

School inspection report

8 to 10 October 2024

Moon Hall School, Reigate

Flanchford Road

Leigh

Reigate

Surrey

R2 8RE

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 and governors are highly committed to the success and development of the school. They are dedicated to ensuring that every child is valued and experiences academic and personal success. However, governors and leaders have not ensured that all of the Standards are met consistently.
2. The monitoring of safeguarding has not been sufficiently rigorous, particularly in relation to the management of low-level concerns about adults, checking the single central record of pre-employment safeguarding checks and assessing risk arising from late recruitment checks. Although governors provide extensive support for the school, they do not always have sufficient information to also provide appropriate challenge.
3. Complaints are managed appropriately in line with the required three-stage process. The complaints policy was amended during the inspection to make clear that any complaints in relation to staff are managed under the complaints policy and not separately under the school's staff disciplinary procedures. The number of formal complaints received during the preceding school year was made available to parents and prospective parents during the inspection through the school's website.
4. The curriculum encompasses all of the required areas of learning and is adapted effectively to support the additional needs of pupils, particularly those with dyslexia. Pupils are well supported in accessing learning in the classroom. They are positive about school and take pride in their work and achievements. Well-planned and adaptive teaching enables pupils to enjoy learning and make good progress. Attainment at GCSE is above national norms, and most pupils attain above their predicted grades because of the good progress that they make from their starting points.
5. Leaders provide a wide range of opportunities for pupils to take part in a variety of sports and activities. Pupils particularly develop their communication and social skills during these times.
6. The integrated and targeted support that pupils receive from special educational needs co-ordinators (SENCOs), therapists, teaching assistants and academic and pastoral staff is a significant strength of the school's provision. This enables pupils to access the curriculum, take responsibility for their learning and behaviour and to achieve highly academically and personally.
7. The school's nurturing and caring ethos, which focuses on wellbeing and knowing and supporting the individual, supports pupils' personal and emotional development effectively. Pupils develop an understanding of themselves and respect for others through the school's comprehensive and adapted personal, social, health and economic (PSHE) education and relationships and sex education (RSE) schemes. Careers education supports pupils in making aspirational and achievable plans for the future.
8. Pupils show kindness and consideration toward one another. They are keen to help others particularly through charity fundraising. Pupils are positive about the updated house system and rewards given far outweigh any sanctions. Sanctions are tailored to meet individual needs, focusing on enabling pupils to understand their emotions and behaviour. This approach supports pupils in developing self-awareness and self-control.
9. The premises are maintained to a high standard. Health and safety arrangements are thorough. Detailed risk assessments are implemented in relation to health and safety and monitored regularly by leaders and governors. The required maintenance checks are completed consistently.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- low level concerns are understood by all staff, reported, managed and recorded in line with statutory guidance
- monitoring of safeguarding is rigorous, ensuring that all of the required policies, updates and procedures are implemented consistently.

Recommended next steps

The proprietor should:

- ensure that the revised complaints policy is implemented consistently and that the number of formal complaints for the preceding year is made available to parents and prospective parents
- when recruitment checks are completed after appointment, ensure that appropriate risk assessment is in place.

