



ISI Independent
Schools
Inspectorate

MOOR PARK SCHOOL

REGULATORY COMPLIANCE INSPECTION

10 TO 11 May 2016



School's Details

Full Name of School	Moor Park School
DfE Number	893/6015
EYFS Number	EY294910
Registered Charity Number	511800
Address	Moor Park School Moor Park Richards Castle Ludlow Shropshire SY8 4DZ
Telephone Number	01584 876061
Email Address	head@moorpark.org.uk
Head	Mr Charlie Minogue
Chairman of Governors	Maj Gen Arthur Denaro
Age Range	0 to 13
Total Number of Pupils	306
Gender of Pupils	Mixed (161 boys; 145 girls)
Number of day pupils	Total: 194
Number of boarders	Total: 112 Full: 19
Early Years Foundation Stage	123
Pupils' Ability	Standardised tests indicate that the ability of the pupils is above the national average.

School's Details

Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 32. Two have a statement of special educational needs or an education, health and care plan. They require support with a wide range of disabilities, including dyslexia. Eighteen pupils have English as an additional language (EAL), fourteen of whom receive support.
History of the School	The school was founded in 1964 on its current site. It became co-educational in the 1980s.
Ownership and Governing Structure	The school is a charitable trust, administered by a board of governors, who are also the trustees.
School Structure	The school is divided into three sections: Tick Tock nursery, for children aged from three months to four years; the Lower School, for pupils aged three to seven years; and the Prep School, for those aged up to thirteen.
Inspection Dates	10 to 11 May 2016
Other Useful Information:	The school is a Catholic foundation, welcoming pupils of all faiths or none.

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. For schools which have early years provision, the inspection of settings which do not require registration also records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. 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 in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and the requirements of the statutory framework for the Early Years Foundation Stage and associated requirements and no further action is required as a result of this inspection.

PART 1

Quality of education provided

The school uses its own framework to determine attainment

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 pupil performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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. Boarders do not experience discrimination, and their care is sensitive to different needs.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standards relating to welfare, health and safety [paragraphs 6 - 16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2-4, 6-12, 15 and 16 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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. A suitable statement of boarding principles and practice is published by the school.

The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

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, and identifying those relating to the boarding provision.

The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The proprietors 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 well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding. All adults involved in the learning and care of the children devise programmes and procedures that ensure that almost all children make rapid progress from their wide range of starting points. They are thoroughly prepared for the next stage of their education. Children with SEND or EAL have their needs met highly effectively. The school works closely with parents to access specialist provision, such as speech and language therapy, and all recommendations are carefully implemented.

The children's personal and emotional development is excellent. They feel safe and secure, and are evidently happy. All staff have a secure understanding of the safeguarding and welfare requirements and their responsibility for protecting the children in their care.

Leadership and management are excellent. The leadership demonstrates a strong commitment to improving the already outstanding provision. All staff are encouraged to evaluate their practice and undertake further training. At the previous inspection it was recommended that a programme of peer observation be introduced and that the recent supervision system be extended throughout the setting. These have both been met.

Effectiveness of leadership and management

The effectiveness of the leadership and management is outstanding. Leaders demonstrate an ambitious vision and have high expectations in all aspects of the education of the children. They are committed to ensuring the best possible outcomes for children of all abilities.

The governors take a highly effective interest in the Early Years Foundation Stage (EYFS), and a governor takes particular responsibility for this area of the school. Welfare and safeguarding requirements and regulations are effective and followed conscientiously by all staff. Leaders who have a designated role in this area provide a high level of training. Procedures ensure that all staff fully understand their responsibilities for safeguarding and provide a safe, secure education for the children in their care. Staff professional development is encouraged and supported by appraisal, a rigorous supervision system and appropriate training. Excellent procedures are in place for self-evaluation. Staff meet regularly to consider and evaluate policies and practice, discuss the progress of every child and plan improvements. All parents who responded to the pre-inspection questionnaire were satisfied with the progress their children are making, how their children are looked after and the way the school has responded to any concerns. All would recommend the setting to another parent.

The curriculum has breadth and depth, and meets relevant statutory requirements for the EYFS. Staff, when planning the educational programmes, respond strongly to the children's interests, such as the topic on pets for the older children. Staff actively promote equality, diversity and British values. Displays celebrate differing cultural festivals, such as Chinese New Year. Even the youngest children are given some insight into significant British institutions, through activities such as making crowns for the Queen's birthday and painting shields for St George's Day. The emphasis on social development and opportunities to exercise choice and develop personal responsibility is an effective strategy to enable the children to resist radicalisation and extremism in their future. The high standards of behaviour observed reflect a commitment to promote kindness, tolerance and consideration towards others. The children are well prepared for transition to the next stage of their education.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding. All staff have an excellent understanding of how children learn. High expectations for all children are clearly communicated. Children across the ability range are rewarded with focused praise and stickers for improved work or behaviour. Highly qualified staff have a secure understanding of the age group with which they are working and devise enjoyable and stimulating activities that enthuse the children. Equality of opportunity and recognition of diversity are promoted through stories, displays and resources. Children's sense of self-worth is fostered skilfully by such means as letting even the youngest choose which songs to sing. Attractive and stimulating wall displays show that the achievements of the children are valued. For example, the older children's display about 'growing things' shows their observational skills as they have painted flowers in repeating patterns. Children with SEND or EAL are well supported through focused interventions and differentiated activities which follow the suggestions of specialists and are devised to promote good progress. Activities such as counting in 5s to 130 and lengthening a beanstalk beyond a specified figure extend the more able children. Children can see clearly their own progress in a display showing a comparison of a recent piece of free writing with a piece written in the first days in Reception.

