

School inspection report

1 to 3 October 2024

Moorfield School and Nursery

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Wharfedale Lodge

11 Ben Rhydding Road

Ilkley

West Yorkshire

LS29 8RL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders focus effectively on delivering the school's aims of fostering kindness, confidence and creativity within a nurturing environment that celebrates individuality. As a result, pupils are polite, confident and articulate. The school supports both their academic and pastoral development well.
2. Relationships, both between staff and pupils and between the pupils themselves, are warm and positive, fostering a culture of trust and security. Leaders prioritise pupils' emotional wellbeing, offering strong support and fair treatment. Discrimination of any kind is not tolerated and the whole community demonstrates mutual respect and tolerance. Leaders ensure compliance with the Equality Act 2010, including through a regularly reviewed accessibility plan.
3. The school's curriculum is interesting and ambitious. It meets pupils' needs well throughout the school. The early years curriculum is suited to the particular needs of very young children. Staff deliver the curriculum effectively so that pupils try hard and enjoy their learning. As a result, pupils make good progress throughout the school.
4. Across the school, an effective assessment and monitoring system promotes academic progress. Pupils develop self-awareness and the vocabulary to reflect on their learning, informed by helpful feedback from teachers. However, those with overall responsibility for assessment and achievement do not currently have a strong grasp on pupil progress and achievement.
5. Leaders promote positive behaviour with an effective behaviour policy, based upon clear rewards and sanctions, that is understood and followed. Pupils are well behaved, polite, kind and respectful.
6. The school puts in place comprehensive personal, social and health education (PSHE) and relationships education programmes that prepare pupils for adulthood through teaching them essential life skills, such as what is a healthy relationship, financial literacy, physical and mental wellbeing, tolerance for diverse faiths and beliefs, the importance of democracy and supporting the local community.
7. Leaders prioritise pupils' welfare. There are multiple avenues for pupils to express concerns and they understand how to communicate with trusted adults. Attendance is closely monitored, with contact made with the local authority if pupils arrive at or leave the school at non-standard transition points. The attendance policy was not available on the school's website at the start of the inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the attendance policy is published on the school's website in line with statutory guidance
- develop their oversight of assessment so they have a secure understanding of pupils' progress and achievement.

Section 1: Leadership and management, and governance

8. Governors know the school well. Through a series of committees, they regularly check how effectively the school's policies and procedures are being implemented. Governors ensure that leaders demonstrate good skills and knowledge in the fulfilment of their roles. Governors provide leaders with strong support and offer suitable challenge, particularly in safeguarding matters. Governors are visible and proactive in the school community. They ensure compliance with Standards.
9. The school's policies and procedures align with statutory guidance and are effectively implemented. They are regularly reviewed by leaders, staff and governors and updated in line with statutory updates. Leaders ensure that policies and procedures are understood and implemented effectively by all staff through monitoring procedures and observations, including checking staff knowledge during inset and staff meetings.
10. Parents are provided with regular reports about their child's progress and attainment. An online platform is used in the Nursery and Reception classes to keep parents up to date. The school provides parents with appropriate information regarding policies and procedures. Relevant information is accessible on the school's website and through regular communications. The attendance policy was not published on the school website before the inspection. This was rectified before inspectors left the school.
11. Leaders ensure that there is a well-planned curriculum in place and staff are suitably qualified and knowledgeable. Lessons are inspiring and effective in promoting pupils' learning and enabling them to make good progress.
12. The complaints policy is detailed and appropriate. Leaders implement the policy effectively. They keep thorough records of all complaints that are made, the actions taken in response to them and how they were resolved.
13. Leaders prioritise the assessment of risk, and external expertise is utilised when necessary. Staff are competent in completing risk assessments, including daily checks within the early years. Training is in place to ensure that staff responsible for risk assessment have appropriate skills and understand the process.
14. Robust health and safety procedures keep pupils safe, and leaders respond promptly to maintenance requests and feedback from staff.
15. Leaders ensure that the school complies with the Equality Act 2010. They produce, implement and review a three-year accessibility plan, which improves both physical access and enables pupils to access the curriculum.
16. The school is in contact with other agencies in order to support the education and wellbeing of the children, for example, the police visit to talk to pupils about online safety. Both staff and safeguarding leads are aware of the support from the local area designated officer and the school also has effective links with the local social services.

