

INSPECTION REPORT

INSPECTION CARRIED OUT ACCORDING TO SECTION 162(A) OF THE EDUCATION ACT 2002

REPORT REFERENCE NUMBER: SIS/162A/2006-7/06

Name of school:	Moor View
DfES number:	878/6058
FOCUS number:	605
Inspection team::	Lead Inspector: Mr Simon Bennett Supporting Inspectors: Mrs Meg Buckingham Mr Derek Coe Lay Inspector: Mr David Kilbey
Dates of inspection:	20 - 23 March 2007

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SCHOOL DETAILS

Name of the school: Moor View

Address of the school: Staplehill Road,
Liverton,
Newton Abbot, TQ12 6JD.
Devon

Telephone number: 01626 821686

Fax number: 01626 821716

Proprietor: Oakdene Education Trust

Name of Chief Executive Officer: Mr Eric Burtenshaw

Name of Senior Teacher: Mr Steven Powell

DfES number: 878/6058

FOCUS number: 605

Type of school: Secondary Independent school affiliated to
the Focus Learning Trust

Age range of pupils and students: 11 to 17

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 32 Girls: 27

Number of post-16 students: Boys: 3 Girls: 4

Number of pupils with statements of special educational need:
Boys: 0 Girls: 1

Type of inspection: Section 162A Inspection

Inspection Team: Lead Inspector: Mr S.P. Bennett
Support Inspectors: Mrs M.A. Buckingham
Mr D. Coe
Lay Inspector: Mr D. Kilbey

Dates of inspection: 20 – 23 March 2007

Date of issue of this report: 19 April 2007

Report reference number: SIS/162A/2006-7/06

PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust (FLT) and agreed with the Department of Education and Skills (DfES). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector, who looked at agreed aspects of the regulations. The lay inspector also evaluated both the Trustees' stewardship of resources and the ethos of the school and reported on these in an internal report to the FLT. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

During the inspection, the team held discussions with trustees, the Chief Executive Officer (CEO), the senior teacher, members of the teaching staff, and spoke to pupils and students. The school provided a range of documents for inspectors to scrutinise, together with samples of pupils' work from Years 8, 9 and 11. Two days were used to observe teaching and learning. The inspection team wish to thank all staff, pupils and students at the school for the help and co-operation they received during their time in the school.

Information about the school:

Moor View School opened in 2004 on a temporary site as a result of the merger of three FLT schools located in the West of England. The school is housed in a leased site in a range of portacabins and has a hard surface play area. The school is waiting for the completion of the planning process in order to move to a permanent site nearby. There are currently 52 boys and girls of compulsory school age on roll between the ages of 11 and 16 years. In addition, there are seven post-16 students. The school is situated in well-wooded countryside a few miles from Newton Abbot. The catchment area is wide and pupils travel from as far afield as Bridgwater and Plymouth. One pupil has a statement of special educational needs.

Summary of main findings:

The quality of the curriculum is good, although aspects of it are under review, most particularly in Year 12. The quality of teaching is generally good, never unsatisfactory and at times has outstanding features. There is unevenness of provision across the subjects and key stages in the opportunities given to ensure that all pupils can take increased responsibility for their learning. Assessment for pupils' learning is satisfactory. The development of pupils' spiritual, moral, social and cultural awareness is good, as are provisions for their welfare, health and safety.

NOTE ON THE TERMINOLOGY USED IN THIS REPORT

Throughout this report the word 'pupil' is used to describe young people in years 7 to 11. The word 'student' is used to describe those studying in year 12 and beyond.

What the school does well:

- it has successfully effected the amalgamation and integration of its three predecessor schools;
- it has established positive, respectful and supportive relationships between the pupils;
- it provides a strong and effective curriculum; and,
- its provision for the welfare, health and safety of pupils is good.

What the school must do to comply with the regulations:

- prior to the confirmation of the appointment of all staff, appropriate checks must be carried out to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications.

Next Steps:

Although not a requirement the school might like to consider the following suggestions in order to improve its provision further.

- introduce the systematic monitoring and evaluation of what is in place, to ensure the consistent implementation of policies and good practice across the school in order to facilitate the raising of standards;
- encourage the development of the potential of the pupils through systematic support and increased opportunities for exercising responsibility; and,
- examine the structure of the school day to provide increased opportunities for professional dialogue, the management of time, and extra-curricular activities.