An electronic assessment system effectively maps children's progress. It is gathered from what children understand, know and can do. It is used highly effectively to plan teaching and learning strategies, to identify individual needs, and to enable all children to make excellent progress and achieve highly. At present, this is only shared with parents at parents' evenings. Regular reports, and the required progress check at the age of two, provide information on children's achievements and suggest next steps in their learning. Even the

youngest children have a daily diary that describes what they have done each day and parents are encouraged to respond in these.

Teaching supports children to acquire the skills and capacity to develop and learn highly effectively and be ready for the next stage of their education. It provides a rich programme to extend children, particularly in the areas of language acquisition, and personal and social development. In the baby room, children are encouraged to develop their understanding of shapes as they play with shape sorters, whilst older children learn to identify coins and add up the amounts seen. Two year-old children are taught to enjoy nursery rhymes. They particularly enjoy recognising their own pictures on their place mats so that they know where to sit at the lunch table.

Personal development, behaviour and welfare

Personal development, behaviour and welfare of the children are outstanding. Throughout the setting there is a strong commitment to high standards of learning and personal development. All staff are skilled at explaining and questioning so that children are encouraged to think for themselves and become increasingly confident and successful. The older children think of themselves as learners and are effectively prepared for the transition to the next stage of their learning as they see older children in the dining room and in assemblies. Even the youngest children demonstrate confidence in adults, particularly their key people, copying their movements as they sing action songs. They are helped sensitively when managing their personal hygiene needs. The older children are encouraged towards independence in this area.

A consistent approach by all staff, who model desired behaviour and use praise and reward to reinforce desirable conduct, results in excellent behaviour. Children are taught to keep themselves safe and helped to use cutlery safely when spreading their own butter on their toast. Interventions and incidents are recorded and analysed so that careful attention is paid to any individual needs, or patterns or causes of challenging behaviour. All children, even the youngest, are encouraged to share and take turns. Staff help them to develop effective strategies, such as using the 'feelings mirror', to recognise their emotions and control their behaviour. Reception children are encouraged to take responsibility by being the 'helper of the day'. Children are well prepared to respect others and contribute to wider society and life in Britain.

Children learn about healthy eating through the provision of healthy meals and snacks. They are encouraged to wash their hands after playing outside or before eating. They frequently make use of the outdoor areas and have numerous opportunities to explore and use their imagination. The youngest children are taken for walks or rides in buggies. Teaching in art, physical education and music supports physical and creative development. Regular attendance is encouraged, and unexpected or un-notified absences are investigated.

Outcomes for children

Outcomes for children are outstanding. Children make excellent progress in all areas of the Early Years Foundation Stage from their wide range of starting points, including those with SEND or EAL and the most able. The majority reach the expected level of development for their age, and about a third exceed this. Throughout the EYFS they become increasingly assured and equipped with the necessary skills to be confident in a wide array of social situations. They are confident when performing to parents and older children. They are receptive to learning and are equipped with language that enables them to explore, construct and reflect on their activities.

The youngest children exhibit high levels of curiosity and interest. Supported by the adults who care for them, they are able to explore colour, sound and shape through the provision of stimulating sensory resources. The attractive grounds provide interesting experiences such as spotting squirrels, geese on the lake or the chickens. Two year olds relish selecting books and turn the pages, emulating reading. Three year olds are beginning to recognise some letters and many can repeat the sound the letters represent. Most of the older children have made an excellent start at learning to read and can recognise the sounds that make up words.

Many are able to recognise familiar irregular words. All children enjoy taking their reading books and spellings home to share with their parents.

Children who attend the EYFS are consequently extremely well prepared for the next stage of their education, whether within the school or elsewhere.

Compliance with statutory requirements

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

Recommendation for further improvement

- Use the information provided by the electronic assessment system to communicate progress to parents more frequently.

About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mr Richard Johnson	Reporting Inspector
Mrs Nicola McAvoy	Compliance Team Inspector (Bursar, IAPS school)
Mr Adrian Hathaway	Team Inspector for Boarding (Head of Boarding, IAPS school)
Mrs Eithne Webster	Co-ordinating Inspector for Early Years