

**Focused Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**Moreton Hall School**

**December 2018**



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### School's Details

<b>School</b>	Moreton Hall School			
<b>DfE number</b>	893/6005			
<b>EYFS Number</b>	EY331318			
<b>Registered charity number</b>	528409			
<b>Address</b>	Weston Rhyn Oswestry Shropshire SY11 3EW			
<b>Telephone number</b>	01691 776020			
<b>Email address</b>	admin@moretonhall.com			
<b>Principal</b>	Mr Jonathan Forster			
<b>Proprietor</b>	Moreton Hall Educational Trust Ltd			
<b>Age range</b>	0 to 19			
<b>Number of pupils on roll</b>	500			
	<b>Boys</b>	86	<b>Girls</b>	414
	<b>Day</b>	259	<b>Boarders</b>	241
	<b>EYFS</b>	95	<b>Juniors</b>	85
	<b>Seniors</b>	215	<b>Sixth form</b>	105
<b>Inspection dates</b>	4 to 6 December 2018			

## **1. Background Information**

### **About the school**

- 1.1 Moreton Hall School is an independent day and boarding school for boys and girls aged 0 to 19 years. Established in 1913 by the Lloyd-Williams family, the school transferred to its current site in 1919. The school is administered by Moreton Hall Educational Trust, supported by a governing body.
- 1.2 The school is comprised of: the Prep School, for pupils aged 0 to 11; the senior school, for pupils aged 11 to 16; the sixth form, for pupils aged 16 to 18, and the International Study Centre, for international pupils aged 13 to 17 years. Boarding is in the International Study Centre or in one of the six other boarding houses.

### **What the school seeks to do**

- 1.3 The school aims to provide academic excellence, a tailored curriculum, outstanding pastoral care and extra-curricular activities of an extraordinary range and quality.

### **About the pupils**

- 1.4 Pupils come from a range of professional and business backgrounds, mostly from white British families living in the surrounding counties. Nationally standardised test data provided by the school indicate that the ability of senior school pupils is below average, while that of sixth form pupils is broadly average. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. Two pupils have a statement of special educational needs or an education, health and care plan. 86 pupils have English as an additional language (EAL), all of whom receiving additional support for their English. The school modifies the curriculum for pupils it identifies as the most able in the school's population.

## 2. Regulatory Compliance Inspection

### Preface

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. The inspection of schools that have early years settings not requiring registration similarly 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points 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 and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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, 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 identified at their previous inspection.

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. In addition, the standards relating to XYZ are also included. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 full regulations 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](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, 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

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 Results in IGCSE examinations in the years 2015 to 2017 have been higher than worldwide norms
- 2.5 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.6 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.
- 2.7 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 **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

- 2.10 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.
- 2.11 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.
- 2.12 **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**

- 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 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.
- 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 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 any 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, 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 statement of boarding principles [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 ensures 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.
- 2.22 **The standard 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**

- 2.23 The overall effectiveness of the early years provision is good
- 2.24 Staff ensure that all children including those with SEND or EAL make good progress in relation to their starting points. The provision meets the needs of all the children who attend and provides a very caring environment in which children thrive and enjoy their learning.
- 2.25 Dedicated and committed staff ensure that the children in their care are nurtured, happy and secure in the setting. Children's personal, social and emotional development is outstanding as a result of the calm environment and the very good support and understanding given. Parents value the welcoming, caring atmosphere and the daily contact with staff.
- 2.26 The arrangements for children's safeguarding and welfare are highly effective. Regular risk assessments of indoor and outdoor learning environments alongside up to date training and comprehensive documentation ensure children are safe.
- 2.27 The setting benefits from good leadership and a strong team who work together to evaluate provision and identify areas for future development. However, processes for supporting parents' understanding of how their child is progressing in relation to their age need strengthening and existing arrangements for staff supervision need to be developed.