Distribution of this report

This report is being sent to the CEO and Senior Teacher of the school, and the CEO is asked to ensure that copies are made available to parents of all pupils and students. In addition, it is being sent to the Secretary of State through the Independent Schools Registration Team of the DfES, to the trustees of the FLT and to its Regional Trustee, to members of the SIS team, and to the members of Her Majesty's Inspectorate in OFSTED charged with monitoring how the SIS conducts its inspections. The FLT has established a website upon which this, and other similar inspection reports, will be placed. Details can be found at the end of the report.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

1. The quality of education provided by the school

The quality of the curriculum

The curriculum at Moor View is broad, and has a number of strengths which support pupils in making good academic progress. It meets the needs of pupils of all abilities. At Key Stage 3, pupils are offered English, French, geography, history, mathematics and science, with artistic provision reinforced by art and music. Girls take a course in textiles, and boys are offered woodwork and craft, design and technology (CDT). The spiritual and moral, social and cultural aspects of pupils' development are catered for through citizenship and Bible Studies. Physical education (PE) is provided, as well as typing, which reappears in Year 12. At Key Stage 4 all these subjects continue, with the exception of typing and art, which are only available in Year 10. Science transmutes at Year 11 into the separate study of physics and chemistry, and business studies and bookkeeping/accounts are added. For Year 12 the school provides a strong vocational education, including a Business and Technology Education Council (BTEC) award in business studies. Students are entered for Advanced Supplementary (AS) level in English and accounts, and resume typing. Art, Bible Studies, CDT/ woodwork, current affairs, French, music and PE are also on the curriculum. At the end of Key Stage 4 results achieved by pupils in public examinations reflect the progress they make as they go through the school and develop confidence. In the summer of 2006 all but one Year 11 pupil achieved five A*-C grades at General Certificate in Secondary Education (GCSE) level. In 2005 and 2004 all pupils achieved five A*-C grades. Results in English, history and mathematics have been particularly good. Overall, the taught curriculum provision at Key Stage 4 is good and is supported by opportunities for extra-curricular provision through visits and outings related to specific subjects. This helps to prepare pupils effectively for life after school. The school prospectus makes clear what is on offer and the curriculum meets its aims. Schemes of work support the curriculum with the full range of programmes supplied by FLT. The personal, social and health education (PSHE) programme is coherent and in the process of further development. It covers all year groups up to GCSE. The curriculum provides a wide range of learning experiences, and there is much on offer in Year 12. All pupils have opportunities twice a week for games, facilitated by the use of extensive playing fields four miles from the school at Seale Hayne as well as the use of indoor sports facilities at the same college. Provision for Year 12 meets the aims and values of the school and of the FLT by providing a broad vocational experience for the students.

Careers education has been sporadic, but is now in place with a presence in PSHE and a programme of interviews, work experience placements and visits.

Pupils' creative and expressive experiences are strengthened through art and music. There is potential for art to be offered at GCSE, given that it is offered and much enjoyed in all other year groups. Provision and support for pupils who experience learning difficulties, including those with statements, are good, and pupils with statements receive strong care and attention within the curriculum. Assistance for differentiation and modification is on offer for all teachers. Other pupils have also received helpful support.

The school uses a video conference link to work with a pupil in the Netherlands, who at the time of the inspection was spending a week in the school.

The school supplements the curriculum with a range of well organised trips in subjects such as geography to various sites of interest, relevant to their studies. There is little opportunity or provision for extra-curricular activity during the very crowded school day. The school is looking at the shape of the Year 12 provision in the light of the FLT concern for providing for Year 13. There are links with South Devon College for Year 12, but these are limited. Fifty minutes per week is devoted to Bible Studies for all pupils at all levels. This reinforces the Christian foundation of the school.

The quality of teaching and assessment

The teaching overall is good and never less than satisfactory. Some lessons seen, for instance, in English, geography, history, art and mathematics, had outstanding elements, but there was also an element of unevenness in some areas. The inspectors observed 31 lessons, covering all subjects except textiles. Every year group was seen and almost all the teachers. The aims of the school were appropriately fulfilled.

Pupils were active learners when given the opportunity. They are articulate, curious and interested. In the best lessons there were no differences in the quality of participation between pupils of different abilities and genders. Girls were as forthcoming and involved as the boys. Where provision was less focused on the needs of pupils as individuals or groups, greater unevenness was evident and progress was slower.