17. The school's aims and ethos are integrated into every aspect of school life. During weekly assemblies, pupils receive praise and rewards for demonstrating the values of kindness, confidence and creativity.
18. Leaders regularly reflect on and evaluate how well the school is doing in all areas. They meet with governors and staff regularly to discuss provision and plan the next steps in a comprehensive school development plan which covers all areas of school life.

The extent to which the school meets Standards relating to leadership and management, and governance

19. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

20. The curriculum meets the needs of all pupils and is broad and balanced, fostering development of linguistic, mathematical, scientific, literacy and numeracy skills. It is designed so that pupils are encouraged to take risks in their learning across all subject areas, for example in science, technology, engineering and mathematics (STEM) lessons where pupils recognise errors help them to improve the design their product or in science lessons where practical experiments may not give expected results. The school also emphasises creative arts, providing plentiful opportunities for drama and musical productions. The early years curriculum is ambitious and effective in enabling pupils to make good progress within all the seven areas of learning.
21. The curriculum is carefully planned. Leaders and teachers consider pupils' prior knowledge, age, aptitude and other needs when thinking about what should be taught, when and how. Staff are knowledgeable, well-prepared and equipped with the necessary resources so that they deliver the curriculum effectively. Teachers display strong subject knowledge and employ a variety of effective teaching methods to enhance pupils' understanding.
22. Teachers support pupils well and provide the right level of challenge. Teachers adapt lessons to suit pupils' individual needs. For example, some pupils might be given prompts and reminders to help them complete tasks while others are given additional work to help them think more deeply. Teachers use a range of teaching techniques effectively, such as asking pupils to explain their learning to their classmates. As a result, pupils enjoy their learning, make good progress across the curriculum and confidently articulate their knowledge and skills.
23. Teaching enables all pupils to make good progress, including those who have special educational needs and/or disabilities (SEND) who receive appropriate support in order to ensure they progress alongside their peers. Leaders put in place a range of intervention strategies as needed and teachers adapt lessons and resources to take into account individual needs. Lessons are well planned with effective use of time and resources in order to engage the pupils in their learning.
24. Throughout the school, pupils benefit from the use of assessment by subject leaders and individual class teachers, which helps to guide academic progress and plan next steps. Staff provide valuable feedback and opportunities for pupils to reflect on their learning, aiding their improvement. Parents are well informed about the progress of their children. However, the overall oversight of tracking and assessment by senior leaders is not as effective, limiting their ability to effectively analyse data and support staff in identifying areas of weakness and developing strategies to help pupils improve further.
25. The curriculum has a strong focus on developing pupils' oracy and communication skills. Pupils are motivated learners, engaged and focused, with even the youngest children demonstrating mature language skills. They are confident speakers, able to articulate ideas and present opposing views using appropriate vocabulary. Leaders foster a love of reading, with pupils enjoying weekly sessions in the library and access to a wide range of fiction and non-fiction books.
26. In the early years, children, including those who have SEND, make good progress from their starting points. Children are engaged in their learning in a stimulating and safe environment where staff put in place well planned and personalised activities such as creative crafts, role play, construction and technological investigations. This approach enables children to speak confidently in a range of

activities therefore developing their confidence. Staff interaction with the children is effective in supporting their language development and enhancing their vocabulary.