### **Effectiveness of leadership and management**

- 2.28 The effectiveness of leadership and management is good.
- 2.29 All staff work well together and set high expectations for the care of the children. They consider the effectiveness of the provision and seek to ensure the children are happy and secure.
- 2.30 Leaders appraise staff effectively. Appraisals lead to the identification of training needs, which benefit individuals and the setting. The leadership team operates an open- door policy, which gives staff the opportunity to discuss any ideas, make suggestions or raise questions. However, whilst informal arrangements for supervision are in place these are not utilised as strongly as possible to develop staff's professional skills to support children's welfare and development.
- 2.31 There is a culture of constant evaluation in the setting. Leaders seek the views of staff and parents and take these into account when devising the action plan for the EYFS. Staff share good practice, discuss concerns and suggest ways to improve children's learning experience. Routines are well embedded and ensure children are cared for. The welfare and development of the children are a focus in regular staff meetings.
- 2.32 Learning programmes provide a well-balanced experience for the youngest children, focusing on their development in the prime areas of learning. Staff monitor the needs and interests of each child and place these at the heart of the provision in the baby room. Staff use day to day assessment of children's learning effectively to identify the next steps in their development. They track children's individual achievements to monitor their progress against expectations and to ensure they are prepared for the next stage in their learning.
- 2.33 Staff show consistently high expectations of children's behaviour. They gently distract them where necessary and encourage them to share toys and be kind to one another. Staff embed equality, diversity and British values into the life of the setting. Leaders ensure that the needs and particular interests of every child are recognised, including the careful planning of appropriate activities. Resources such as simple jigsaws and books reflect different cultures and many celebrations from around the world are integrated into the children's learning experiences.

- 2.34 Safeguarding is effective and prioritised highly. Leadership is very knowledgeable and ensure that all staff remain up to date with their training. Leaders review updates sent from the local safeguarding children's board and all staff meetings have safeguarding on the agenda. All staff understand their responsibilities in keeping children safe.
- 2.35 In interviews and in questionnaires parents expressed positive views about the early years provision. They are very happy with the level of care their children receive and welcome the daily contact with staff, whom they find approachable and friendly.

### **Quality of teaching, learning and assessment**

- 2.36 The quality of teaching, learning and assessment is good.
- 2.37 High expectations are evident throughout the setting in the thoughtful and appropriately challenging teaching and in the targets that staff set for children. Key persons have a detailed knowledge of the children in their care. They support their learning using commentary and questioning to encourage children to explore ideas and think about their activities.
- 2.38 Children under two can use key persons' names and respond happily when encouraged to say or sign please and thank you.
- 2.39 The suitably qualified staff throughout the setting understand the needs of the age group. They carefully plan to develop children's personal, physical and communication skills. Staff engage with children using age appropriate language and enhance their learning by encouraging them to explore activities. The youngest children can concentrate on activities independently, for example when mark making with coloured pencils or playing in the sand.
- 2.40 Weekly planning sheets reflect staff's understanding of the types of activities that engage and interest the children and move their learning and development forward. They show a good awareness of children's individual needs and ensure that activities and interests are tracked carefully so that children's next steps in learning are identified.
- 2.41 Staff work in partnership with parents. Parents are offered a home visit and the opportunity to attend the setting with their child prior to them starting in the nursery. Staff gather information to ensure key people have a very good understanding of the needs and interests of the children. Once children have settled into their new surroundings an assessment is carried out which is shared with parents. Parents are kept fully informed about their child's day in the setting by means of a daily diary and feedback at the end of each day. At present parents can contribute to their child's learning informally and they are invited to take their child's learning record home at any time. However, there is no regular and active encouragement to do so. Information for parents is not as focussed as possible to help them understand how their children are doing in relation to their age and how parents can support children in their learning.
- 2.42 Teaching supports the development of children's personal, social, communication and physical skills. It also reflects a commitment to the promotion of equality and diversity through the recognition of individual needs and the celebration of different cultures. The curriculum is underpinned by a focus on the characteristics of effective learning, which ensures that all children are given opportunities to develop as enthusiastic and independent learners and are ready for the next stage in their learning.

