



# **INDEPENDENT SCHOOLS INSPECTORATE**

**MOOR PARK SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Moor Park School

Full Name of School	<b>Moor Park School</b>		
DfE Number	<b>893/6015</b>		
EYFS Number	<b>EY294910</b>		
Registered Charity Number	<b>511800</b>		
Address	<b>Moor Park School Moor Park Richards Castle Ludlow Shropshire SY8 4DZ</b>		
Telephone Number	<b>01584 876061</b>		
Fax Number	<b>01584 877311</b>		
Email Address	<b>head@moorpark.org.uk</b>		
Head	<b>Mr Jonathan Bartlett</b>		
Chair of Governors	<b>Major General Arthur Denaro</b>		
Age Range	<b>0 to 13</b>		
Total Number of Pupils	<b>293</b>		
Gender of Pupils	<b>Mixed</b>		
Numbers by Age	0-2 (EYFS):	<b>49</b>	5-11: <b>149</b>
	3-5 (EYFS):	<b>38</b>	11-13: <b>57</b>
Number of Day Pupils	Total:	<b>171</b>	Capacity for flexi-boarding: <b>Yes</b>
Number of Boarders	Total:	<b>122</b>	
	Full:	<b>11</b>	Weekly: <b>111</b>
Head of EYFS Setting	<b>Mrs J M Morris</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>18 Oct 2011 to 19 Oct 2011 16 Nov 2011 to 18 Nov 2011</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

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<sup>st</sup> 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in July 2008 and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Moor Park aims to educate the whole child within a happy, secure, caring community founded on Roman Catholic principles. It seeks to develop the whole child both academically and personally by discovering, nurturing and encouraging talent and by helping children to be the best they can be. The school works to maximise the opportunity and potential of every individual child and to prepare them through independence of thought and action to be ready for the next stage in their education. It strives to provide children with an environment in which they have space to grow physically, emotionally and spiritually.
- 1.2 Moor Park is an educational trust administered by a board of governors. The school is situated in 85 acres of parkland near Ludlow in Shropshire. It was founded in 1964 as a boarding school for boys aged seven to thirteen years. It has gradually evolved into a fully co-educational boarding and day prep school, with provision for babies from three months old in Tick Tock, and Early Years provision for children aged from two and a half up to five. Both Tick Tock and Early Years are housed in separate buildings, though Early Years children can also utilise the main school facilities when appropriate.
- 1.3 Since the previous inspection in 2005 a new headmaster and new chairman of governors have been appointed and significant new building and a reorganisation of the boarding provision have taken place.
- 1.4 The school has 293 pupils on roll, divided almost equally between boys and girls, with 122 pupils being boarders. Eighty-seven pupils are aged up to five, with 149 aged between five and eleven, and 57 between eleven and thirteen.
- 1.5 The school does not select pupils by ability, and its ability profile is slightly above the national average, with few pupils below it. A few pupils come from families where English is not the first language, and most of those receive language support from the school. A further 37 pupils receive support for special educational needs and/or disabilities (SEND), mainly dyslexia, but no pupil has a statement of special educational need. Pupils are drawn from a wide area and varied backgrounds, largely farming, business and professional.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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

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

- 2.1 Throughout, the school offers an excellent quality of education and pupils are successful in their learning and personal development. The school meets its aim that every pupil will achieve his or her potential, irrespective of ability. Pupils develop in confidence, ready for the next stage in their education, and the standard of their achievement is excellent. Pupils are encouraged through excellent teaching to take extremely positive attitudes to learning. Written work is well presented and skills are well developed across a wide range of subjects. Many pupils are successful in gaining scholarships, and in recent years all have been offered places in their first choice schools. A wide range of extra-curricular activities is available, and pupils enjoy them wholeheartedly.
- 2.2 The personal development of the pupils is good, and their spiritual, moral, social and cultural development is excellent. A strong community spirit pervades the whole school, and is particularly prevalent in the boarding houses. In their questionnaires parents and pupils were extremely positive about the school, and parents had no significant concerns. A few pupils felt that teachers did not always treat pupils equally, but inspectors saw no evidence of this. The school carries out regular reviews of its health and safety arrangements, and pupils feel well cared for.
- 2.3 Governance is good; fully committed governors cover all the main areas of expertise required. Governors visit the school regularly, and arrange occasions when they can meet the staff. They have ensured that the recommendations of the previous report have been met. They take their legal responsibilities seriously, although in the past certain aspects of safeguarding were not in place. Recently, however, they have taken the necessary steps to remedy this. All statutory policies and procedures are now in place and reviewed regularly, ensuring compliance with current regulations. Leadership is outstanding, the example set by the senior members of staff creating an ethos which runs through the whole school. The school's management is good. The school is aware that the workload of the SMT is considerable and has started to plan a greater distribution of responsibilities to enable middle management to play a more effective role in running the school and easing the workload of some senior members of staff.

