



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **INTEGRATED INSPECTION MOON HALL SCHOOL**

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## Moon Hall School

Full Name of School	<b>Moon Hall School</b>
DfE Number	<b>936/6551</b>
Registered Charity Number	<b>803481</b>
Address	<b>Moon Hall School Feldemore Holmbury St Mary Dorking Surrey RH5 6LQ</b>
Telephone Number	<b>01306 731464</b>
Fax Number	<b>01306 731504</b>
Email Address	<b>plore@moonhallschool.co.uk</b>
Headteacher	<b>Mrs Pamela Lore</b>
Chair of Governors	<b>Mr David Baker</b>
Age Range	<b>7 to 11</b>
Total Number of Pupils	<b>45</b>
Gender of Pupils	<b>Mixed (23 boys; 22 girls)</b>
Inspection Dates	<b>03 Dec 2013 to 06 Dec 2013</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2010.

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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## **INSPECTION EVIDENCE**

.The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' 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 and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Dr Robin Attfield

Mr Andrew Day

Reporting Inspector

Team Inspector

(Former Curriculum Director, IAPS school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moon Hall School is a specialist school for pupils with dyslexia and has its own building in a large wooded site within the grounds of Belmont School near Dorking in Surrey. The school was established in 1985 in the home of the founder but moved to its present site in 1989 when the numbers of pupils had grown. Along with Moon Hall College, which caters for secondary pupils with dyslexia, the school is governed through a trust and shares a governor with Belmont School. The school has flexible boarding arrangements with Belmont and two pupils currently board there on a weekly basis. Pupils attend Belmont for games and physical education (PE), for their lunches and for most of their extra-curricular activities.
- 1.2 There are 45 pupils on roll, of whom 1 is in Year 3 and the remainder are in Years 4 to 6. There is an even balance between boys and girls, who are all of white European heritage. All pupils have special educational needs and/or disabilities (SEND), of whom three have a statement of special educational needs. One pupil has English as an additional language (EAL).
- 1.3 The school aims to prepare pupils for secondary schooling. It seeks to place a high emphasis on literacy and numeracy so that pupils can achieve their potential across the whole curriculum and develop their self-esteem as learners and young people.
- 1.4 Since the previous inspection, the school has changed its arrangements with Belmont School. Moon Hall no longer provides part-time places for pupils in Years 7 and 8. The school now uses a growing range of technology to assist pupils in their learning.
- 1.5 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 and its NC equivalence are shown in the following table.

School	NC name
Alpha M	Years 3 and 4
Delta P	Year 5
Delta W and Delta E	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school is highly successful in its aims to develop the literacy and numeracy skills of pupils with dyslexia so that they can enter the next phase of education with improved skills and self-confidence. Pupils make progress in their reading, writing, listening and mathematical skills which is often rapid and always at least good against the targets that have been set for them. Their progress in literacy is supported well by the focus on touch typing and use of information and communication technology (ICT), in which they achieve very good results in examinations usually undertaken by pupils of secondary age. They speak with confidence and competence in front of audiences and achieve very well in externally assessed drama. Pupils have excellent attitudes to learning. The curriculum is well-matched to the range of needs of the pupils, but the necessary emphasis on literacy and numeracy sometimes limits work in other areas. Teaching is good, with many lessons observed that demonstrated imaginative ways to meet pupils' needs. Much marking provides praise and encouragement but does not consistently show pupils how well they are doing, or provide comments and targets to show how work might be improved.
- 2.2 The pupils' personal development is excellent. Pupils arrive at the school with learning needs arising from their dyslexia that are often compounded by a loss of confidence in themselves as young people who can learn effectively. Excellent and sensitive pastoral care helps pupils to gain confidence in their ability to learn. They respond well to all that the school offers and benefit greatly from the social and wider curricular opportunities made available through Belmont School. The arrangements for welfare, health and safety are excellent.
- 2.3 The excellent leadership, management and governance ensure implementation of the school's vision to transform the educational experience and improve the life chances of its pupils. Meeting pupils' needs is at the core of the school's decision-making process. The school is well resourced and operates effectively. It shows due regard to all official guidance and has addressed successfully the recommendations raised at the previous inspection. Questionnaire responses from pupils and parents, reinforced in discussions with them, indicate a very high level of confidence in the work of the school and the positive impact it makes on the progress of all of its pupils.