27. Recreational activities beyond the curriculum are plentiful. Pupils appreciate the variety they are offered, including newspaper club, sports, music, tabletop games, Spanish and coding. These opportunities not only enrich their school experience but also help them to develop new skills, foster creativity and build social connections which positively impact their overall personal development and wellbeing.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders develop pupils' self-confidence, self-knowledge and self-esteem effectively. The curriculum includes a philosophy component which encourages pupils to engage with deeper life questions and promotes critical thinking. From an early age, pupils learn to understand themselves better as they learn about managing emotions and regulating their feelings. For example, from the Nursery onwards, children learn how to share with others and to cope with disappointments. Pupils are encouraged to talk about their feelings, such as in the 'safe spaces' provided for children in Reception.
30. The comprehensive physical education (PE) curriculum is enhanced by the popular co-curricular activities. The school provides extensive sporting facilities, including a hall and an all-weather sports pitch, for both indoor and outdoor activities. Pupils develop fitness and teamwork skills through participation in various sports, supported by qualified coaching staff.
31. The school provides a programme of personal, social and health education (PSHE) which supports the school's aims and ethos of inspiring kindness, confidence and creativity through nurturing and celebrating each individual. This also includes provision for relationship education which is highly effective, covering topics such as family and relationships, managing stress and emotional wellbeing.
32. The behaviour policy is adhered to consistently throughout the school. As a result, pupils are well behaved, polite and respectful. Pupils are well-supported by staff, contributing to a positive and happy learning environment.
33. The school has put in place an effective anti-bullying strategy and pupils demonstrate a detailed understanding of different types of bullying. Secure bullying and behaviour logs are maintained carefully and monitored closely to ascertain trends which need to be addressed. Support is in place for pupils when an event occurs in and out of school or online.
34. The school has put in place appropriate supervision levels, adhering to regulatory ratios within early years, to ensure that pupils are safe and well cared for at all times.
35. In the early years, the well-planned and stimulating environment supports children's personal, emotional and social development to enable them to mix with their peer group harmoniously, manage their emotions and learn to self-regulate. Children in the pre-school class were able to adapt their behaviours during a free-play session to co-operate with others when constructing models. The key person system is well embedded and staff know children well which creates an environment where children are happy and well cared for with all their needs met.
36. Physical skills in the early years are developed through a range of opportunities both within the classroom and outside to explore climbing equipment, wheeled toys and a woodland area. Children demonstrate well-developed fine and gross motor skills, for example when writing, pupils use pencils using a tripod grip to record words using plausible attempts at spellings.
37. Pupils' spiritual and moral understanding is developed through the faith ethos of the school which permeates through all areas of school life. Pupils are encouraged to appreciate their local environment, such as when using the local moorland for nature studies, art and English activities.

Pupils are respectful of those around them and understand the importance of inclusion. Pupils' spirituality is nurtured further through opportunities for reflection and appreciation of different musical genres. For example, during assemblies, pupils focus on a lit candle while listening to background music.

38. Premises and accommodation are well-maintained, with prompt action taken on any remedial work. Health and safety practices are implemented effectively. Risk assessments are in place and precautions are taken to reduce the risk from fire. Fire drills take place each term and staff and pupils are knowledgeable about fire procedures.
39. Medical needs are met through appropriate facilities, resources and adherence to detailed policies. Comprehensive records are kept of any accidents that occur, which leaders monitor to check for trends. Sufficient staff are trained in first aid, including early years staff who are trained in paediatric first aid.
40. Leaders implement an effective prefect system for Year 6 pupils. They are given appropriate responsibilities in areas such as the library, sports, music, and reception oversight. Prefects understand their roles and how they benefit them and the school.
41. The admission and attendance registers are well maintained. Leaders take appropriate action in response to absence and lateness, where appropriate. The school informs the local authority when pupils join or leave the school outside standard transition times.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 42. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. Pupils' economic education begins as soon as they join the school. For example, in the early years, children buy products for school events at a local supermarket, to help them to start to understand the value of money. This is developed further through the mathematics curriculum, which returns to learning about money repeatedly as pupils move through the school. The PSHE curriculum also teaches pupils about managing money, at a level appropriate to their age, so that they start to develop an early financial awareness. Initiatives like the 'entrepreneurship programme', where older pupils take responsibility for developing and executing business plans, further reinforces their economic awareness.
44. The school actively promotes British values through the curriculum and ensures that pupils are knowledgeable about different institutions and their role in British society. Older pupils are aware of the democratic process through their current affairs lessons and all pupils have opportunities to take part in democratic voting procedures within the school, from younger pupils voting on which activities they would like to do, to older pupils voting for school council members. Older pupils begin to understand the legal system and this is enhanced by visits to the local courts. Pupils understand the rules of the school and the reason why these are in place. They appreciate right from wrong and the role of the school in helping them to understand this.
45. Pupils from the very youngest age in the school understand that living in a democracy means that they accept that others think and act differently to them and pupils at this school demonstrate this well in their interactions. Children in the early years learn to share and help with routine activities and clearing away. They are well prepared for the transition to Year 1.
46. The curriculum actively encourages tolerance for difference and celebration of different cultures and faiths. Pupils celebrate religious festivals such as Eid, Diwali, Holi and Yom Kippur and learn about Black History Month. Visiting speakers to the school support this understanding, tolerance and respect further by spending time with the pupils in school to educate them and deepen their knowledge of a range of different cultures and faiths.
47. Leaders encourage pupils to support various local and international charities, broadening their understanding of different circumstances and fostering empathy. For example, pupils recently raised significant funds for a charity that provides holidays and respite breaks for underprivileged, disadvantaged and disabled children in the local area.
48. Through classroom jobs and prefect roles, pupils gain a sense of responsibility. They contribute to the school community by supporting younger pupils in developing social skills and confidence.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