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

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

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- ensure that all CRB checks are completed before the date of appointment [Part 3, paragraph 7.(a) and (b), under Welfare Health and Safety];
  - ensure that training for the designated child protection officer is appropriate and renewed every two years [Part 3, paragraph 7.(a) and (b), under Welfare Health and Safety].
- 2.5 At the time of the final team visit, the school had rectified the first shortcoming and had arranged for the appropriate training to rectify the second to take place in January 2012.

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

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Ensure that the roles of the senior and middle management teams are clarified, with suitable delegation of responsibilities and appropriate job descriptions.
  2. In the Early Years, improve the links between Tick Tock and the EYFS department in the main school in order to strengthen the overall provision.

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

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

- 3.1 The quality of the achievement of all pupils, including those who are gifted and talented and SEND pupils, is excellent. The school clearly fulfils its aim to develop the whole child both academically and personally.
- 3.2 Pupils learn successfully in all subjects. A large number of children each year gain both academic and non-academic scholarships to senior schools and all children transfer successfully to a school that best suits their individual interests and needs. Pupils develop a wide range of skills that prepares them for life beyond the school. They speak with confidence. Overall, written work is very well presented. Pupils' mathematical skills are well developed from the earliest years. Children's proficiency in art and design technology (DT) is clearly displayed around school and the pupils benefit from well resourced classrooms which includes a "Scholars' Loft", an innovation that helps pupils to hone their art skills and develop independence. The number of art scholarships gained by leavers is testament to this. Similarly, the number and range of sports scholarships gained indicates the high standards pupils achieve in physical education as does their performance in a variety of competitive fixtures. School teams are successful in local and regional competition in a number of sports and at a number of age groups. Pupils also achieve a number of music scholarships each year, and learn proficiency across a range of instruments, with good grades being achieved in public examinations. All pupils taking examinations in speech and drama do well, achieving merit or distinction.
- 3.3 Pupils are not entered for national tests but standardised tests in English and mathematics, the quality of their work and their success in achieving scholarships and places at senior school indicate an above average level of achievement in relation to their ability. On the evidence available and from the quality of work seen during the inspection pupils of differing abilities, including those with special needs and those who are gifted and talented, make progress which is in line with, or sometimes above the norm for their ability.
- 3.4 Pupils are extremely appreciative of the support that they are given and the opportunities that they have. They have an excellent attitude towards their work and great pride is taken in their presentation. Concentration is sustained in lessons and they work well with each other.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.5 The curriculum and extra-curricular activities are excellent, and they fully support the school's aims to discover, nurture and encourage talent. The curriculum is thoroughly well planned and balanced in terms of suitability to age groups, ability range and learning needs. It fully meets the recommendations from the previous report.
- 3.6 The breadth of the curriculum covers all aspects of learning and is enriched by the exceptional provision in art and DT, the teaching of French, Spanish and Latin and the range of interesting topics covered in history and geography. The pupils' personal development is enhanced by a well-planned scheme of work for personal, social and health education (PSHE) and all year groups benefit from timetabled PSHE lessons.
- 3.7 Curriculum planning is detailed and provides a wide range of academic opportunity for the pupils and ensures progress and continuity in their education. Initiatives such as support for Years 7 and 8 to develop their art portfolios and the setting of pupils into scholarship groups, extend the opportunities for the more able. Curriculum planning also deals with pupils with learning difficulties, who are identified and receive assistance through withdrawal from lessons. A system of individual education plans for each of these pupils enables focused support to be planned for them. For all pupils challenge is encouraged through the planned activities built into schemes of work.
- 3.8 The provision of extra-curricular activities is excellent for both day and boarding pupils. The children clearly enjoy the very wide range on offer, which includes such pursuits as dance and drama, Swahili and fencing, golf and archery. Some well-planned activities enable day pupils to take part at weekends.
- 3.9 Links with the local community are very good. The school supports local charities and regular visits are made to local sites, such as the museum, castle and police station. Members of the wider community, such as the police community liaison officer, visit the school to provide talks and make contributions to specific subjects. Several societies and clubs use the school facilities and the school hosts area netball and football tournaments, as well as cross-country runs, for local primary schools.