### **2.(b) Action points**

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

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

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

- 2.5 The school is advised to make the following improvements.
1. Determine the best way to organise provision for non-core subjects in the curriculum so that all pupils can develop their interests and skills fully.
  2. Implement opportunities for receiving feedback and sharing good practice in teaching and learning through formal methods, including the appraisal system.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school is very successful in meeting its aims to develop pupils' literacy and numeracy skills and their self-esteem. Pupils develop very well as learners who understand increasingly well how they learn and how to improve their learning.
- 3.3 Pupils develop their skills in reading, writing, speaking and listening from an often very low baseline. By the time they leave the school, many are able to write well, for example crafting a well-developed story from the point of view of a particular character with imaginative vocabulary and accurate basic punctuation. Pupils improve their reading skills significantly and many read with enjoyment. Progress in spelling is almost inevitably slower as pupils are still developing their ability to decode and construct words. Pupils apply mathematics satisfactorily in their work across the curriculum, although the nature of the pupils' SEND means that many find it difficult to solve mathematical problems. They develop their reasoning and scientific skills appropriately within the time available for such work. Pupils improve their computing skills and use hardware and specialist software to good effect to support their memory development and reading. All pupils make good progress in touch typing, which helps them significantly in the recording of their work. Pupils benefit from the wide range of physical activities and facilities available to them. They make outstanding progress in developing their oral, choral and dramatic skills and also achieve very good results in external examinations in drama, with the majority attaining distinctions or merits.
- 3.4 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. The school enters pupils for national tests at the age of 11 where this is appropriate. Results have been below the national average for maintained primary schools but around half of the pupils achieve the national expectation. Given the nature of the pupils' often significant needs, this represents good progress overall. For some pupils, progress is excellent, particularly in the development of their skills in spoken and written English, reading and mathematics. Analysis of the school's detailed records, discussion with staff and pupils, scrutiny of their work and observation of lessons, shows that all pupils make at least good progress against targets set for them, including, where relevant, those contained in their statement of special educational needs.
- 3.5 Pupils have excellent attitudes to their work and are keen to succeed. They work well together and enjoy their learning. They have excellent relationships with all staff in the school. Pupils leave to attend a variety of schools, including independent and maintained schools, and those with specialist provision for dyslexia.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 The curriculum covers the requisite areas of learning. The emphasis on literacy and numeracy skills and on preparation for national tests at the age of 11 makes the curriculum appropriate for the ages, abilities and needs of the pupils who attend, and it successfully supports the aims of the school. The individual needs of pupils are carefully considered at each stage and the curriculum is adapted accordingly. The amount of curriculum time dedicated to literacy and numeracy limits the opportunities available to more able pupils to fulfil their talents in some other subjects. The senior management team (SMT) has begun to plan how further time may be allocated to language-based subjects to widen the curriculum and support preparation for the pupils' next stage in education.
- 3.8 Carefully arranged small classes and learning support, including speech and language therapy and occupational therapy, make a strong contribution to the pupils' ability to follow the curriculum. Personal, social, health and citizenship education (PSHCE) is threaded throughout the curriculum but is also taught in discrete lessons, allowing pupils to explore their own emotions and to develop understanding of those of others.
- 3.9 The curriculum is enhanced by the opportunities and facilities available for the teaching of PE and games, where pupils join those from Belmont for lessons, to the mutual benefit of both schools. Pupils also value the opportunity this brings to compete in major sports against other school teams, or to participate in joint music and drama concerts.
- 3.10 The curriculum is enhanced by a comprehensive range of extra-curricular activities during and at the end of the school day. These are appropriately matched to the needs and interests of the pupils, and vary from science, art and judo to a model railway club. In association with environmental bodies, pupils have undertaken scientific studies involving pond dipping, research in photosynthesis and in different habitats, and designing various leaflets that have been used by members of the public. The curriculum is enriched by many visits, including to various local and national museums, historical buildings, farms and theatres. Pupils in Year 6 enjoy their annual residential trip at the end of the summer term as part of their preparation for the next stage in their education. Pupils also benefit from visits to the school by authors and bee keepers, and from a Punch and Judy show and a scientific theatre visit.
- 3.11 The curriculum helps to prepare pupils for the next stage of their education. Pupils see themselves as learners and are equipped with developing literacy and numeracy skills, together with the additional skills of touch typing, mind mapping and research, promoting a seamless transition to their next schools.

