



SCHOOL INSPECTION SERVICE

Progress monitoring report

School name	Michael House School
DfE registration number	830/6010
Inspection dates	28-29 June 2017
Reporting inspector	Peter Jones
Supporting inspector	Christine Graham

SECTION A: Information

Information about the inspection

This inspection was conducted by the School Inspection Service (SIS) at the request of the Department for Education (DfE). It was carried out by SIS in accordance with Section 109(1) and (2) of the Education and Skills Act 2008, and it follows the inspection framework agreed with the DfE.

The last inspection took place on 24 - 26 January 2017. The inspection report made the following recommendations for improvement in order to meet the independent school standards:

- ensure that appropriate plans and schemes of work are drawn up for all subjects and implemented effectively (paragraph 2(1)(a));
- ensure that curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan (paragraph 2(1)(b)(i));
- provide personal, social, health and economic education which reflects the school's aims and ethos (paragraph 2(2)(d)(i));
- provide personal, social, health and economic education which encourages respect for other people paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d)(ii));
- ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2)(h));
- ensure that pupils are prepared for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i));
- ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so they increase their understanding and develop their skills in the subjects taught (paragraph 3(a));
- ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b));
- ensure that lessons are well-planned and that there are effective teaching methods, activities and the management of class time (paragraph 3(c));
- ensure that teachers show a good understanding of the aptitudes, needs and prior attainment of the pupils and ensure that these are taken into account when planning lessons (paragraph 3(d));
- ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from assessment to plan teaching so that pupils can progress (paragraph 3(g));
- actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a));
- further tolerance and harmony between different cultures and traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v));
- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7 (a));

- ensure that arrangements to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State (paragraph 7(b));
- ensure that the school complies with relevant health and safety rules by the drawing up and effective implementation of a written health and safety policy (paragraph 11);
- ensure that admissions and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15);
- ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy (paragraph 16 (a));
- ensure that appropriate action is taken to reduce risks that are identified (paragraph 16 (b));
- provide suitable changing accommodation and showers for pupils aged 11 and over at the start of the school year (paragraph 23(1)(c));
- ensure that the school premises and accommodation are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25);
- ensure that parents are provided with information about the educational and welfare provision made for pupils for whom English is an additional language (paragraph 32(3)(b));
- ensure that those with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a));
- ensure that those with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)); and
- ensure that the well-being of pupils is actively promoted (34(1)(c)).

The school was served with a Notice by the DfE on 23 March 2017 requiring an Action Plan to be submitted by 23 April 2017 with an implementation date of 23 June 2017. The Action Plan was submitted on 20 April 2017 and evaluated by SIS on 3 May 2017. The Action Plan required improvement. On 31 May 2017 the DfE called for an unannounced Progress Monitoring Inspection to be carried out by the School Inspection Service for a compliance check.

This inspection took place without prior notification to the school. It was conducted by two independent professional inspectors who looked at aspects of the school's provision as requested by the DfE and covered by the school's action plan. The inspection looked only at the main school for pupils aged six to sixteen. It did not include the kindergarten, as the previous inspection had found that all the requirements of the Early Years Foundation Stage (EYFS) were met.

Information about the school

Michael House School was founded in 1934. It moved to its present site in 1977. It is situated close to Heanor in its own grounds adjoining the Shipley Country Park in Derbyshire. It caters for boys and girls aged from three years and six months to 16. The kindergarten classes include children from three and a half to six years. Those aged three to five follow the Early Years Foundation Stage (EYFS) curriculum with agreed modifications and disapplications. The number of pupils on roll has declined significantly in recent years. At the time of the inspection there were 72 pupils on roll, 66 in the main school and 16 in the kindergarten. One pupil currently has an education health care plan (EHC plan). No pupils currently have English as an additional language (EAL). The school follows the Steiner Waldorf curriculum. Steiner's philosophy and his views on child development and psychology underpin the school's educational approach. The school aims to provide an environment and education that will allow pupils to become creative, responsible, and confident adults who are well equipped to face the many challenges of life. In common with other Steiner Waldorf schools there is no head teacher, and leadership and management rests with the trustees, the collegiate (a body made up of teachers, staff and the school manager) and the school administrator. A new board of trustees was appointed during 2016, and three additional trustees have been appointed recently. The school manager was appointed in December 2016. The school uses the Steiner Waldorf system of naming classes and these names are used throughout the report. The corresponding National Curriculum years are shown below.