In most subjects there is evidence of high quality written presentation, pride in layout and attractive artwork. Cross-curricular skills were often evident. Mathematicians expressed themselves articulately, and numeracy was emphasized in French when slicing up the camembert. Literacy skills were strongly evident in history (the Doomsday Book) and geography (exploring Japanese culture).

In the best lessons success was achieved through greater variety of activity, higher expectations and more extended opportunities to participate. The African drum sessions were particularly invigorating. There are some good displays around the school, celebrating pupils' work, but there is still space for more to be posted, particularly in the library. In less secure teaching, weaker performance was largely the result of a failure to engage pupils in taking active responsibility for their learning, for example by encouraging them to research for information.

Assessment of pupils' progress is satisfactory. Testing is undertaken regularly and parents receive reports twice a year on their children's progress. Parents in the pre-inspection questionnaire say they find them helpful. Baseline commercial tests on entry, standardised tests in Key Stage 3 with National Curriculum levels and GCSE at end of Key Stage 4 are providing some indications of individual pupils' progress overtime. However, within this framework there is no agreed whole school policy on the purposes of assessment, including one for marking pupils' work. In general, assessment information informs planning, but not all teachers follow this through into well targeted tasks in lessons so as to ensure the work is always matched to individual pupils' varying abilities. The quality of marking is inconsistent. The best, for example, in English and mathematics at Key Stage 4, is instructive and pupils have a clear idea of what they have done well and how they can improve. Similarly,

in history at Key Stage 3 effective use is made of target setting, linked with informative marking, contributing to pupils' good progress. This is encouraging pupils to develop the skills of evaluating their own work against clear and understood criteria. They respond well and find it helpful. In contrast, in some subjects, marking is cursory or pupils' work has not been marked for several weeks. No systematic monitoring of marking or assessment is undertaken across the school to ensure consistency and raise the quality to that of the best.

The quality of learning support is good. It is clearly organised and individual learning plans and targets are clearly documented and understood by pupils. Excellent relationships exist between pupils and the dedicated learning support team, whether through in-class support or working one-to-one. This contributes to these pupils' growing self confidence and sense of success, and they achieve well. Good advice has been provided by the learning support coordinator to subject teachers on how to support pupils with learning difficulties. However, on occasion, support staff are not briefed by subject teachers and the work provided is not targeted effectively. Consequently, pupils do not make as much progress in these lessons.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is well provided for. Pupils' spiritual and moral instruction is covered in Bible Studies and to a lesser extent in citizenship lessons. This provision supplements the strong instruction that pupils receive at home. Courtesy and respect for others is instilled and underpinned by the Christian foundation of the school. Daily relationships between pupils and adults are generally good. The powerful moral ethos of the school is understood by the pupils, who can distinguish between right and wrong. The school's expectations of behaviour are clearly known and absorbed. Occasionally behaviour falls short when pupils are not sufficiently challenged and engaged in class.

The pupils are thirsty for responsibility, and the school is in the process of establishing a school council and looking at ways to enable Year 12 to take greater responsibility within the school. Much evidence of pupils making a positive contribution to each other and the community was seen during the week of the inspection. Considerable support and interest in each other's views was evident in many lessons, and pride was taken in other pupils' success.

The PSHE programme, which includes work experience, careers, respect, safety and finance, enables pupils to enlarge their understanding of responsibility.

Cultural development is facilitated through contacts developed within this programme, through work experience, through visits and performances and most often in topics covered in class. The outings linked to academic subjects have environmental, international and historical connotations and are much appreciated by the participants. Visits to the Houses of Parliament and the Imperial War Museum extend the pupils' awareness of the world beyond the classroom. In the classroom a detailed discussion in Year 9 geography analysed how a country such as Japan developed its economy. Music across the curriculum enabled pupils to play a fine range of African drums to absorb the rhythms of African music and discuss the construction of these instruments and their history.