**Personal development, behaviour and welfare**

- 2.43 The personal development, behaviour and welfare of children are outstanding
- 2.44 There is an extremely positive culture in the setting. Staff create a calm, nurturing atmosphere, and show an excellent understanding of how to support the development of children's confidence and well-being. They give children time to explore and persevere with ideas and interests. For example, very young children were absorbed when mark making and carefully turned the pages of writing books and concentrated as they produced marks on the pages. Children enjoy exploring books and will listen and respond to a whole story with engagement and enjoyment.
- 2.45 Strong relationships are evident between staff and children. The children respond well to encouragement and want to please. They are proud of their achievements, such as when saying 'look, look' when completing a drawing. Very young children playing outside with boats in a water tray enjoyed the freedom to push them hard to force water out onto the ground. Children sing and dance when engaged in activities demonstrating an enthusiasm and enjoyment of learning.
- 2.46 Very good arrangements are in place to ensure a smooth transition between rooms so that children and parents can build up trust and confidence in a new key person. There is very good communication between the existing key person and the new one and the process is managed so that children are emotionally prepared to make the move.
- 2.47 Staff promote good health and hygiene routines, particularly hand washing before eating. Children have a choice of fruit at snack time and are offered either water or milk. Practices within the setting contribute to the development of healthy lifestyles. There is a strong focus on developing good eating habits. Children eat a wide range of healthy meals and have access to water throughout the day. They show confidence and manage risk very well as they navigate their way around the baby room and outdoor environment.
- 2.48 Adults support children to develop independence and to recognise the importance of sharing and listening to others. They encourage children to take turns during circle time and effectively teach children the importance of listening to each other and having consideration for others' feelings.

**Outcomes for children**

- 2.49 Outcomes for children are good
- 2.50 All children including those with SEND progress well from their starting points and in line with expectations for their age. Children make good progress in their personal, social and emotional development. Favourable ratios, nurturing interactions and many group social occasions such as snack times, mealtimes and when participating in stories and songs promote the development of good relationships and early communication skills.
- 2.51 Children under two display high levels of curiosity and engagement in what they find around them. They can use spades and press buttons. They play with balls of different sizes. They can listen and respond to ideas expressed by others in conversation or discussion, such as when responding to questions about the characters in a book about animals. All children including those who are very young, demonstrate high levels of independence when eating, handling and using cutlery and finding their own drinking cup.
- 2.52 By the end of the EYFS most children meet, and some exceed the early learning goals for this stage of education.

## **Compliance with statutory requirements**

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

## **Recommendations for further improvement**

The school is advised to make the following improvements to its provision for children in the early years.

- Formalise supervision procedures to fully support staff development and so the welfare of children.
- Strengthen the processes for supporting parents' understanding of how their child is progressing and how they can work with the setting to support their child's learning.

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Omit the following if the school uses National Curriculum nomenclature. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Year 0	Reception
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6
Remove	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are excellent communicators.
  - Pupils attitudes to learning are exemplary.
  - Pupils make excellent progress in developing their skills and knowledge.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate highly developed collaborative skills across the full age range.
  - Pupils are confident and resilient with excellent decision-making skills.
  - Pupils have a strong moral compass within their fully integrated community and a clear awareness of right and wrong which goes beyond their years.

## Recommendation

- 3.3 In the light of the excellent outcomes, the school may wish to consider the following recommendation:
- Strengthen pupils' ability to extend and apply their information and communication technology (ICT) skills in a wider range of subjects.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school fulfils its aim of promoting academic success. An overwhelmingly majority of pupils who responded to the pre-inspection questionnaire agreed that the school helps them learn and make progress. Parents are extremely satisfied with the school, as reflected in the overwhelmingly positive responses to all questions in the questionnaire, unanimously agreeing that the school enables their child to make progress, develop skills for their future and that their children's individual educational needs are met effectively.
- 3.6 All children in the EYFS make good progress in their learning and development relative to their starting points. They are very well prepared for the transition to the next stage of their education and are well supported in this transition ensuring a smooth and effective process. The school does not take part in National Curriculum tests but the available evidence from lesson observations, scrutiny of pupils' work and subject interviews, shows attainment to be above in relation to national age-related expectations, and that pupils attain high standards of numeracy and literacy.
- 3.7 Pupils' academic outcomes in the senior school are excellent, across the full range of ability. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been above in relation to the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms. A-level results have been above in relation to the national average for maintained schools. Pupils with SEND and EAL across the school achieve beyond expectations because of the well-targeted support from the learning support department within the school. Pupils achieve highly and are deeply engaged in the learning process as a result of the support and encouragement they receive from supportive, experienced and dedicated staff.