Steiner Class Names	National Curriculum Year Groups
Kindergarten	Nursery, Year R, Year 1
Class 1	Year 2
Class 2	Year 3
Class 3	Year 4
Class 4/5	Year 5/6
Class 6	Year 7
Class 7/8	Year 8/9
Class 9	Year 10
Class 10	Year 11

SECTION B: Evidence of progress in relation to the action plan and compliance

Part 1, paragraph 2(1)(a): ensure that appropriate plans and schemes of work are drawn up for all subjects and implemented effectively.

The standard is now met.

School leaders now ensure that all lesson planning and schemes of work are completed and monitored by senior staff.. Schemes of work are now in place. While there is variation in the quality of planning documents, some are excellent with highly effective strategies to meet the needs of all students. Leaders are aware of weaker planning and provide support to help teachers develop planning skills. Teachers are required to produce daily lesson plans, and in nearly all the lessons seen during the inspection plans followed the school format, were of good quality and identified differentiated tasks.

Part 1, paragraph 2(1)(b)(i): ensure that curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

The standard is now met.

All the schemes of work now include some differentiated activities, especially for the most and least able and those with an EHC plan. Staff have received training in how to plan lessons, and the great majority of teachers conform to the new lesson planning format which is being trialled. Checks on the quality and completion of lesson plans and schemes of work are made by the school manager.

Part 1, paragraph 2(2)(d)(i): provide personal, social, health and economic education which reflects the school's aims and ethos.

The school has put in place a suitable plan for the provision of personal, social, health and economic education (PSHEE) which reflects its aims and ethos.

Part 1, paragraph 2(2)(d)(ii): provide personal, social, health and economic education which encourages respect for other people paying particular regard to the protected characteristics set out in the 2010 Act.

The standard is now met.

The school has now identified and strengthened the points at which the PSHEE programme encourages respect for other people. Pupils said they were very interested by the recently introduced inputs on, for example, disability and human rights and felt that they were now learning more about life in Britain today.

Part 1, paragraph 2(2)(h): ensure that all pupils have the opportunity to learn and make progress.

The standard is now met.

The school has updated its tracking and assessment systems and these have been used with increasing expertise. Pupils say that teaching has improved and that they now have a clear idea of what they need to do to pass examinations. The level of teacher expertise has been enhanced by new appointments and training, and the quality of lesson content and pupil behaviour has improved.

Part 1, paragraph 2(2)(i): ensure that pupils are prepared for the opportunities, responsibilities and experiences of life in British society.

The standard is now met.

The review of PSHEE provision has led to explicit reference to contemporary life in British society, both in the mainstream curriculum and through expert speakers brought into school to speak, for example, about local and national government and parliamentary democracy.

Part 1, paragraph 3(a): ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so they increase their understanding and develop their skills in the subjects taught.

The standard is now met.

All teachers now complete assessment and tracking documents, including the use of a grading system recognising a range of skills and attributes. Teachers annotate grades with written assessments and annotations that make clear what skills and knowledge pupils have mastered and what they must do to improve. Day-to-day marking and assessment has improved. Since the previous inspection all teachers have received training, including subject specific training in GCSE subjects, training from the Steiner Waldorf Fellowship and attendance at the annual Steiner Waldorf teachers' conference. This has resulted in increased teacher confidence and improved teaching skills.

Part 1, paragraph 3(b): ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

The standard is now met.