### **3.(c) The contribution of teaching**

- 3.12 The contribution of teaching is good.
- 3.13 Teaching is effective in promoting the pupils' progress and successfully supports the aims of the school. Experienced and dedicated teachers know and understand their pupils well. Their subject knowledge is excellent and pupils benefit from specialist subject teaching in a number of subjects, including games and PE from Belmont staff. Expertise in working with pupils who have dyslexia is excellent. Teaching assistants make a significant positive contribution to teaching and learning in all classes.
- 3.14 A good variety of innovative methods in the most successful teaching captures and maintains interest, and lesson time is skilfully managed. Clear and structured teaching, close attention to individual needs, and empathy and support from staff engage the pupils in their learning. Time is mostly well used, and the good variety of methods allows the same materials to be presented in different ways and supports pupils' needs for many opportunities to consolidate their learning. In a small number of lessons, initial teacher-led introductions are too long, limiting opportunities for participation by the pupils and for individual or group work. Teachers supplement the available resources with their own tailored materials. For instance, in a literacy lesson the teacher made personalised flashcards to support learning the 'k' sound in 'turkey', 'crackers' and 'cake', capitalising on the excitement of the time of year.
- 3.15 Pupils respond positively to their teachers' high expectations and their confidence is nurtured through encouragement and praise. When given the opportunity to work collaboratively and share their ideas, their learning is enhanced. Detailed and personalised planning in literacy and numeracy in particular, supports pupils in making excellent progress against their learning targets. Planning in some other subjects is more general and sometimes limits the opportunities for more able pupils to make the progress of which they are capable.
- 3.16 Pupils are grouped according to their individual needs for many of their lessons. This helps teachers to match planning and teaching carefully to individuals' needs and helps all pupils to make good progress. More able pupils achieve well when teaching challenges them sufficiently, as when older pupils responded well to the challenge of using technical vocabulary in their discussions.
- 3.17 Assessment is a strength of the school. Teachers are skilled in their questioning and give helpful oral feedback to pupils. Much marking provides praise and encouragement. It does not, however, consistently show pupils how well they are doing, or provide comments and targets to show how work might be improved. Pupils are assessed through a range of tests, although in some language subjects assessment methods are not suited to capturing subject-specific knowledge, skills and understanding. Pupils who require additional help receive very effective one-to-one support from specialist staff and teaching assistants. Provision for pupils with statements of special educational needs is fully met, with highly effective input from therapists. The school keeps extensive records of progress and uses these to plan learning for every pupil. It implements specific interventions according to their individual needs.
- 3.18 In response to recommendations from the previous inspection, pupils make increasingly effective use of ICT. They regularly use their individual laptops and use software that focuses upon their particular learning needs. Specialist software

allows teachers to monitor pupils' reading at home. A large, well-organised stock of books supports the comprehensive teaching of reading.