- 3.8 Pupils throughout the school develop high levels of knowledge and are encouraged to explore a range of activities which enables them to enhance their understanding with even the youngest children demonstrating their ability to concentrate on an activity independently. EYFS children, provided with models were able to display their emerging knowledge of the names of farm animals and demonstrated good understanding of the rules for outside play such as closing the gate and wearing appropriate shoes and outdoor clothes. EAL pupils in a Year 11 lesson were able to show good progress through their analysis of a challenging Victorian text. In a Year 2 English lesson, pupils demonstrated gains in their knowledge and understanding by fulfilling a challenging task that built on the phonic knowledge gained in the lesson. Older pupils demonstrated a very high level of understanding of key economic terms related to market failure and government intervention, with the most able pupils exhibiting substantial knowledge and understanding in their explanations to the rest of the class. Pupils who spoke with the inspectors commented on how the high expectations from the teaching staff, the well-focussed, challenging range of activities, the high level of subject knowledge and expert lesson planning all contributed effectively to their learning.
- 3.9 Pupils demonstrate excellent communication skills as a result of leaders', governors' and staff's consistently strong emphasis on the development of communication skills, as evidenced in the highly effective public speaking programme. Pupils have excellent aural, oral and writing skills which they employ in a wide range of contexts. The confidence of all pupils of all ages and abilities to contribute and share their understanding was observed on many occasions in both curricular and co-curricular settings. For example, EYFS children enjoyed exploring books, listening and responding to stories with engagement and enjoyment. In a Year 6 personal, social and health education (PSHE) lesson, a group made up and performed their own poem about pool safety which their peers agreed was informative and could be used as an alternative to the talk they were given by an adult on the subject. Older pupils working in a drama lesson, employed theatrical vocabulary with fluency and a high level of relevance.
- 3.10 There was strong evidence in both lesson observations and in pupils' work that pupils had excellent numeracy skills and were able to apply their mathematical knowledge and understanding effectively across a wide range of subjects and practical situations. In the EYFS, children demonstrated an awareness of number names through their enjoyment of action rhymes and songs that related to their experience of numbers. In Year 7, pupils confidently applied their numeracy skills in a chemistry lesson to balance equations and older pupils demonstrated very strong understanding of numeracy in the context of supply and demand diagrams relating to housing supply.
- 3.11 Pupils demonstrated high levels of competence in the use of ICT. Pupils across the school are adept users of ICT for practical purposes, such as presentations, word-processing and producing spreadsheets for research and data analysis. EAL pupils use ICT equipment efficiently and confidently for language support and pupils with SEND use on line resources to a good level to develop reading confidence. Older pupils demonstrated a clear understanding of the role that social media could play in the context of a small business looking to improve the experience of its customers. However, pupils do not extend and apply their information and communication technology in the whole range of subjects as strongly as possible.
- 3.12 Pupils' exhibit notably strong study skills. Their ability to analyse, hypothesise, synthesise and draw upon a suitably wide range of sources is excellent. This is facilitated by a very clear template for lesson plans which requires teachers to incorporate higher order skills into their curriculum and lesson planning. Pupils respond to skilful questioning and the use of open-ended and challenging activities which deepen their knowledge and understanding. For example, Year 6 pupils undertook their own effective and in-depth research about dangers in the world which they then presented clearly to the rest of the class. In a Year 11 computing lesson pupils took complete ownership of an assessment of 'coding' from start to finish demonstrating high levels of initiative, independence and ability to analyse data and then adapt it accordingly to finish the programme in the time allotted. The oldest pupils noted how their ICT skills had been built up over time and how important collaborative group work was in the earlier key stages which enabled independent exploration as they 'worked things out'.