Pupils say they enjoy the greater level of challenge that lessons now provide. Older pupils say they now understand what they must do to gain good grades at GCSE. They say they are given good guidance and feedback which helps them to understand difficult concepts and manage their workload. Evidence from pupils' books shows an improved quality and quantity of work. In the lessons seen teachers used a range of interesting strategies which encouraged independent learning and creativity.

Part 1, paragraph 3(c): ensure that lessons are well-planned and that there are effective teaching methods, activities and the management of class time.

The standard is now met.

Pupils say that all lessons now begin punctually and that the content of lessons is more challenging and provides pupils with meaningful tasks. Schemes of work are in place for all subjects, and teachers are expected to provide a lesson plan for each subject. The lesson planning format prompts teachers to consider the objective of the lesson and how new information will be delivered. The new planning system ensures that class time is used more effectively. Nearly all staff are very positive about the school's new expectations and feel involved in the improvement process.

Part 1, paragraph 3(d): ensure that teachers show a good understanding of the aptitudes, needs and prior attainment of the pupils and ensure that these are taken into account when planning lessons.

The standard is now met.

The schemes of work now provide differentiated activities for different groups, with the best of them showing how work will be differentiated for individual. These schemes are updated each term with the result that teachers can see what is working well and what progress is being made from term to term. The school does not use standardised tests in lower school. The new assessment system and procedures for tracking pupils' progress give a clear picture of strengths and weaknesses and what pupils need to do to improve. Summary documents are updated each term.

Part 1, paragraph 3(g): ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from assessment to plan teaching so that pupils can progress.

The standard is now met.

An assessment framework is now in place and is used by teachers. Day-to-day marking has improved, and teachers complete assessment and tracking documents, including a grading system with written annotations which make clear what skills and knowledge pupils have mastered and what they must do to improve. Pupils' progress is tracked from term to term, and information from assessment is used to plan lessons. Although this varies in quality, where it is less well developed, staff receive help and support.

Part 2, paragraph 5(a): actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The standard is now met.

In addition to input from expert speakers on democracy and human rights, pupils are now gaining awareness of the democratic process through an elected pupil council which gives them a voice and allows them to be actively involved in decisions about school life.

Part 2, paragraph 5(b)(v): further tolerance and harmony between different cultures and traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

The standard is now met.

There is now more varied study of different religions and cultures which has been introduced as part of the enhanced PSHEE programme. Pupils reported that they were interested to find out about ceremonies and traditions of different faiths and cultures from, for example, recent inputs from Buddhist and Hindu speakers. This has given them a greater understanding of faith communities which make up UK society.

Part 3, paragraph 7 (a): ensure that arrangements are made to safeguard and promote the welfare of pupils at the school.

The standard is now met.

Since the last inspection the school has made significant practical changes to improve health and safety. The school has suitable safeguarding and e-safety policies, and has been active in ensuring that both of these are up to date and relevant to the school and the needs of pupils.

Part 3, paragraph 7(b): ensure that arrangements to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State.

The standard is now met.

A new welfare, health and safety policy has been put in place with provision for systematic monitoring going forward. The policy is compliant and up to date.

Part 3, paragraph 11: ensure that the school complies with relevant health and safety rules by the drawing up and effective implementation of a written health and safety policy.

The standard is now met.

The arrangements for welfare, health and safety have been reviewed with the help of professional consultants, brought up to date and systematically implemented. All the required policies are now in place and staff and trustees now show good awareness of the relevance of the new arrangements and policies to the welfare of pupils.

Part 3, paragraph 15: ensure that admissions and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

The standard is now met.

Since the previous inspection the school has provided teachers with guidance on the completion of attendance registers and has put in place a system of weekly monitoring by a senior member of staff to check their accuracy. The admission and attendance registers now meet requirements.

Part 3, paragraph 16 (a): ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy.

The standard is now met.

As part of its review and re-drafting of welfare, health and safety policies the school has prepared and implemented a suitable risk assessment policy. The extensive involvement of a professional consultancy has led to significant improvement in the school's provision for health and safety, including fire safety, with greater regard for risk assessment.

Part 3, paragraph 16 (b): ensure that appropriate action is taken to reduce risks that are identified.

