



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Moor Park School

October 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
The quality and standards of the Early Years Foundation Stage	9
Overall effectiveness: the quality and standards of the early years provision	9
Quality of education	9
Behaviour and attitudes	10
Personal development	10
Leadership and management	11
Compliance with statutory requirements	11
Action points for EYFS	11
Recommendations for further improvement	12
3. Inspection Evidence	13

School's Details

School	Moor Park School			
DfE number	893/6015			
Early Years registration 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			
Headmaster	Mr Charlie Minogue			
Chair of governors	Mr Julian Rogers-Coltman			
Age range	0 to 13			
Number of pupils on roll	210			
	Day pupils	198	Boarders	12
	Tick Tock Nursery	44	Pre-prep	57
	Prep	109		
Inspection dates	6 to 8 October 2021			

1. Background Information

About the school

- 1.1 Moor Park School is an independent co-educational day and boarding school for pupils aged three months to 13 years. It was founded in 1964 on its current site in Richards Castle, Ludlow. The school is a charitable trust, administered by a board of governors. It comprises three sections: the Tick Tock nursery, for children aged three months to 3 years; pre-prep, for children and pupils aged 3 to 7 years; and prep, for pupils aged 7 to 13 years. There are two boarding houses situated on the school site, which cater for flexible boarders and full boarders. Boarding is available from Year 3.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. A number of boarders continued to be accommodated on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school is rooted in Catholic principles but aims to welcome pupils and families of all faiths and beliefs. It seeks to ensure that pupils' talents are maximised in whichever area they excel or show an interest. The school endeavours to enable pupils to think independently and creatively in and out of the classroom.

About the pupils

- 1.8 Most pupils come from local families representing a range of professional, business, and farming backgrounds, with some boarding pupils coming from overseas, including from Spain. The school's own assessment data indicate that the ability of pupils on entry to the school is above average compared to those taking the same tests nationally. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions. Of these, 23 receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 11 pupils, 10 of whom receive additional support for their English. Data used by the school have identified 18 pupils as being the more able in the school's population, and the curriculum is modified for them.

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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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 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, 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 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](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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, the National Minimum Standards for Boarding Schools, the 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 in the junior school and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. 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. 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.
- 2.7 The standard 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

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met; 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 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.
- 2.10 Safeguarding arrangements do not always demonstrate due regard to current statutory guidance. The safeguarding policy does not include guidance about reporting low-level concerns about staff. Leaders and staff, including those with designated responsibility for safeguarding, do not always understand their safeguarding training sufficiently clearly with regard to identifying, reporting and investigating potential abuse. Safeguarding concerns are not always reported to the appropriate persons in a timely fashion. The school does not always communicate concerns to pertinent external agencies, such as the LADO, the Disclosure and Barring Service (DBS), and, in the EYFS, Ofsted, when appropriate.
- 2.11 The standard on fire precautions and drills (NMS 7) is not met and represents a failure to safeguard boarders. The school does not conduct the required evacuation drills in boarding time.

- 2.12** The standards relating to welfare, health and safety in paragraphs 9–11, 13–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–4, 6, 8–10, 12, 15 and 16 are met, but those in paragraphs 7 [safeguarding], 8 [safeguarding of boarders], 12 [fire safety] and NMS 7 and 11 are not met.

Action point 1

The school must ensure that the safeguarding policy includes suitable guidance about reporting low-level concerns about staff [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4 and 3.7].

Action point 2

The school must ensure that leaders and staff fully understand their safeguarding training with regard to identifying, reporting and investigating potential abuse [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.6].

Action point 3

The school must ensure that staff report safeguarding concerns to the appropriate persons in a timely fashion [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4 and 3.7].

Action point 4

The school must ensure that it communicates concerns to relevant external agencies, including the LADO, the DBS, and, in the case of concerns relating to the EYFS, Ofsted, when required [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4, 3.7, 3.8 and 3.13].

Action point 5

The school must ensure that it conducts fire evacuation drills during boarding time at least once per term [NMS 7.2 and, for the same reason, paragraphs 8(a) and (b) and 12].

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

- 2.13** 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 and the school's arrangements for guardianship are suitably managed.
- 2.14** 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

- 2.15** 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16** The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.17 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. A suitable statement of boarding principles and practice is published by the school.

2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.19 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.

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

PART 8 – Quality of leadership in and management of schools

2.21 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 well-being of the pupils.

2.22 The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.

Action point 6

The school must ensure that the proprietor and school leaders 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 [paragraph 34(1)(a), (b) and (c); NMS 13.1, 13.3–13.5 and 13.7].