49. All the relevant Standards are met.

Safeguarding

50. Leaders ensure the safeguarding policy is regularly updated to reflect the latest statutory guidance. The policy is published on the school's website. Those with safeguarding responsibilities and the safeguarding governor review the policy regularly to ensure clarity, effectiveness and alignment with current requirements.
51. Leaders maintain rigorous safer recruitment practices, ensuring all necessary checks are completed before employment begins. These checks are appropriately recorded on the school's single central record. Leaders take all reasonable steps to ensure that only suitably qualified and checked individuals engage in the education and care of pupils.
52. Safeguarding governors hold comprehensive oversight of all safeguarding matters. Their secure training and knowledge provide them with a deep understanding of the school's safeguarding procedures. For instance, governors are able to professionally challenge those with safeguarding responsibilities to ensure full compliance across all areas.
53. Leaders have put measures in place to mitigate the safeguarding risks that are specific to the early years. For example, leaders enforce a clear policy regarding image-taking devices, ensuring staff, parents and visitors understand that photographs are not permitted without permission. They implement a policy to ensure that sleeping children are checked on at ten-minute intervals.
54. Staff receive safeguarding training during induction and regular updates aligned with statutory guidance. They are trained to recognise and manage safeguarding concerns, including child-on-child abuse, low-level concerns and the dangers of extremism. Staff report their concerns promptly and leaders take timely and appropriate action in response to them. Procedures are followed conscientiously and detailed records are maintained. Those with safeguarding responsibilities understand the role of the local authority designated officer (LADO) and when to make referrals. External agencies, such as police and social services, are engaged when necessary.
55. The school has effective filtering and monitoring systems in place for internet usage. Pupils receive regular guidance on staying safe, including online safety. They know that they can approach trusted adults with any concerns. Leaders and staff respond appropriately when pupils raise concerns.
56. Pupils are confident in the safety of their school environment. They feel well supervised by staff and trust the adults to provide support whenever needed. The atmosphere is calm and conducive to learning, further contributing to pupils' sense of security.

The extent to which the school meets Standards relating to safeguarding

- 57. All the relevant Standards are met.**

School details

School	Moorfield School and Nursery
Department for Education number	380/6060
Registered charity number	529112
Address	Moorfield School and Nursery Wharfedale Lodge 11 Ben Rhydding Road Ilkley, West Yorkshire LS29 8RL
Phone number	01943 607285
Email address	enquiries@moorfieldschool.co.uk
Website	www.moorfieldschool.co.uk
Proprietor	Moorfield School Ltd.
Chair	Richard Wallace
Headteacher	Tina Herbert
Age range	2 - 11
Number of pupils	106
Date of previous inspection	30 November to 3 December 2021

Information about the school

58. Moorfield school and Nursery is a co-educational day school in Ilkley, West Yorkshire. Founded in 1930, the school moved to its present site in 1965. The school is a charitable trust administered by a board of governors. There has been a new chair of governors since the previous inspection.
59. The school has an early years setting comprising a Nursery and a Reception classes. There are currently 38 children in the early years.
60. The school has identified eight pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
61. There are no pupils who speak English as an additional language currently in the school.
62. The school states its aims are to provide excellence in education inspiring kindness, confidence and creativity through nurturing and celebrating each individual. It strives to build character to facilitate curiosity, independence, perseverance, resilience and good humour, within a happy community, and encourage care and respect for everyone and everything on the planet.

Inspection details

Inspection dates

1 to 3 October 2024

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors and the governor responsible for overseeing safeguarding
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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