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

- 3.10 Teaching is excellent overall with the best lessons providing pupils with the opportunity to reflect on and demonstrate their understanding independently. It enables pupils at all levels of ability to make excellent progress and fulfils the school's aim to maximise the opportunity for every individual child.
- 3.11 Teachers know the children extremely well and relationships are very strong with information about them regularly shared amongst staff. Regular monitoring procedures are in place and there is consistency in the quality and content of subject documentation and planning. Setting pupils by ability and the provision of a scholarship class aid rapid progress, and pupils also benefit from an active learning support department which guides the support for both SEND and gifted and talented pupils. Staff receive training in providing support for pupils with differing learning needs, and set clear targets for individuals. Teachers adapt their teaching to meet

the needs of pupils in their lessons and planning clearly indicates where support is to be given across the ability spectrum. Pupils are able to learn in a variety of ways and, especially in the lower school, the excellent lessons and planning incorporate an awareness of pupils' learning styles. Role play, paired work and small groups, together with effective questioning by teachers, all offer pupils a chance to learn through initiative and independence, sharing their ideas with others.

- 3.12 Successful teaching is exemplified by lessons that are well paced and led by enthusiasm and humour and that provide the pupils with the opportunity to engage in learning independently or in collaboration with their peers. Teachers generally use a good range of questions and a positive approach that provides all pupils with the opportunity to respond successfully. Year 8 classes learn about the challenges faced by Henry V through role play and activity. Very skilful questioning of Year 7 pupils enabled them to work out how waterfalls and gorges are formed. In Year 2 use of large clocks, number fans and lots of humour ensured that the children understood how to tell digital and analogue time. The purposeful, open and warm relationships between staff and pupils enable easy and eager discussions in lessons allowing pupils to make courageous and enthusiastic responses and outstanding progress as seen in a Year 4 English lesson where pupils discussed why it was important to experience fear.
- 3.13 Marking is thorough and rigorous throughout the school and in the best examples it provides opportunities for the pupils to reflect on their work with feedback comments encouraging further thought and response. This is not consistently applied across the school and marking of books can be too detailed for the age of the children or, at times, too perfunctory. Assessment is regular and provides rich data that informs planning for year groups, subjects and individual children. The school's management information software enables staff to track pupil progress and record pastoral and academic information that ensures effective target setting.
- 3.14 Good use is made of the school's ample resources. The library is well stocked with fiction and non-fiction books and periodicals and pupils have expressed an enthusiasm in using it. The interactive whiteboards, the library and information and communication technology (ICT), both in the classroom and in the dedicated room, are used to encourage pupils to extend their learning. Planned ICT lessons ensure that the children address a wide range of ICT skills. Outside this provision, the use of ICT in learning is not consistent across other subject areas and pupils do not always benefit from the opportunities that this resource has to offer. In the very best teaching, evidence of the pupils' own learning is innovatively recorded, such as Year 3 work on onomatopoeia using digital photographs. Year 1 children use the interactive whiteboard confidently in whole class sessions.