- 3.13 In accordance with the school's aims, the curriculum enables all pupils to discover and develop their talents and interests. A large majority of pupils celebrate excellent achievements in academic, sporting, musical, artistic and cultural arenas. Their achievements in these areas are facilitated by an extensive range of extra-curricular and extension activities, specialist coaching and expert guidance, including for those pupils identified by departments under the auspices of the *More Able Programme*. The uptake of these activities is very high with the students receiving many awards over the past academic year, often exceeding expectations for their age range. Boarders recognised the significant benefit of being able to enjoy the longer days and opportunities as a boarder. Pupils are highly successful nationally in lacrosse and regionally in tennis and hockey. Four pupils have played lacrosse for their country in international fixtures and one pupil has been selected to play women's county cricket. Pupils are particularly successful in public speaking competitions such as the Shropshire Festival and in the English-speaking board examinations. *Moreton Enterprises*, the school's student run business is extremely successful in developing pupil outcomes and understanding of the world of business outside education.
- 3.14 Pupils demonstrate exemplary attitudes towards learning. They display initiative, show independence and a willingness to work collaboratively and take leadership in their learning. These attitudes are enabled by very positive relationships between staff and pupils and a culture of mutual support and collaboration that leaders and governors ensure operates throughout the school. In the EYFS, children are happy learners. They engage with the activities provided and can move freely between them; they sing and dance when engaged in activities demonstrating an enthusiasm and enjoyment for learning. The excellent outdoor environment contributes to their enjoyment of learning as they explore their surroundings and develop their physical skills. Younger pupils displayed excellent attitudes towards learning in a mathematics lesson that was based on high levels of collaboration, the ability to think logically and the ability to listen carefully to the ideas of others. Older pupils in a Spanish lesson displayed high levels of concentration and confidence during discussion.



## The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils' self-knowledge, self-confidence and self-discipline are excellent. Pupils across the age-range demonstrate a high degree of self-understanding enabled by supportive and dedicated teaching and pastoral staff. All parents who responded to the questionnaire agreed that their child's particular individual needs are met effectively and that the school enables them to develop their skills for their future. EYFS children respond very positively to the wide range of activities in the setting, displaying confidence and independence, for example, when selecting small wheeled vehicles to play with. In a Year 6 Mathematics lesson, pupils displayed confidence in their abilities through participation in collaborative approaches to problem solving when putting together a plan for a school trip. The pupils were highly self-reflective when reading through and engaging with their end of term progress reports with their tutors. SEND pupils commented that the support systems in the school help promote their confidence. In discussions, pupils were able to articulate clear examples of perseverance, such as extra practice for Lacrosse which saw pupils move from the second team to the first team, and boarders remarked upon their perseverance through bouts of homesickness. Most boarders who responded to the questionnaire said that boarding helps them become more confident and independent.
- 3.17 Older pupils understand that the decisions they make are important determinants of their own success and well-being. Such awareness is facilitated by the opportunities provided for pupils to make important decisions and learn from their successes in a range of contexts. In one lesson, pupils made decisions concerning the important considerations to communicate to those involved in a forthcoming school trip and the impact of not making the right ones. Pupils' ability to make decisions and to work independently is demonstrated most clearly through 'Moreton Enterprises'. This initiative is entirely run and managed by Year 12 pupils and is a successful profit-making business. In lesson observations, older pupils demonstrated excellent understanding of the reasoning behind aesthetic decisions in their devising of a drama production on abuse. All of the pupils interviewed stated that they had a very clear understanding of the importance of pending decisions and that they felt confident that they would be able to make them well. Boarders acknowledged their ability to organise the relationship between work and life and their increasing capacity to take greater responsibility for independent decision making.
- 3.18 Pupils have a well-developed level of spiritual understanding. For example, pupils demonstrated a very high level of understanding of the Five Pillars of Islam, with particular emphasis on the importance of the Shahada to Muslims. Pupils displayed mature reflection and spiritual awareness when answering the question 'Where is my special place and why is it special to me?' Pupils strong appreciation of non-material aspects of life is facilitated by various opportunities and initiatives including a 'Kindness Week', a 'Kindness Tree' and a 'Forgiveness Recipe' display. In discussions, the pupils eloquently explained the importance of qualities that do not cost money. They recognised that being kind to someone can change their day, that valuing a friendship is very important and said that "a world without such qualities would not be a very nice place to live". The school uses assemblies and religious education lessons to develop pupils' spiritual awareness well.
- 3.19 Pupils have a strong moral compass and a clear awareness of right and wrong, enabled by open discussions in lessons and a culture of trust that was seen to exist throughout the school and constructive relationships across the year groups. The pupils felt that this was representative of the character of the school as reflected in its ethos. In the questionnaire, almost all parents and pupils agreed that the school actively promotes good behaviour. Children in the EYFS articulate how being kind makes them feel and demonstrated respectful behaviour and sharing skills. Older pupils demonstrated their strong moral understanding when assessing gender roles in relation to *Of Mice and Men*, discussing the issues raised by Dicken's presentation of poverty and discussing the moral problems underlying 'fake news'.