The quality and standards of the Early Years Foundation Stage

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

- 2.23 The overall effectiveness of the early years provision is inadequate.
- 2.24 Leaders do not ensure that the requirements for children's safeguarding and welfare are fully met. Safeguarding arrangements are not implemented in line with statutory guidance.
- 2.25 The curriculum and care practices meet the needs of the children, including those with SEND, well. For example, during outdoor play, children show good co-ordination skills in both large and small movements appropriate for their stage of development.
- 2.26 Children make good progress in their learning and development in relation to their starting points. For example, from birth onwards children are physically active in their play, developing their good physiological, cardiovascular, and motor skills. Children are well prepared for their next stage of development.
- 2.27 The setting offers a warm and friendly environment where children feel safe and secure. On arrival, children demonstrate that they are happy and feel safe as they leave their parents to go into the nursery with their key person.
- 2.28 Leaders evaluate practice effectively to improve children's education. Since the previous inspection, leaders have revised the setting's approach to learning and provide good opportunities for the children to respond to and engage with the world.
- 2.29 Practitioners share information with parents about their child's progress. They help parents to support and extend their children's learning at home

Quality of education

- 2.30 The quality of education is good.
- 2.31 Leaders ensure that the setting's educational aims are met and are sufficiently challenging for the children. Planning caters for the children's next steps to ensure that all children make good progress from their starting points. Practitioners communicate well with the children and understand their needs both in terms of care and, educationally, to help improve their learning. However, there are missed opportunities in planning to reflect individual children's interests. Staff do not always enable children to use their home language in their play and learning.
- 2.32 Practitioners plan the content, sequence and progression in all areas of learning well. They ensure that the children are appropriately challenged in all areas. For example, staff encouraged children to create sound effects and movements from familiar objects, such as using colanders and wooden spoons to create different sounds. Children were seen picking up the spoons and shaking, banging, and waving them, while watching and listening carefully to what was happening.
- 2.33 Children enjoy all areas of learning and listen attentively and appropriately for their stage of development. Children move in an age-appropriate way. They are physically active, developing good control and co-ordination for their stage of development. Practitioners understand the children in their care and how they learn.
- 2.34 The environment is well set out to meet the needs of the children and promote their learning. The resources are appropriate and also at a height level that the children can access.
- 2.35 The setting promotes teaching and learning to ensure children's readiness for the next stage of their education. It gives children the broad range of knowledge and skills that provide the foundations for future learning and development. Children are well prepared for the next stage of the setting.

Behaviour and attitudes

- 2.36 Behaviour and attitudes are good.
- 2.37 Children are confident to explore the environment and play with toys and objects that they are familiar with. They enjoy exploring the room and the outdoor area in particular and are willing to engage with new activities set out for them. For example, in the outdoor area the children enjoyed experimenting while painting on a sheet on the fence. The recommendation of the previous inspection to provide additional opportunities for exploration and creativity for the children under two in the immediate outdoor area has been met.
- 2.38 Children are involved in their learning and motivated to try new things with encouragement, achieving what they set out to do. For example, children were encouraged to explore putting a ball through a length of drainpipe and they then went to find where it had gone. They were motivated by their key persons' encouragement, enthusiasm, and support to see what happened.
- 2.39 Children demonstrate their positive attitudes to learning through their high levels of curiosity, concentration, and enjoyment. They listen intently and respond positively to adults and each other. This is because staff communicate high expectations for children's and behaviour and conduct.
- 2.40 Children respond well to the opportunities to choose from easily accessible resources and move from one activity to another with confidence. Children demonstrate positive attitudes to learning and listen intently to the adults supporting them by drawing their attention to interesting things and smiling and nodding as they explore. Children act on their own ideas and choose ways to do things. For example, children were observed choosing to dress themselves for the outdoor area, selecting their own wellington boots and coat and experimenting with ways to put these on with full concentration.
- 2.41 Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure. In the mornings, when children were dropped off, they were observed leaving parents and happily going into the nursery with their known key worker. Practitioners enable children to explore by being a secure base for them, sitting close by at their level to show that they are physically and emotionally available to the children. Practitioners model gentleness and kindness in their interactions with the children.