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

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

- 4.1 The personal development of the pupils is good with many outstanding features. The school is successful in achieving its aim of encouraging children to be the best they can be, whilst allowing them the space to grow physically, emotionally and spiritually within a nurturing and caring community based firmly on Roman Catholic principles. Pupils are caring, considerate and courteous and are highly appreciative of all the school does for them. They thrive in a culture of encouragement and praise and parents strongly endorse the attitudes and values the school promotes.
- 4.2 The pupils' spiritual awareness is excellent. They embrace and value the Christian ethos of the school and participate wholeheartedly in regular assemblies, chapel services and mass. Pupils benefit from this focused time for personal reflection and prayer and respectfully listen to the spoken messages and musical contributions of both adults and peers. Pupils are purposeful, self-confident and friendly and have high levels of self-esteem. They eagerly participate in simple outdoor pleasures during the day and evening and throughout the seasons enjoy, in the words of a Year 5 pupil, 'the freedom' of the school's beautiful grounds to the full.
- 4.3 The moral development of pupils is excellent. They have a well-developed understanding of what is right and wrong and can explain clearly how they should and should not treat others. This message is nurtured at all times in lessons and through assemblies, circle time and the PSHE programme. Pupils are knowledgeable, respectful and tolerant of others' faiths, beliefs and opinions. They respect each other and their school environment, showing empathy for the natural world both in their studies, for example, in English lessons and in recycling projects. They show strong values and recognise the needs of others from an early age, working well in partnership, in both lessons and at play.
- 4.4 Pupils' social development is excellent. They are polite and cheerful and exude an energy and zest for life. The strong sense of family which is fostered throughout the school, including the boarding community, significantly develops pupils' social awareness. They readily engage with themes from chapel services, such as 'actions speak louder than words', the results being manifested in their support of each other and their successful fundraising activities for those less fortunate than themselves. Pupils speak positively and assuredly about the positions of responsibility available to them and the school council features significantly, with elected representatives putting forward pupils' ideas for school improvement. Pupils are aware of and are knowledgeable about public institutions and through the school council have experience of how an election process operates.
- 4.5 Pupils have an excellent appreciation of, and respect for, their own and other cultures. They study these in religious education lessons, where they also look at all major faiths; they make use of helpful and informative material from many excellent wall displays. Pupils respond with great enthusiasm to the creativity of staff who run activities in Swahili, take registration in a variety of languages, including Maori and inspire them in lessons with details of cultural traditions. Pupils enjoy the cultural diversity of the special suppers and activities inspired by the presence of Spanish, American, South African and French pupils and staff.

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

- 4.6 Throughout the school the arrangements for the pupils' welfare, health and safety are good. The teaching and non-teaching staff provide excellent pastoral support and guidance for the pupils in accordance with the school's aims. Their central concern is for the welfare and development of each individual child with a continuing commitment to the Roman Catholic tradition and boarding ethos.
- 4.7 There is a strong ethos of respect, tolerance and endeavour at all levels in the school. Staff have high expectations and provide challenge and opportunities which pupils eagerly grasp. Strong pastoral systems are in place with daily and weekly staff meetings focusing on pupil welfare. Pupils are well supported by form teachers, the vertical tutor system for Years 6 to 8, house parents, matrons, the health manager and the senior management team (SMT), and are confident that there are many people to whom they can turn if they should need help. The questionnaire response by a very few pupils that teachers do not treat them fairly was not supported by any inspection evidence.
- 4.8 Relationships throughout the school are particularly strong. Pupils mix readily between age groups, older pupils supporting younger ones at lunch and play. Co-operation and courtesy are evident in all aspects of school life and pupils recognize that they are responsible for their own actions. Strong systems such as circle time, the school council and the suggestions box where concerns may be aired are in place and pupils are confident that any instances of unkindness are dealt with immediately. Age appropriate and effective systems for rewards and sanctions are in place. Pupils understand the importance of the systems and are very proud of their own and others' achievements. All staff have received appropriate child protection training although some past anomalies in keeping this up-to-date were in the process of being rectified.
- 4.9 All necessary measures are taken to reduce risk from fire and hazards, fire drills are held and staff receive regular fire training. Health and safety policies are up-to-date and are effective and procedures for electrical testing are appropriately carried out. Risk assessments covering all aspects of school life including educational visits are in place and the health and safety committee meets regularly. Arrangements for pupils who are ill or injured are of good quality and accidents are recorded correctly. Currently 39 staff are trained in first aid, seven of these at the higher level. The school has devised a suitable three year accessibility plan and admission and attendance registers are maintained and kept correctly.
- 4.10 The food provided is of good quality with plenty of choice of hot and cold meals. Snacks are varied and children enjoy the food. Pupils understand the need for exercise and a balanced diet and enjoy the many opportunities for sport and outdoor activities.