- 3.20 Pupils are socially aware. They work effectively with others to solve problems and achieve common goals and are highly supportive of each other's achievements. This is due to the strong culture and expectation of collaboration which exists at all ages throughout the school. In the questionnaire, most pupils and almost all parents agreed that the school helps pupils develop teamwork and social skills. This was seen in many lesson observations with pupils showing high and effective levels of collaborative learning, such as during a Year 6 PSHE lesson when pupils collaborated on research projects. Pupils also collaborated effectively to form a joint choir practising for an evening concert. Boarders said that they felt that boarding helped develop good empathy, social skills and sensitivity towards the needs and emotions of others.
- 3.21 Pupils make excellent contributions to the lives of others within the school, particularly within the boarding houses. They take their responsibilities seriously and older pupils' model responsible behaviour both in the school and in the local community. Inspectors observed many examples of this in lessons, assemblies, tutorials and in the boarding houses, such as the peer mentoring across the school with older pupils very keen to help and support the younger ones. Many pupils are highly involved in the charities committee and there are both house based and individual examples of pupils raising funds for charitable concerns, both in the United Kingdom and abroad, such as an all-age committee working together to send underwear and sanitary items to girls in Africa. Many pupils get involved in the volunteering programme under the auspices of the Duke of Edinburgh's Award scheme. A pupil run charity noticeboard showed a good level of thoughtfulness about environmental issues such as the trade in palm oil. An active school council is in existence with a representative from each boarding house lead by the prefects which enables the voice of the pupils to be heard strongly.
- 3.22 Pupils respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate a high degree of sensitivity and tolerance to those from different backgrounds and traditions. In discussion, pupils expressed how important diversity and respect were. In one lesson about religious festivals, younger pupils listened carefully to one another and learnt about the different ways of celebrating Christmas in different families and then raised questions and comments about Christmas in India and speculated about why different cultures have different decorations. In an Art lesson, pupils working coursework inspired by the idea of communication through Braille and British Sign Language, demonstrated clear awareness of the challenges faced by people who may struggle to communicate verbally or in written form. In the boarding houses, international students feel welcomed and value greatly the International student mentors. Almost all parents and most pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.23 Pupils know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages, particularly in terms of diet, exercise, online safety and a balanced lifestyle. This is enabled by an excellent support network for pupils, including the medical centre, counselling team, tutors, housemistresses and the PSHE and 'Life Skills' programme, alongside the sport and activity programme. In the EYFS, good health and hygiene routines are actively promoted. Children take part in regular physical exercise. Pupils say that they appreciate the benefits of participating in the wide range of sporting activities. Pupil discussions emphasised the opinion that undertaking physical exercise along with their academic lessons and drama and music impacts positively on their wellbeing.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, form meetings and assemblies. 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 Michael Evans	Reporting inspector
Miss Susan Hincks	Compliance team inspector (Head, GSA school)
Mr Peter Last	Team inspector (Head, HMC school)
Mr David Morgan	Team inspector (Deputy head, HMC school)
Mrs Hannah Phillips	Team inspector (Deputy head, IAPS school)
Mr Alun Jones	Team inspector for boarding (Head, HMC school)
Miss Joanna Parry	Team inspector for boarding (Deputy head, IAPS school)
Mrs Kathryn Henry	Co-ordinating inspector for early years (Former deputy head IAPS school)
Miss Jane Sheppard	Team inspector for EYFS (Head of lower school, IAPS school)