Personal development

- 2.42 The personal development of children is inadequate.
- 2.43 The practitioners provide effective care practices which supports children's emotional security and development of their personalities. Children build up good understanding of what makes them unique although there are missed opportunities to reflect the children's interests in planning.
- 2.44 Children develop confidence, resilience and independence within the setting. They were observed washing hands independently and preparing themselves for mealtimes, sitting confidently at the table and attempting to feed themselves.
- 2.45 Practitioners encourage children to take appropriate risks and challenges as they play and learn both inside and outside, particularly supporting them to develop physical and emotional health. For example, children were seen crawling safely through a small wooden cube, supported by reassurance from their key persons. Children are also enabled to be aware of when they may be at risk from external sources, such as different communication media.
- 2.46 Children form secure attachments as a result of the effective key person system. Practitioners teach the children how to express their feelings. Babies form very good relationships with staff because they are sensitive, responsive and model gentleness and kindness at all times.
- 2.47 Practitioners offer a healthy diet and a range of opportunities for physically active play both inside and outdoors. They give clear and consistent messages to children that support healthy choices

around food, rest, and exercise. Staff provide many opportunities for physically active play, including in the outdoor garden and school grounds.

- 2.48 Hygiene practices ensure that the personal needs of the children of all ages are met appropriately. Practitioners teach the children to become increasingly independent in managing their personal needs.
- 2.49 Staff promote and model warm, respectful and caring behaviour to the children. This helps prepare children for life in modern Britain. For example, staff talked to children about being gentle, saying please, and using kind hands as they brushed their hair. When more than one child wanted to use a hairbrush, staff asked children to say 'please', talked about good sharing and praised the children for taking turns.
- 2.50 Staff do not always demonstrate a clear understanding of their safeguarding training. Leaders and staff do not consistently implement the processes for reporting concerns outlined in the safeguarding policy.

Leadership and management

- 2.51 Leadership and management are inadequate.
- 2.52 Leaders demonstrate an ambitious vision for the future of the setting. For example, they have developed what the setting terms a curiosity approach to learning designed to develop children into 'thinkers and doers'.
- 2.53 Leaders support staff's professional development effectively, including through meetings with individual staff to help enhance their skills and knowledge of how the curriculum can meet children's needs. In doing so, leaders ensure that the setting provides most children, including those with SEND, with suitable support. However, there are missed opportunities to support children with EAL and to plan for the children's individual needs and interests.
- 2.54 Leaders engage effectively with children and their parents. For example, the setting provides parents with daily updates on their children's progress and opportunities to contribute to their development. Transition within the setting and between the setting and the rest of the school is carefully managed to ensure that the process is a happy one for the children. However, staff have not always gathered all relevant information about children's needs and starting points before they join the setting, such as whether a child has EAL.
- 2.55 Leaders do not always fulfil their statutory duties to ensure that safeguarding and welfare requirements are met. Evidence from interviews with governors demonstrates that understanding of the EYFS by governors is too limited to provide effective monitoring and oversight of children's care. Staff do not always demonstrate a secure understanding of safeguarding procedures or the role of the designated safeguarding lead. The school does not always communicate concerns, when applicable, to pertinent external agencies, such as the LADO, the DBS, and Ofsted.

Compliance with statutory requirements

- 2.56 In order to meet the requirements of the Childcare Act 2006 fully, those responsible for the registered provision must take the following action.

Action points for EYFS

The school must ensure that leaders and staff fully understand their safeguarding training with regard to identifying, reporting and investigating potential abuse [EYFS 3.6].

The school must ensure that staff report safeguarding concerns to the appropriate persons in a timely fashion [EYFS 3.4 and 3.7].

The school must ensure that it communicates concerns to relevant external agencies, such as the LADO, the Disclosure and Barring Service, and Ofsted, when required [EYFS 3.4, 3.7, 3.8 and 3.13].

Recommendations for further improvement

In addition to the above action points, the school is advised to make the following improvements to its provision for children in the early years.

- Ensure that all planning reflects the needs and interests of individual children in order to improve the quality of learning.
- Ensure that governors have sufficient knowledge of the EYFS requirements to monitor and support the setting effectively, in particular with regard to children's care.
- Strengthen systems of information gathering before children start at the setting to ensure that each individual child's needs and starting points are fully understood.

3. Inspection Evidence

3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and the EYFS governor, and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Steven Popper	Reporting inspector
Mr Garry Leeson	Compliance team inspector (Compliance manager, group of HMC, GSA and IAPS schools)
Mrs Victoria Jenkins	Team inspector for boarding (Former deputy head, HMC and IAPS school)
Mrs Allison Skipper	Co-ordinating inspector for early years (Head of pre-prep and EYFS, IAPS school)