- 3.19 Parents commented in questionnaire responses on the effectiveness of teaching in nurturing confidence amongst their children and reintroducing them to learning as a pleasurable experience. Comments from pupils confirmed this.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school meets its aim to foster pupils who are well developed personally as well as academically. On entering the school with often low self-confidence and self-esteem, pupils develop quickly as learners. They become increasingly aware of their own strengths and needs, and of their abilities and where and how they need to improve. Through the support they receive, they develop into mature young people who are keen to contribute to all aspects of school life. Even those who have particular difficulties in oral expression are keen to articulate their views and gain increasing confidence to do so. The ability of all pupils to engage in choral performance in front of a large audience in a competent and confident manner is testament to the progress they make.
- 4.3 Pupils have a strong sense of what is right and wrong, and behave well. They are mostly very tolerant and supportive of each other, and many have well-developed understanding of emotions, feelings and behaviour. For example, pupils discussed in some depth the impact of feeling left out of a group, and the merits and disadvantages of different responses to bullying. Pupils discuss ethical issues with interest and maturity. They are understanding of the needs of others and are emotionally mature.
- 4.4 Pupils have a growing sense of social awareness and personal responsibility. They are keen to succeed and show a sense of responsibility towards others. Through representing peers in the school council, and through taking on roles as form captains and monitors, pupils are keen to play an active role in supporting others and contributing to the success of a group. They begin to understand British public institutions and services through the work covered in PSHCE lessons. Older pupils begin to understand intentions in communication and how to consider why politicians, for example, may address a subject from a particular standpoint. Extensive participation in discussion allows balanced viewpoints to be aired and considered. Pupils engage in a number of charitable activities, producing audio news for blind people and raising funds for specific causes, such as a national heart charity and local groups supported by the church.
- 4.5 Pupils gain an understanding of British culture and its diversity through their studies in history, geography and religious education, and through the visits they make, including to the Houses of Parliament. Some pupils have lived in other countries and openly share their experiences. They show interest in and respect for their own and different faiths and cultures. Relationships amongst those from all cultural backgrounds are harmonious and pupils show genuine interest in the experiences of those with different lifestyles from their own.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 The school sees the development of the whole child as a key aim and is very successful in improving pupils' self-esteem. All members of the school staff play their part in ensuring that pupils' needs are central to all that the school does. Staff know their pupils exceptionally well and are alert to changing pupil needs. Communication is excellent. Relationships amongst pupils themselves, together with those between pupils and staff, are excellent. Central to this effective system is the readiness of all staff to listen to the pupils. The reconstitution of the school council, as recommended at the previous inspection, provides a valuable vehicle for making pupils' views known and influencing school practice.
- 4.8 The school is effective in promoting good behaviour. The behaviour policy is based on accentuating positive behaviour and helping pupils to understand any behaviour that is of concern. The school takes a very firm stance to ensure that there is no bullying or harassment, including cyber-bullying, where approaches include supportive advice for parents on internet safety. The school deals constructively with any unacceptable behaviour, taking due account of any related difficulty or disability. Issues relating to all aspects of behaviour are reinforced well by the PSHCE programme and by form tutors, who know each pupil very well. In questionnaire responses, a few pupils mentioned inconsistency in the use of sanctions. No evidence was found to substantiate this, and in discussions, pupils consistently praised the care given by all teachers and the trust they have to confide in them.
- 4.9 Pupils are encouraged to eat healthily and there is good availability of healthy food, including salads and fruit, and drinking water. Pupils have numerous opportunities to play in the extensive grounds, as well as to participate in games and PE lessons and extra-curricular sport. The school has a plan to improve educational access for SEND and makes very good arrangements for ensuring that the curriculum is suitable for all pupils.

#### **4.(c) The contribution of arrangements for welfare, health and safety**

- 4.10 The contribution of arrangements for welfare, health and safety is excellent.
- 4.11 Staff have all been trained appropriately in safeguarding; policy and practice in this area have regard to official guidance. Procedures to ensure the suitability of staff being recruited are rigorously applied and meticulously recorded in a single central register. New staff receive guidance on child protection as part of their induction and staff have been issued with helpful laminated cards that summarise the key points of policy.
- 4.12 The school places much emphasis on ensuring that the environment is safe for pupils and staff. Aspects of health and safety management are shared between senior staff and are carried out diligently. Fire practices are held regularly, and a suitable fire risk assessment has been conducted and its recommendations acted upon. Fire evacuation practice records are carefully maintained. Fire marshals have been trained. Risk assessments are undertaken in all areas of the school, and for all school trips. Electrical equipment is tested on a regular basis.
- 4.13 The school has a designated trained first-aid officer and a number of other first aiders. Arrangements for dealing with ill or injured pupils are thorough and are

appropriately recorded. Good communication takes place between school and parents regarding the administration of medicines and these are stored appropriately. Where necessary, the school has access to the matron at Belmont School.

