in all sections of the school and drinking water is labeled appropriately. Hot water taps are fitted with equipment to ensure that the water is maintained at a suitable temperature. [Paragraphs 23 and 28]
- 2.35 Accommodation for the care of sick and injured pupils meets regulatory requirements. [Paragraph 24]
- 2.36 Care is given to the maintenance of each section of the premises and repairs undertaken where appropriate, particularly during the current period of transition into a new building. Internal and external lighting and acoustic standards are met. [Paragraphs 25, 26 and 27]
- 2.37 A safe and secure outdoor space is available for pupils at break and lunchtimes. Off-site facilities are also used for physical education and games lessons, including a local swimming pool. [Paragraph 29]

## **Part 6 Provision of information**

2.38 The school meets the Regulations.

2.39 From the EYFS onwards, parents receive detailed reports on their children's progress, which provide levels of achievement and targets for improvement. Parents of current and prospective pupils are provided with the required information about the school. The parents of children in the EYFS are provided with the full range of information required under the EYFS framework including the range and type of activities provided, how parents can share learning at home and details of policies and procedures. [Paragraph 32]

## **Part 7 Manner in which complaints are handled**

2.40 The school meets the Regulations.

2.41 Following changes made to the policy to clarify the timescales for resolution of a complaint at the panel stage, an appropriate policy is now available on the school website. Complaints are dealt with in accordance with this. Records of all documentation and discussion relative to each complaint are recorded, including at which stage it is resolved. In their responses to the pre-inspection questionnaire a few parents disagreed that their concerns or complaints are dealt with in a timely manner. Inspection evidence found the process meets requirements and is applied correctly. One formal concern was resolved at stage two of the procedure during the academic year 2014 to 2015. [Paragraph 33]

## **Part 8 Quality of leadership and management**

2.42 The school meets the Regulations.

2.43 Over the last academic year there have been significant changes to the leadership of the school. Progress has been made towards making sure that the school meets all regulatory requirements, including review of policies and procedures and monitoring of their implementation. Leaders and management demonstrate good skills and knowledge appropriate to their role and work to actively promote pupils' well-being. The recommendations from the previous inspection have been resolved. A review of policies and procedures and monitoring of their implementation now takes place appropriately. Leadership and management in the school demonstrate good skills and knowledge appropriate to their role and actively promote pupils' wellbeing. Governance has not yet secured effective oversight of the school's compliance with the independent school standards in all areas as illustrated by the deficiencies in carrying out all necessary checks on new staff but has taken prompt action in response to these findings.

## What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-six parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

Percentage return:	% agree	% disagree	Number offering no view
1. My child is happy at the school.	95	4	1
2. My child is making good progress at the school.	90	9	4
3. My child feels safe at the school.	98	1	1
4. My child is well looked after at the school.	96	3	1
5. The school actively promotes good behaviour.	98	1	0
6. There is someone for my child to go to if problems arise in the school.	93	6	19
7. The school welcomes my views.	80	19	19
8. The school deals well with bullying.	100	0	28
9. Behaviour is well managed.	98	1	7
10. I receive good information about my child's progress, the school's policies and activities/events.	90	10	6
11. I receive timely responses to my questions, concerns and complaints.	83	16	11
12. My child has access to a broad curriculum.	91	8	8
13. My child's individual educational needs are being met at school.	89	10	9
14. I would recommend the school to another parent.	93	6	7

### 3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	No
Part 4 Suitability of staff, supply staff and proprietors	No
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes

#### Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Implement appropriate safeguarding arrangements by ensuring that when using staff from a supply agency the school obtains a copy of the enhanced criminal record check. [Part 4, paragraph 19 (2)(a)(ii) and 19 (2)(d)(ii), under Suitability of Staff and in consequence, Part 3, paragraph 7 (a) and (b) under Welfare, health and safety]
- Ensure that when accepting a criminal record check from a previous education establishment, a separate barred list check is undertaken before the member of staff starts work. [Part 4, paragraph 18.(2)(a) under Suitability of Staff and in consequence, Part 3, paragraph 7 (a) and (b) under Welfare, health and safety]

The school will be required to produce an action plan for the Department for Education to set out how it intends to resolve the issues listed above.

#### Progress since the previous inspection

3.2 Since the previous inspection, the school has ensured that an enhanced criminal record check has been made on all staff and that the resulting certificate has been obtained before or as soon as practical after the person's appointment.