



**INDEPENDENT SCHOOLS INSPECTORATE**

**MOORLANDS SCHOOL**

**EARLY YEARS FOUNDATION STAGE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Moorlands School

Full Name of School	<b>Moorlands School</b>
DfE Number	<b>383/6002</b>
EYFS Number	<b>EY310999</b>
Registered Charity Number	<b>529216</b>
Address	<b>Moorlands School Foxhill Drive Weetwood Lane Leeds West Yorkshire LS16 5PF</b>
Telephone Number	<b>0113 278 5286</b>
Fax Number	<b>0113 203 3193</b>
Email Address	<b>info@moorlands-school.co.uk</b>
Head	<b>Mr Martin McElhone</b>
Chair of Governors	<b>Mr Trevor Mulryne</b>
Age Range	<b>2 to 13</b>
Total Number of Pupils	<b>147</b>
Gender of Pupils	<b>Mixed (96 boys; 51 girls ;)</b>
Numbers by Age	<b>0-2 (EYFS): 16    4-5 (EYFS): 10 3-4 (EYFS): 22    5-13: 99</b>
Head of EYFS Setting	<b>Miss Wendy Cooper</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>04 Feb 2014 to 05 Feb</b>

## PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in March 2011.

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) (England) Regulations 2010. 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. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth 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 referred to in the published report but will have been considered by the team in reaching their judgements.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Sheila Boyle      Early Years Lead Inspector

Mrs Angela Beck      Team Inspector EYFS (EYFS coordinator, Society of Heads school)

## CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 SUMMARY</b>	<b>2</b>
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
<b>3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>3</b>
(a) How well the early years provision meets the needs of the range of children who attend	3
(b) The contribution of the early years provision to children's well-being	3
(c) The leadership and management of the early years provision	4
(d) The overall quality and standards of the early years provision	4

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moorlands School is a co-educational day school founded in 1898 as a boys' school in Headingley, Leeds. In 1967 it relocated to Foxhills, a Victorian mansion, which stands within leafy grounds in the northern suburb of Weetwood. In 1967, the school became a charitable trust managed by a board of governors. It became co-educational in 1981. Since the previous inspection, a new head teacher was appointed in September 2013, and the school also became a full member of the Methodist Independent Schools Trust (MIST). The school offers "wrap around care" each week day between 7.30am and 8.30am and from 3.30pm to 6.00pm.
- 1.2 The school is non-denominational and aims to develop every child's full potential in a happy, caring and friendly environment and to equip its pupils with a strong foundation for their future lives.
- 1.3 The school has a total of 147 pupils, of whom 48 are in the Early Years Foundation Stage (EYFS). Of the 15 girls and 33 boys in the setting, 16 are under the age of three, 22 are aged 3 to 4 and 10 are aged 4 to 5. There are 34 pupils attending part-time. Children live in the surrounding area and come from families with a variety of social, ethnic and economic backgrounds. The school does not select by ability, and the ability profile of the children is therefore a wide one. One child in the EYFS has been identified as having special educational needs and/or disabilities (SEND). Currently there are no pupils who need support for English as an additional language (EAL).
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Squirrels	Nursery (aged 2-3)
Foxes	Nursery (aged 3-4)
Reception	Reception (aged 4-5)

## **2. SUMMARY**

### **(i) Compliance with statutory requirements**

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

### **(ii) Recommendation for further improvement**

- 2.2 The school is advised to make the following improvement.

1. Increase opportunities for children to use ICT as part of their learning.

### **3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

#### **3.(a) How well the early years provision meets the needs of the range of children who attend**

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Using their expert knowledge, teachers have high expectations, motivating and engaging children by providing them with an excellent range of learning opportunities and experiences in the prime and specific areas of learning. As a result all children reach the level of development typical for their age. Their progress is good in relation to their starting points; some make exceptional progress.
- 3.2 The provision is enhanced by specialist teaching in music, dance, and swimming for all children. French is taught in Reception year. The regular and effective teaching of language, communication and number skills for all children including phonics, help children develop proficiency in reading, writing and number from an early age. Children benefit from the opportunities they get to use electronic equipment and the managers recognise that an increase in resources for ICT would further enhance the provision.
- 3.3 Children's individual needs, including their care and welfare, are at the heart of planning and there is an extremely sharp focus in supporting them in their physical, personal, social and emotional development. Children who need extra support are identified early through baseline assessments, and their needs are fully met. Able children are allowed to flourish and extension activities are provided. As a result, children of all abilities are very well prepared for the next stage of their education.
- 3.4 Partnership with parents is a special strength of the EYFS. Responses to the pre-inspection questionnaire confirm their overwhelming support for the school. Parents greatly appreciate the regular information they receive from the school about their child's progress and developments. Assessment is precise, focused and includes all those involved in children's learning. It is used effectively to help children improve their work and set targets for the next steps of their learning. Reporting, including that at the age of two, is good.