Section 1: Leadership and management, and governance

10. Pupils' wellbeing is central to decisions made by school leaders. Consequently, pupils know to whom they can turn if they have a worry or concern, and staff know the procedures they should follow if they are concerned about a pupil. The school has completed a self-evaluation document and instigated a range of mechanisms for monitoring safeguarding including completion of the local authority's annual safeguarding review. However, these systems have not been sufficiently rigorous, particularly in relation to the management of low-level concerns, checking the single central record of pre-employment checks and assessing risk arising from late recruitment checks.
11. Governors bring a wide range of skills and expertise to the school including finance, property, health and safety and education. They have a suitable governance structure with regular committee meetings. Information required by the local authority in relation to pupils funded for EHC plans is provided appropriately.
12. Leaders and governors have a clear vision for the school encompassing the principles set out in the Equality Act (2010). They fulfil their responsibilities. There is a determination to implement the school's comprehensive accessibility plan which enables all pupils to take full advantage of their intellect and talents by learning how to manage their dyslexia and any other needs. Leaders ensure that there is a broad and suitable curriculum with a key focus on the development of literacy and numeracy skills alongside supporting pupils' personal development and self-esteem.
13. Leaders and governors ensure that the premises and specialist facilities create a learning environment that particularly enables pupils with dyslexia and other needs to learn effectively. The decision to create an integrated team where the SENCOs, therapists, support staff and teaching staff work closely together to meet the individual needs of pupils means that planning is based upon accurate assessment and teaching is continually adapted to meet the needs of individual pupils. As a result, pupils feel happy to be at the school, achieve well personally and academically and are well-prepared for life in British society.
14. There is a strong focus on enabling pupils to communicate including through the use of assisted technology. Pupils have a voice within the school and contribute to the decision-making process through discussions with leaders and through the school council. There is a positive culture of inclusion and respect where the emphasis is on supporting pupils to understand and manage their behaviour. By providing opportunities for all pupils to assume leadership roles and to contribute to the lives of others, for example through charity fundraising, pupils make positive contributions within their community and to wider society.
15. Parents have access to all of the required information particularly through the school's informative website. They receive regular and detailed reports regarding their child's targets, attainment, progress and personal development.
16. The school's complaints policy has a three-stage process with clear timescales for response. Appropriate records are maintained detailing the nature of the complaint and how they are managed at each stage. These are reported to governors and are managed appropriately. The complaints policy was amended during the inspection to make clear that any complaints in relation to staff are managed under the complaints policy and not separately under the school's staff disciplinary procedures. The number of complaints received during the preceding school year was

made available to parents and prospective parents during the inspection through the school's website.

17. Governors responsible for health and safety liaise effectively with school leaders responsible for the safety, maintenance and upkeep of the school. Comprehensive systems are in place to ensure that health and safety and maintenance requirements are met consistently. Health and safety auditors are used routinely to support the monitoring of all aspects of the school site. The health and safety committee has effective oversight ensuring that risk assessments in relation to health and safety are implemented and that timely action is taken to address any shortcomings. However, where recruitment checks have been completed after appointment, appropriate risk assessment in accordance with the school's policy has not consistently taken place.

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

18. **Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

19. The curriculum is planned carefully to consider the needs and interests of the pupils. It is based on the National Curriculum, promoting British values across the curriculum and through the PSHE scheme. It encompasses the required areas of learning with a focus on developing literacy and numeracy skills, including learning touch-typing from Year 3. This enables pupils to access learning across the curriculum, supporting them in gaining confidence that they can achieve highly. Pupils and parents appreciate the variety of subjects that are offered as GCSE and vocational options. These include design technology (DT), food technology, performing arts, media and business studies.
20. Subject leaders are knowledgeable and enthusiastic about their subjects. Schemes of work are detailed and structured to enable pupils to access and enjoy learning. The curriculum is enhanced by a range of educational visits including to museums, art galleries, the theatre and nature reserves. Residential visits, including to Amsterdam, Berlin and a world war battlefield also support pupils' learning and development.
21. There is a rigorous and thorough tracking of pupils' progress throughout the school and across all subjects. Subject leaders, teachers, parents and pupils have a clear picture of where pupils are regarding progress toward their potential grades which are calculated using standardised data. Pupils are given additional support to achieve their target grades where needed. This support includes individual sessions from staff to develop the skills needed to answer examination questions and revision techniques. Consequently, the school's GCSE grades are above the national norms. During the inspection the school's value-added calculations were revised to accurately reflect the statistical requirements of rounding up and rounding down so that the value-added calculations are more accurate. Although this reduced the school's value-added calculation, the vast majority of pupils make good progress from their starting points, with most attaining above their potential grades.
22. The school has an effective process for identifying and meeting special educational needs across the school, including for pupils with an EHC plan. Well-qualified professionals in the school's assessment centre enhance the school's provision. They expertly support the assessment, diagnosis and provision for a range of special educational needs including dyslexia, developmental coordination disorder, autistic spectrum conditions and attention deficit hyperactivity disorder (ADHD).
23. The SENCOs work effectively as a team to ensure that appropriate assessments and support measures are in place. The accessibility plan is appropriate and the requirements in relation to EHC plans are met including close liaison with parents and input from pupils. SENCOs work closely with class teachers to ensure that strategies and resources to support learning are implemented consistently. These include ball seats, stand-up desks, headphones, speech-to-text tools and assistive technologies. This means that pupils can access learning for the vast majority of time within the classroom. Where pupils are withdrawn for individual or group work, it is effective because it is targeted and short-term. If pupils feel unable to stay in a lesson including when they might feel anxious, they are supported by an adult for up to 15 minutes. They are then supported back into the lesson, or the learning continues in a place where the pupil is comfortable. The effective measures in place to support pupils' access to the curriculum in their lessons, means that pupils make good and sustained progress in their learning.