#### **4.(c) The quality of boarding education**

- 4.11 The quality of the boarding education is excellent, contributing strongly to the pupils' personal development. By a series of graduated duties, ranging from table laying to 'lock-up' and to befriending younger boarders, pupils learn self-reliance, and develop their social, moral and cultural understanding. A good level of staffing ensures that the pupils feel very well cared for at all times, with a wide variety of boarders' activities and constructive use of some less formalised time. Leadership is strong, giving clear direction and support to all boarding staff. An excellent boarding handbook has been published, which includes details of a carefully phased and very comprehensive induction for new boarders. The boarding experience is fully in line with the school's aim to provide an environment in which children have space to grow physically, emotionally and spiritually.
- 4.12 Relationships in the two boarding houses are very positive. Pupils care for one another, befriend any one feeling lonely, and share in each other's joy. Older pupils will read to younger ones, and all pupils extend a warm welcome to pupils from overseas and help them to settle in quickly. Relationships with staff are equally positive. Pupils appreciate the lengths staff will go to in order to create a warm and homely environment, and the presence of both Gap Year students and boarding staff with young children contributes much to the family atmosphere. Dormitories all have their own unique décor and pupils change dormitories each term, thus widening their circle of room mates.
- 4.13 A wide range of activities is available to boarders, including torchlight games, dodgeball, word games, hockey, swimming, chess and others which the pupils are encouraged to suggest. Various competitions are organised, and the sports hall, computers and the library are also available. Trips to Ludlow, Shrewsbury and elsewhere are organised. Full boarders are taken to Mass at the weekend. All children can experience 'The Big Weekend' in which there are opportunities to increase friendships across all year groups. In their questionnaire responses pupils expressed strong support for their boarding experiences.
- 4.14 The school has responded fully to the recommendations of the most recent Ofsted report, and the accommodation, after much refurbishment, is now excellent. Boarders in the junior house described it as "yummy". All the accommodation is homely, with scope for boarders to personalise their own space, a high standard of decoration, and a good number of well-appointed bathrooms.

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

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

- 5.1 The quality of governance is good. Governors have regular and sufficiently frequent meetings of both the whole body and the various committees to ensure that they are fully conversant with the school and its activities. This oversight enables them to ensure that the school strives towards its aims to educate the whole child, and to develop each child's abilities to the fullest extent possible. Members of the governing body have expertise in all the areas appropriate to the school's functions, and are thus able to provide strong and effective support throughout. Some of them are parents of school pupils. The governors exercise firm financial control, and have ensured that the school has good quality buildings, resources and staff. They have produced a well organised strategic development plan, with appropriate timescales, costings and criteria by which success can be measured; this meets the recommendation of the previous report.
- 5.2 Governors take their legal responsibilities seriously, and have good oversight of policies and procedures for safeguarding children and for the safe recruitment of staff. They have appointed a governor to have special responsibility in this area, and she regularly visits the school, checks on any welfare issues and reports to governors termly on the welfare policies and their implementation. However, in the past there have been occasional lapses in adhering to the necessary timescales in some areas of safeguarding.
- 5.3 Governors spend time effectively in considering overall strategy, visiting the school, meeting staff and providing a good level of support and challenge.

### **5.(b) The quality of leadership and management**

- 5.4 Leadership of the school is excellent, with a strongly led senior management team showing a very deep commitment to the school and its pupils. The ethos of the school is strongly instilled into all members of the staff by the dedicated leadership team who ensure that the school's aims are met. Pupils develop excellent personal qualities as a result of the ethos which has been created and the example set by the SMT. Parents, in their questionnaire, spoke very highly of the leadership of the school.
- 5.5 The school's management is good, and effective in promoting educational success. Good schemes of work have been developed; a management information system is used effectively to track pupil progress and to highlight areas of concern. The personal development of pupils is also under constant review by staff, who have regular and frequent meetings at which all relevant pupil concerns are raised. Both pupils and their parents commented that the school looks after the pupils well. A staff appraisal system is in operation, though lack of delegation results in time being too short for the detailed discussion of targets always to be achieved. The workload of the SMT across all areas of the school is considerable, and in some instances goes well beyond the formal job description. The school is aware of this problem and has started planning a greater distribution of responsibilities in order to enable middle management to play a more effective role in supporting the running of the school.