#### **3.(b) The contribution of the early years provision to children's well-being**

- 3.5 Provision for children's well-being is outstanding. Secure policies underpin excellent practice, helping all children feel safe and secure. Children under three quickly form appropriate bonds and secure emotional attachments because of the excellent support they receive. These children have a special area where they can retreat, play and relax. Staff provide excellent role models so that children quickly learn how to play co-operatively and respond to those around them. A strong focus on outdoor learning ensures that children gain daily exercise in fresh air. Outside activities are planned to encourage safe risk taking and problem solving. Older children are encouraged to use the more challenging outdoor equipment independently.
- 3.6 Staff promote equality, tolerance, co-operation, and appropriate behaviour, and as a result children show high levels of self control and confidence in social settings. Children benefit from the many opportunities they have to interact with older children



including at playtimes, assemblies and special events. The importance of personal hygiene, physical exercise and healthy eating is established through topic work and by growing and harvesting vegetables in their grounds. Increasing use is made of the outdoor area and school grounds to promote skills of investigation and enquiry. For example, the children in Reception investigated the conditions under which ice will melt. Younger children from the Nursery used magnifying glasses, cameras and binoculars to look for creatures on their “bear hunt” in the wooded area.

- 3.7 Children are prepared very well for the various stages of their education. Admissions are introduced to the Nursery gradually. Children from Reception entering Year 1 carry on with a creative and exciting skilled-based curriculum that builds on the strong foundation already received.

### **3(c) The leadership and management of the early years provision**

- 3.8 Leadership and management are outstanding. The governors take a keen interest in the provision and through their link governor, they are kept well informed about the provision for the children’s welfare, and learning needs. Recent changes to EYFS requirements have been implemented successfully and all recommendations from the previous inspection have been implemented, including increased opportunities for investigative work and imaginative play.
- 3.9 Managers take very seriously their responsibilities for meeting the safeguarding and welfare needs of children. Suitable policies and procedures are implemented consistently by all adults. As a result, the setting offers a safe and secure environment for learning. There is a clear focus on improving the provision and raising standards. Regular monitoring and effective self-evaluation help identify priorities for future improvements. Systems for monitoring teaching and care are effective and include classroom observations, a scrutiny of planning and an analysis of pupils’ records. There is an effective programme of professional development which ensures that staff are well trained. These have a positive impact upon the children’s academic and personal development.
- 3.10 Effective partnerships with parents, the local authority and other agencies are well co-ordinated and make a strong contribution to meeting children’s needs.

### **3.(d) The overall quality and standards of the early years provision**

- 3.11 The quality and standards of the early years provision are outstanding. All children, including those under the age of three and those with additional needs, make good progress in relation to their starting points. The progress of some is outstanding. By the end of the EYFS children are well prepared for the next stage of their learning. Almost all of the children meet the Early Learning Goals in all areas of learning and many exceed these goals in reading. Children under three know some letter sounds and some count to five. From the age of three, children develop excellent foundations for reading and writing through phonic work where they blend and segment simple words. Children in Reception read exceptionally well. They can retell the events of a story and write short sentences independently with correct punctuation and spelling. The most able order the days of the week and identify common two-dimensional shapes.
- 3.12 The children’s excellent behaviour is a feature of their outstanding personal and social development; they are happy. Children know how to keep themselves safe both in school and beyond its setting. They know about the importance of healthy

eating and make healthy choices at meal and snack times. They know that taking regular exercise is important. Policies and procedures relating to children's welfare health and safety are kept under review to ensure that all children are kept safe and well cared for, and ensure that there is a shared understanding of how to protect children. The management has a clear plan for the future development of the provision. Its priorities increasingly reflect the views of staff, children and their parents. Reviews and self-evaluation show rapid improvements since the previous inspection.