24. The needs of the small number of pupils who speak English as an additional language (EAL) are suitably assessed. Pupils who speak EAL are supported in developing their linguistic skills and in accessing the learning within the classroom. Individual support is given if required.
25. The in-house therapy team includes speech and language therapists, occupational therapists and emotional literacy support assistants (ELSAs). There is a flexible four-stage therapy support package with the ultimate goal of enabling pupils to learn independently. Teaching assistants are trained in methods to support pupils' learning and consistently enable pupils to develop the skills needed to access learning and process information independently.
26. Staff are qualified in supporting pupils who have dyslexia. The therapy team also provide extensive training including how to support language disorders in the classroom, the use of assistive technology and the link between movement and learning. This deep knowledge and understanding enables teachers to continually adapt their planning to consider the individual needs of pupils and to enhance their progress. Subject-specific vocabulary is taught across all subjects with support from the speech and language team to ensure that pupils understand key terminology. This emphasis on language learning combined with overlearning and pre-learning strategies, supports pupils in embedding their understanding and achieving highly across the curriculum.
27. A wide range of extra-curricular activities are planned to enable pupils to access them including before and after school, during breaktimes and Friday afternoons. These include Duke of Edinburgh Award, choir, football, cheerleading, film and coding. Many pupils who have struggled to attend school previously adapt well and learn at Moon Hall School. Pupils are supported and encouraged, receiving opportunities to enjoy the wider curriculum and a range of activities.

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. There is a comprehensive and well-planned scheme for PSHE and RSE. Continuous teacher assessment and end of unit assessments enable staff to evaluate pupils' knowledge, skills and understanding and to adapt planning to meet the needs of the pupils.
30. PSHE provision enables in-depth and focused discussions particularly enabling pupils to understand world faiths, British values, human rights, inclusion, equality and respect. PSHE and RSE topics are diligently mapped across the curriculum in order that themes can be re-enforced and developed further. For example, in Year 5 pupils explore friendship, choices and personal morals when studying *The Butterfly Lion*. In Year 11 science, pupils learn about how their bodies work and developing respect and care for others, life planning and keeping safe and healthy. Assemblies and form times also support the effective provision of PSHE and RSE.
31. The speech and language therapists support the pastoral team in adapting resources to make them accessible for all pupils. Pupils speak confidently on a range of topics including developing healthy relationships, healthy eating, drugs and alcohol abuse. Teaching is organised so that staff can effectively support pupils' wellbeing and security, based on deep knowledge of their needs.
32. Developing mental wellbeing is a high priority within the school. Regular pastoral meetings which include therapy, SEND and safeguarding staff ensure that pupils' wellbeing is monitored closely, and that support is put in place without delay if required. Pupils in Year 10 contribute to the emotional support of others drawing on their training as mental health champions.
33. The nurturing ethos of the school enables pupils to develop spirituality and helps to develop an understanding of the importance of helping and caring for others. Pupils' spiritual development is supported effectively including through music, art and drama. Being able to experience success in their school life enables pupils to value themselves and the non-material aspects of life.
34. There is a wide range of opportunities for pupils to develop their leadership skills. All who wish to, can assume a position of responsibility in Year 11. Leadership roles include becoming head or deputy head of school, wellbeing champions, sports leaders, pupil voice leads and house captains. These opportunities enable pupils to build their confidence and their communication skills. The house system has recently been given a higher profile which has promoted team building and community spirit.
35. Pupils participate readily in a wide range of physical activities through their physical education (PE) lessons and through competitive sports and extra-curricular activities. The occupational therapists support pupils' development of balance, fine and gross motor skills through individual, group and class support contributing strongly to pupils physical and mental wellbeing.
36. The school's behaviour policy sets out clearly the school's high expectations and ethos of promoting positive behaviour and respect. Sanctions are appropriate and tailored to the needs of the pupils. Most pupils are polite, considerate and very clear that bullying is not tolerated. Comprehensive behaviour records are monitored regularly by senior leaders and appropriate action taken to support pupils to understand and manage their behaviour. Records are shared regularly with governors through detailed reports and discussions.