The school produces an annual magazine, and events such as the production of the *Pirates of Penzance* reflect the pupils' enthusiasm for participation and performance. Outstanding art work was in evidence, some of which was on display, contributing to the pupils' self-esteem and sense of achievement.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of pupils

The quality of the provision for pupils' welfare, health and safety is good. All the regulations are met and all the required policies in place. These are based on those from the FLT and have been adapted to reflect the local situation. Teachers show much care and concern for all pupils. The approach of the designated officer for child protection is conscientious and sensitive, contributing to the well-being of pupils. Safeguarding Children Awareness Training has been presented for serving staff, but this is not yet part of the induction of new staff and all trustees and other volunteers. Ways are being planned to give pupils opportunities to explore keeping safe both within the PSHE programme and the work on anti-bullying. Pupils are encouraged to lead healthy lifestyles and they thoroughly enjoy PE. Pupils have bottles of water with them during the day and learn about nutrition in science. Risk assessments for education visits are particularly thorough, as are those regarding fire precautions. First Aid arrangements are in place and all Year 12 students gain First Aid certificates. The health and safety Trustee and Officer are diligent in their responsibilities, and satisfactory systems are in place for day-to-day checks on health and safety. However, once in place, policies and procedures are not systematically monitored to ensure that the good provision is sustained. The school's expectations of behaviour are clearly set out in the discipline policy and well known to pupils, and they appreciate the awarding of merits for good work.

Admission registers and daily attendance registers are kept in accordance with the regulations.

Does the school meet the requirements for registration?

Yes.

4. Suitability of the proprietor and staff

The school meets all but one of the regulations. All teaching staff, volunteers, supervisors and trustees have been carefully checked for their suitability to work with children through the Criminal Records Bureau. Documentation from the amalgamation of schools and for more recent staff appointments have gaps in the required information and in the record keeping. Not all the checks required to confirm identity, qualification, references and medical fitness of staff have been completed nor detailed records kept.

Does the school meet the requirements for registration?

The school meets all but one of the requirements.

What does the school need to do in order to fully meet the requirements?

Prior to the confirmation of the appointment of all staff, appropriate checks must be carried out to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications (paragraph 4(c)).

5. Suitability of the premises and accommodation

The senior teacher, CEO and trustees have worked exceptionally hard to maintain their temporary site and sustain its viability. They are well aware of the need to ensure security of access and to make the temporary buildings not only functional but as attractive as possible. To some extent this has been achieved, but most of the classrooms are relatively small and this limits opportunities for movement in creative subjects such as art. Several rooms are also shared between subjects, which restricts space for display. There is a spacious hard surface play area, and the courtyard has been made inviting with benches and tables well used for recreation on sunny days. Every available space is used by pupils to further their studies. Staff need to be continuously aware of safety issues pertinent to practical work in the laboratory and the woodwork room. It is important to continue to ensure that safety signs on the machinery are visible and kept up-to-date.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents

Provision of information is good and meets all the regulatory requirements. The twice yearly reports on pupils' progress generally give clear indications of strengths and weaknesses. School matters are communicated to parents through a variety of means, which include the school magazine. In the pre-inspection questionnaires parents displayed high levels of satisfaction with the school's provision, but showed some concern as to the effectiveness and consistency of discipline.

Homework is recorded in a planner for the guidance of the pupils. The Focus diary, which has the advantage of being an additional channel of communication, is not yet in use.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's complaints procedure

The school's procedures for handling complaints are effective and fully compliant. The school uses the FLT policy and it has been utilised on one occasion so far. This was satisfactorily implemented.

Does the school meet the requirements for registration?

Yes.

PART C: THE QUALITY OF ORGANISATION AND MANAGEMENT

This section is not a requirement of the Education Act 2002. The Lay Inspector evaluated both the school ethos and the Trustees' stewardship of resources and produced an internal report for the Focus Learning Trust, which is summarised below:

The governing of the school is firmly under the control of the trustees, who are dedicated to the welfare of the school and pupils and uphold sympathetically its Christian caring ethos.

Daily management is carried out capably by the senior teacher in conjunction with the CEO, other Trustees and daily supervisors. The recent appointment of a full-time secretary is a wise move, to relieve the Senior Teacher and CEO of routine duties. It is of particular note how well the Senior Teacher and CEO, through mutual respect, can work together and this should be extended into curriculum and staffing matters to help the school move forward educationally.

Arrangements for the Senior Teacher to have more time for administration and his greater inclusion in staff selection and curriculum planning would be necessary to ensure continuing raising of standards. Some of the staff expressed the wish for more frequent but shorter staff meetings, with increased focus on specific topics.

There is no consistent procedure for induction for staff on joining the school. This could be strengthened through the provision of a comprehensive Staff Handbook. All staff should be encouraged to attend FLT sponsored professional development days whenever convenient.

