



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Moor Allerton Preparatory School

May 2023

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School's Details

School	Moor Allerton Preparatory School			
DfE number	352/6001			
Address	Moor Allerton Preparatory School 131-135 Barlow Moor Road West Didsbury Manchester M20 2PW			
Telephone number	0161 4454521			
Email address	head@moorallertonschool.co.uk			
Headmistress	Ms Kathryn Unsworth			
Chair of governors	Mr Ali Khan			
Proprietor	Alpha Schools Ltd			
Age range	2 to 11			
Number of pupils on roll	237			
	Pre-school	29	Pre-prep	91
	Prep	117		
Inspection dates	4 to 5 May 2023			

1. Background Information

About the school

- 1.1 Moor Allerton Preparatory School is an independent, co-educational day school. It was founded in 1914 and is located in the Manchester suburb of Didsbury about five miles south of the city centre. The school is overseen by Alpha Schools Ltd. The school comprises three sections: pre-school, for children aged 2 to 4 years, pre-prep, for pupils aged 5 to 6 years, and prep, for pupils aged 7 to 11 years.
- 1.2 The school also has a nursery for children aged 0 to 2 years. This is registered separately with the DfE and is awaiting its first Ofsted inspection, so was not included in this inspection.

What the school seeks to do

- 1.3 The school aims to maintain children's individuality whilst pursuing the best for the child, academically, spiritually and morally. It seeks to help children to understand that, as well as working for their own good, they should respect and value others. The school endeavours to ensure that every child enjoys learning and realises their potential, so that when they leave, they have reached the necessary academic level to gain entry to the senior school best suited to their needs.

About the pupils

- 1.4 Most pupils come from families in the local area. The school's own assessment data indicate that the ability of the pupils is above average compared to those taking similar tests nationally. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. No pupil has an education, health and care (EHC) plan. There are 57 pupils who speak English as an additional language (EAL), of whom 10 receive additional support for their English.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Arrangements made to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors. However, the proprietor does not exercise adequate oversight of recruitment records. There was no systematic method of ensuring that all employment checks had been carried out because these were recorded in differing locations. Leaders and managers were unaware of this prior to the inspection. Staff recruitment files and the single central register of employment were incomplete.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met but that in paragraph 7 [safeguarding] is not met.**

Action point 1

The school must ensure that it keeps evidence of all recruitment checks carried out in staff files so that leaders and managers can exercise due oversight [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 2

The school must ensure that the proprietor exercises adequate oversight of safeguarding, particularly with regard to maintaining records of safer recruitment procedures [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 A register is not kept as required. The single central register had been overwritten without leadership and management being aware of this, and was incorrect when initially shown to inspectors. At the time of inspection, it was unclear which of the checks carried out under paragraph 21 were complete, so inspectors were unable to ascertain which of the applicable parts of this paragraph were met. Therefore it did not present an accurate record of the required checks.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–20] are met. The standard relating to the keeping of a register in paragraph 21 is not met.**

Action point 3

The school must ensure that it maintains an up-to-date single central register of recruitment checks carried out [paragraph 21(1), 21(3)(a)(i-viii), 21(3)(b) and 21(4); EYFS 3.7 and 3.9].

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.16 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 4

The proprietor must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards, particularly those relating to safer recruitment, are consistently met, and they actively promote the wellbeing of the pupils [paragraph 34(1)(a), (b)] and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

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Reporting inspector

Mr Richard Metcalfe

Compliance team inspector (Former bursar, HMC school)