37. Supervision is well organised so that staff are always visible including before and after school and during breaktimes. The attendance registers and admissions register are maintained accurately, and attendance monitored weekly. A thorough system is in place to follow up absences and to locate any pupil missing from registration. The school informs the local authority about pupils who leave and join at non-standard times.
38. The school's premises are maintained to a high standard supporting an environment for learning particularly in relation to colour, light and acoustic management. Effective use is made of external specialists to carry out a range of safety checks including for specialist play equipment, fire and electrical equipment. Any issues are reported promptly by staff and acted upon without delay. Suitable training is in place regarding health and safety. Appropriate risk assessments are in place in relation to health and safety requirements. Efficient systems are in place for the control of traffic and people on the site. Effective monitoring with accurate record keeping is implemented for all of the required aspects including the electrical system, water, fire equipment, lighting, asbestos and school vehicles. Fire drills are carried out termly. Detailed notes are maintained, and suitable action is taken to address any issues. Over thirty staff are qualified first aiders. The medical room is suitable and managed by the lead first aider. Medicines are stored and administered appropriately.

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

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

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

40. The school promotes a curriculum that reflects the school's values of tolerance, courage, respect, resilience and integrity. PSHE supports pupils' understanding of society, the differences between people and the range of cultural beliefs within British society and beyond. Pupils' understanding is enhanced through the wider curriculum and through well-planned assemblies and educational visits. A balanced perspective is presented regarding political issues so that pupils can understand different views on a subject. Topics covered include understanding democracy, the law and individual liberty.
41. Pupils cooperate, socialise and collaborate with each other comfortably. There is an ethos of friendliness and mutual respect around the school including at mealtimes, breaktimes and during activities. Leaders actively seek pupils' views including through the house system and the school council, where pupils are empowered to participate in decision-making. Pupils may also contribute their ideas through suggestion boxes which are located throughout the school. Assistive technology enables pupils to express their thoughts and ideas including their responses in a way that meets their needs.
42. Pupils' economic knowledge is developed through PSHE where they develop an understanding of aspects such as taxation, budgets, debt, savings, supply and demand and marketing. Pupils studying GCSE business studies gain a comprehensive understanding of economics and how it affects their daily lives and the world around them. Pupils are provided with a range of opportunities to develop their economic skills when raising funds for their chosen charities. Pupils enjoy the Year 7 enterprise programme where they cook, market and sell their products, diligently managing their budget to ensure a profit.
43. Pupils are keen to help others. They carefully consider which charities to support, understanding that they can make a positive contribution to the lives of others. They are particularly keen to support Cancer Research and the British Dyslexia Association. They want to give a strong message that people with dyslexia have many abilities and that given the right support they can achieve highly and be successful.
44. The 'Futures' programme is a comprehensive career guidance initiative based on the Gatsby principles which prepares pupils for future education or employment. With workshops, external speakers, university visits, and cross-curricular integration, the school has created a forward-thinking careers programme that is highly valued by parents and pupils. The recent improvements in careers advice and the creation of resources such as a careers chatbot demonstrate leaders' commitment to equipping pupils for life beyond school.
45. Pupils are given extensive support when choosing their examination subjects. Careful consideration is given to their next steps including entrance requirements for college. Pupils are well informed regarding sixth form options and typically gain entry to the college of their choice. They are well prepared for their next step in school and beyond.