- 4.14 The admission register is kept up to date and attendance registers are completed in accordance with requirements. The school promptly follows up any pupil absence, and careful arrangements are made to ensure that staff at Moon Hall and Belmont School are aware of absence and attendance when pupils move to lessons between the two sites. Pupils are well supervised at all times and due attention is paid to health and safety within lessons.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides effective oversight of all aspects of the school, in line with its aims, and ensures that these aims are met. Through their close relationship with the SMT, governors are fully aware of the progress of pupils and their changing needs. Finance is managed prudently. Governors ensure that the school is suitably resourced and invest heavily in resources, especially those that support the learning of reading and writing. Through investment in staffing and staff development they ensure that pupils benefit from learning in small groups with well-qualified staff. Governors are addressing strategically the changed arrangements with Belmont School and are adopting a helpful common approach with Moon Hall College.
- 5.3 Governors have a good insight into the school's operations. They are both knowledgeable and experienced. The full governing body meets with managers from both schools in the trust on a termly basis. Suitable committees have been constituted and meet regularly; designated governors have particular lead responsibilities. Through these mechanisms, governors provide support and challenge to the school's SMT. Very regular contact is maintained between governors and the school, within a strong, mutually respectful relationship. Governors adopt an unobtrusive approach to their role, which is mostly highly effective, but systems for accountability are occasionally informal and the school lacks a mechanism for appraisal of the headteacher.
- 5.4 The school meets all legal requirements and governors take seriously their role in ensuring child protection, health and safety. This includes the full governing body's annual review of child protection arrangements and their implementation.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.5 The quality of leadership and management is excellent.
- 5.6 The members of the SMT discharge their responsibilities well and arrangements for all aspects of safeguarding are carried out with diligence. Very careful consideration is given to all matters relating to health and safety, and each member has specific responsibilities as well as contributing to collective responsibility. The health and safety committee ensures regular and detailed attention to health and safety, and through its recording, monitoring and evaluation it ensures that matters are followed up regularly.
- 5.7 A clear vision for the school is communicated very effectively and leads to clarity of action and a positive school culture. The vision is evident in all of the actions taken by members of the SMT, who are very knowledgeable about dyslexia and every pupil in the school. In line with the school's aims, the vision is focused strongly on pupils' needs and builds strong teamwork in which everyone is clear about their role, responsibility and contribution to the whole school.
- 5.8 Leadership staff know the school well and are committed to continually seeking improvement and obtaining the best possible outcomes for pupils. They have

addressed fully the recommendations in the previous inspection. Self-evaluation is a regular part of school activity and is evident in all of the meetings that take place. Formalised self-evaluation takes place regularly as part of the process for school development planning at whole-school and departmental levels. As a result, the development plan reflects the combined knowledge of the school and areas for improvement. The plan is not, however, presented in a manner that makes clear its priorities to all stakeholders and supports monitoring of implementation and evaluation of outcomes.

- 5.9 Most teaching staff and school administrators have some management responsibilities, relating to subjects of the curriculum or health and safety. Some of this work is exemplary, with heads of department establishing clear development priorities, in line with the school's overall plan, and ensures that resultant actions are undertaken effectively through supporting colleagues and monitoring their work. Staff work hard and are highly motivated. Teamwork is a strength of the school.
- 5.10 The school is successful in recruiting and retaining staff whose skills support its work and aims. Effective systems are in place for the safe recruitment of staff. Appropriate checks are made to ensure that staff and governors are suitable to work with children, and detailed records of checks are maintained. Staff are well qualified and many hold specialist qualifications in dyslexia. They attend relevant staff development both within school and on external courses. Arrangements for induction of new staff ensure that they are swiftly familiar with the requirements of their role and school procedures, and they are supported well by experienced colleagues. The school has prioritised appraisal but this is not yet fully operational. Opportunities for staff to observe each other have been limited due to the demands of operational aspects of school life. Suitable training is provided for those involved in health and safety, for example in fire marshalling and first aid.
- 5.11 Relationships with parents are excellent. Parents are unanimous in their support for and trust in the school and its leadership. Parents who responded to the pre-inspection questionnaire were overwhelmingly positive about the school, expressing very high levels of satisfaction with respect to the care of, happiness and progress made by their children, the ease with which staff can be contacted and the timely responses they receive. The school receives numerous endorsements from parents about the quality of education their children receive and its positive impact on both the pupils and the family. On the rare occasions that parents have made a complaint, issues have been resolved through the school's complaints system. All parents who responded to the pre-inspection questionnaire indicated that they would recommend the school to others.
- 5.12 Parents have good opportunities to be involved with the work and life of the school. The close co-operation between the Friends of Moon Hall and the SMT is of great benefit to the school and parents, particularly through the informal support network it provides. The school actively seeks feedback from parents and acts upon this well. Informative sessions are provided relating to SEND and the approaches adopted by the school, and supportive literature is available in the school's library for parents to borrow. Priority is given to responding to communication from parents. Parents are viewed as essential partners, and there is a regular two-way flow of information regarding pupils' progress, especially in reading. School policies are available on the website and are regularly updated. Informative newsletters are produced, and parents receive regular and detailed reports about their children's progress. They also receive helpful termly reports showing in detail the work covered in key areas of the curriculum.

**What the school should do to improve is given at the beginning of the report in section 2.**