- 5.6 The regulatory non-compliance in child protection training and in ensuring Criminal Records Bureau clearance ahead of a governor taking up post indicates a weakness in some management checking systems which has now been rectified.
- 5.7 School leaders now give appropriate attention to the welfare, health and safety of pupils: staff safeguarding training takes place as required, safe recruitment procedures are followed in the appointing of staff and the central register of appointments is accurately completed. Induction training for all staff new to the school is thorough.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.8 Links with parents are excellent. In their responses to the pre-inspection questionnaire parents demonstrated very considerable support for all aspects of the school, while negative responses were negligible. All the required information for parents is readily available, and the website is comprehensive and informative. The head sends parents a newsletter every three weeks, and whole school or year by year social events are held regularly at the school. Parents are welcome at the school for various activities and many sporting fixtures, and are easily able to have conversations with staff on the touchline. Pupil collection and delivery times also provide opportunities for informal parent/staff contact.
- 5.9 Each year group has a formal parents evening twice a year, but staff are also available at other times to discuss a pupil's progress should the need arise. Parents receive reports at half term in the Michaelmas and summer terms and again at the end of all three terms. Reports are clear and comprehensive; they display detailed knowledge of each pupil and contain information on how they might improve.
- 5.10 The school has an appropriate complaints policy, but no recent complaint has gone beyond the informal stages.

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

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

### **6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The effectiveness of the EYFS provision is outstanding. Children's needs are met exceedingly well so they make excellent progress in their learning and development. All staff have a strong knowledge of the children and give a high priority to welfare so that children enjoy their learning; thus the school fulfils its aim to help children be the best they can be. Since the previous inspection the school's high standards have been maintained. The school has greatly developed its outdoor provision, introduced children's individual "learning journeys" and has encouraged greater parental input.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 Leadership and management of the EYFS are outstanding overall. Children's safety and their health and well-being are enhanced by the consistent implementation of suitable records, policies and procedures. Those implemented by Tick Tock are exemplary. Equality and inclusive practice are integral parts of the EYFS. The strong staff teams both in Tick Tock and the main school share the same high quality vision. They constantly review provision, improve practice and are wholly committed to professional development. However, there are currently underdeveloped links between Tick Tock and the main school which limit the effectiveness of the EYFS as a cohesive unit. Parents report a high level of satisfaction with, and support for, the school. Strong links with the local authority and other agencies offer additional expertise which contributes significantly to children's welfare and development. Good quality resources are well deployed to meet all of the children's needs.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 Provision is outstanding, both for under threes and older children. Staff value each child as unique, carefully matching activities to individual needs. Generally, staff are skilled at building on children's own ideas and interests to support their learning and development expertly. Stimulating learning environments provide excellent opportunities for indoor and outdoor learning. The newly-created adventure area provides an outstanding environment in which older children can experience problem solving activities. Throughout the EYFS, the children's progress is monitored and recorded through an effective system of observation and assessment and the resulting information is generally used well to plan future learning. Next steps in learning are not always clearly identified for older children. Key people are highly skilled at creating nurturing environments so that children under three quickly settle and develop confidence. Children are cared for extremely well and are taught about keeping safe and healthy in many contexts. Regular checks of equipment and risk assessments of all areas ensure a safe environment.

### **6.(d) Outcomes for children in the Early Years Foundation Stage**

Outcomes for children are outstanding. All children, including those under three years, make good and often rapid progress from their different starting points. By the end of Reception, most children achieve high standards in all six areas of learning, with some exceeding the Early Learning Goals. Children are extremely happy, well settled and feel safe. Children's personal development is outstanding. They show increasing independence, share and take turns and their behaviour is exemplary. Children develop a strong sense of personal safety, as shown by the careful way they move around the school site. They show a good understanding of the need to wash hands, and take regular exercise. They are developing considerable skills for the future, displaying good attitudes to learning and excellent relationships with other children and adults.

#### **Compliance with statutory requirements for children under three**

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

**Section 2 includes what the Early Years Foundation Stage should do to improve its provision**

## **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. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Jenny McCallum

Reporting Inspector

Mr Neil Jones

Headmaster, IAPS school

Mrs Margaret Marsh

Deputy Headmistress, IAPS school

Mrs Mary Hughes

Early Years Lead Inspector