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

46. All the relevant Standards are met.

Safeguarding

47. The school's safeguarding policy is in line with statutory guidance including Keeping Children Safe in Education. At the time of the inspection there was no record of low-level concerns about adults or reference to the school's approach in the staff code of conduct. Consequently, some staff were not clear about what constitutes low-level concerns including self-referrals. Leaders acted during the inspection to address the situation and to implement the requirements going forward.
48. Safer recruitment procedures are implemented consistently. There is an electronic single central record of appointments (SCR) in place and staff files are maintained appropriately. The appropriate checks for governors have been completed and the dates recorded accurately. However, where recruitment checks are completed after appointment, appropriate risk assessment does not consistently take place in accordance with the school's policy.
49. Safeguarding records are maintained at the appropriate level of access using an electronic system. Staff are confident in using the system for recording any concerns in relation to pupils. Records are detailed and reviewed effectively by the designated safeguarding lead (DSL) and deputy designated safeguarding leads (DDSLs) The SEND team are involved in discussions regarding appropriate action to take when there are safeguarding concerns in relation to pupils. This ensures that any additional needs of the pupils are taken into consideration. Referrals to children's services and the local authority designated officer (LADO) are made without delay.
50. The DSL and DDSLs are trained to the required level. Staff, including contracted staff and governors, complete suitable online safeguarding training. The DSL and DDSLs deliver appropriate annual safeguarding training and updates. Contracted staff are included in update training and records are in place to verify this.
51. The use of technology is safeguarded appropriately including by the monitoring of internet access through the school's filtering system. Pupils support the school's policy of not allowing the use of phones during school time stating that this reduces opportunities for online bullying. Appropriate guidance is given to pupils about staying safe, including online. They speak confidently about strategies to stay safe online including not giving personal information or responding to people they do not know. Leaders responsible for PSHE and the therapy team have adapted resources effectively so that pupils understand key aspects of RSE including grooming, setting boundaries and understanding signs and signals relating to consent.
52. Pupils state confidently that they feel safe in school and have adults to whom they can turn if they have any worries or concerns.

The extent to which the school meets Standards relating to safeguarding

- 53. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

School details

School	Moon Hall School, Reigate
Department for Education number	936/6251
Registered charity number	803481
Address	Flanchford Road Leigh Reigate Surrey RH2 8RE
Phone number	01306 611372
Email address	schooloffice@moonhall.co.uk
Website	www.moonhallschoolreigate.co.uk
Proprietor	Moon Hall Schools Educational Trust
Chair	Mr Adrian Turner
Executive Head	Michelle Catterson
Age range	5 to 16
Number of pupils	200
Date of previous inspection	15 – 17 June 2021

Information about the school

54. Moon Hall School is an independent mainstream specialist day school. It is overseen by a board of governors. The school comprises a junior school for pupils in Years 3 to 6 and a senior school for pupils in Years 7 to 11. The school is registered to admit pupils from age five, but currently has no pupils below Year 3.
55. The school has identified 200 pupils as having special educational needs and/or disabilities (SEND). One hundred and twenty pupils in the school have an education, health and care (EHC) plan.
56. English is spoken as an additional language for three pupils.
57. The school states that it aims to provide a supportive and ambitious school environment for pupils with a primary need of dyslexia. It strives to enable pupils to take full advantage of their intellect and talents by learning how to manage their dyslexia, become independent and to set challenging targets for themselves.

Inspection details

Inspection dates

8 to 10 October 2024

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

59. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders 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.

60. 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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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