The standard is now met.

Staff are now encouraged to identify practical health and safety problems quickly and record them in a log book, with a weekly working party of volunteer helpers acting promptly to rectify faults and hazards.

Part 5, paragraph 23(1)(c): provide suitable changing accommodation and showers for pupils aged 11 and over at the start of the school year.

The standard is not met.

The school has not met this standard. The school has plans to provide the required facilities by the beginning of the autumn term 2017 and has obtained a quote for the cost of installing a shower from a local supplier.

Part 5, paragraph 25: ensure that the school premises and accommodation are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

The standard is now met.

The school has acted promptly to rectify the serious health and safety hazards identified on the premises at the last inspection. A Science storeroom containing a large quantity of potentially dangerous chemicals has been cleared and the chemicals removed by a firm specialising in the disposal of hazardous waste. Chemicals are now labelled appropriately and stored safely. A large general purpose storeroom which was very cluttered and hazardous for pupils and staff has been cleared and is now safe to use. Tools in the woodwork room are more secure and cleaning has improved significantly.

Outside areas of the school identified at the last inspection as hazardous are now cordoned off and not accessible to pupils, and work is continuing to clear those areas. Arrangements to reduce the risk to pupils from traffic to private dwellings on a lane adjacent to the playground have improved with signs, road markings and a marked crossing point.

Part 6, paragraph 32(3)(b): ensure that parents are provided with information about the educational and welfare provision made for pupils for whom English is an additional language.

The standard is now met.

The school has put in place a policy which covers the educational and welfare provision for pupils for whom English is an additional language, and this is shared with parents.

Part 8, paragraph 34(1)(a): ensure that those with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently.

The standard is now met.

Staff and in particular the school manager and trustees have worked systematically to address the recommendations for improvement from the last inspection. They have quickly developed their understanding of the independent schools standards, prioritising safeguarding and the welfare, health and safety of pupils, with the positive outcomes which are recorded in this report. Work on improving the curriculum, teaching, learning and assessment have ensured that the standards are now met although school leaders are aware that there is still scope for further development in those areas.

Part 8, paragraph 34(1)(b): ensure that those with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently.

The standard is now met.

Since the last inspection responsibilities for meeting the standards have been more clearly allocated to staff and trustees. There is now a greater awareness of the significance of the standards for the school, and more accountability for meeting them.

Part 8, 34(1)(c): ensure that the well-being of pupils is actively promoted.

The standard is now met.

Since the previous inspection staff and trustees show greater awareness in the areas of welfare, health and safety and have made practical changes to better promote the well-being of pupils.

Compliance with the requirements of the Education (Independent School Standards) Regulations 2014¹

The school must take action to meet The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements as follows:

- **Part 5, paragraph 23(1)(c): provide suitable changing accommodation and showers for pupils aged 11 and over at the start of the school year.**

¹ www.legislation.gov.uk/uksi/2014/3283/contents/made.

SCHOOL DETAILS

Name of school:	Michael House School			
Address of school:	The Field Shipley Heanor Derbyshire DE75 7JH			
Telephone number:	01773 718050			
Email address:	admin@michaelhouseschool.com			
Web address	www.michaelhouseschool.com			
Proprietor:	Michael House School Association Ltd.			
Chair of Trustees:	Ian Duffy			
Head Teacher:	N/A School Manager Ron Waddell			
DfE Number:	830/6010			
Type of school:	Independent school			
Age range of pupils:	3.5 -16 years			
Gender of pupils:	Mixed			
Total number on roll:	full-time	66	part-time	16
	Boys:	44	Girls:	38
Number of pupils with Education Health and Care Plans (EHCP):	Boys:		Girls:	1
Number of pupils with English as an additional language:	Boys:		Girls:	0
Type of inspection:	Progress monitoring inspection under Section 109 of the Education and Skills Act 2008			
Date of inspection:	28 -29 June 2017			
Inspectors:	Peter Jones (RI), Christine Graham			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.