



ISI Independent
Schools
Inspectorate

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

Moyles Court School

November 2018



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School's Details

School	Moyles Court School		
DfE number	850/6048		
Address	Moyles Court Ringwood Hampshire BN24 3NF		
Telephone number	01425 472856		
Email address	info@moylescourt.co.uk		
Headmaster	Mr Richard Milner-Smith		
Proprietor	Mr Mark Broadway		
Age range	3 to 16		
Number of pupils on roll	196		
	Boys	99	Girls 97
	Day pupils	162	Boarders 34
	EYFS	22	Juniors 85
	Seniors	89	
Inspection dates	13 to 15 November 2018		

1. Background Information

About the school

- 1.1 Moyles Court School is a co-educational day and boarding school for pupils between the ages of three and sixteen. It was founded in the 1940s as Manor House School and moved to its current rural location in Ringwood, on the edge of the New Forest National Park, in 1963.
- 1.2 The school is divided into three sections: the pre-school, the junior school and the senior school. Accommodation, which includes two residential boarding houses, is arranged around an 18th-century manor house, which is set in a 14-acre woodland estate.
- 1.3 Since the previous inspection the school has changed ownership and is now proprietorially owned, with governance provided by a board of executive directors.

What the school seeks to do

- 1.4 The school aims to provide an education which meets the individual needs of each learner within a nurturing and challenging environment. Pupils are expected to participate fully in the life of the school so that they develop into responsible and respectful members of a diverse international community.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds and most are from the local area. A small number of boarders have parents in the armed forces and others are from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 33 pupils as having special educational needs and/or disabilities which include autistic spectrum disorder and specific learning difficulties, 14 of whom receive specialist support. Two pupils have an education, health and care plan. English is an additional language for 17 pupils, 13 of whom receive additional support through an annual scholarship programme. Data used by the school has identified 42 pupils as being the most able in its population, and the curriculum is modified for them.

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. 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, and relevant 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 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.
- 2.5 **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 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.
- 2.9 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 **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

- 2.11 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.
- 2.12 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

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 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.
- 2.16 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

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 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

2.19 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.

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

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.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils make good progress in relation to their starting points and abilities, successfully fulfilling the school's aims.
- Pupils are highly successful collaborative learners.
- Pupils' attitudes to learning are generally good, and sometimes excellent, but some pupils too readily seek guidance in lessons.
- Pupils across the school have highly developed oral communication skills.

3.2 The quality of the pupils' personal development is good

- Pupils are naturally inclusive and demonstrate respect for those with different nationalities and backgrounds.
- Pupils of all ages are able to distinguish right from wrong, and are willing to accept responsibility for the decisions that they make.
- Pupils rapidly develop good self-knowledge and self-esteem as they progress through the school but some lack confidence in their ability to improve their own learning.
- Strong supportive relationships are formed between pupils of all ages.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that current best classroom practice is widely disseminated so that pupils experience more opportunities to work independently before support is offered.

The quality of pupils' academic and other achievements

3.4 The quality of pupils' academic and other achievements is good.

3.5 Pupils join the school with a wide range of abilities with one quarter having SEND and/or EAL. Children in the Early Years Foundation Stage (EYFS) make good progress from their various starting points with all children assessed as having reached their expected levels of development for their age by the end of Reception. The junior school does not take part in National Curriculum tests but evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data shows that all pupils are making good progress in their numeracy and literacy skills. National data from 2015 to 2017, the most recent three years for which comparative statistics are available, show that results at GCSE have been above the national average. Detailed analysis of these results indicates that pupils are performing above expectations for their abilities and that, overall, pupils' attainment has risen steadily over this period. This steady improvement in standards reflects the school's aim to help pupils to achieve beyond what might be expected of them at entry. Pupils with SEND and/or EAL make rapid progress due to accurate tracking, targeted support and a tailored curriculum. Boarders reported that their structured boarding routine helps to improve their academic performance because of the support they receive. Almost all parents and a very large majority of pupils who responded to the pre-inspection questionnaires agreed that the school enables pupils to learn and make good progress.

- 3.6 Pupils work well together both inside and outside the classroom; children in the EYFS displayed strong collaborative skills as they offered advice and help to each other when making a bird feeder, and senior pupils co-operated well with each other when engaging in role play to bring the Domesday Survey alive. When given the opportunity to do so, higher ability pupils are keen to help less able pupils and those with EAL, enabling them to learn from each other and from their mistakes through constructive peer assessment. Following the recommendation of the previous inspection pupils have been given more opportunities for independent learning; some senior pupils have shown emerging independent research skills whilst completing their Higher Project Qualification, and others have devised and led training sessions in a variety of sports. Pupils' attitudes to learning are good, and sometimes excellent, but offers of assistance in the classroom sometimes restrict the opportunities for pupils to think things through for themselves.
- 3.7 Pupils of all ages have highly-developed communication skills and are particularly good at speaking; children in the EYFS used a wide vocabulary when describing how a mixture of fat and seeds felt when they mixed it with their hands, and in mathematics in the senior school, pupils used analytical language to further their understanding. Pupils develop good listening skills through verbal feedback in lessons. The scrutiny of pupil's work shows that by the end of their time in the junior school they are producing accurate pieces of extended writing with cursive script. Pupils throughout the school make good progress with their reading skills through regular independent reading sessions.
- 3.8 Pupils develop good levels of numeracy. They are able to apply some mathematical skills well to other areas of learning; younger pupils used estimation in design and technology (DT), and GCSE pupils were able to solve challenging chemical equations. However, in some lessons, less demanding tasks restricted pupils' progress in applying their numeracy skills. Pupils have good information and communication technology (ICT) skills which they use across many areas of learning and which are supported by the investment by the proprietors in ICT facilities throughout the school. Children in the EYFS use tablets with confidence and many pupils make good use of ICT for presenting their work and to support their learning in a range of subjects.
- 3.9 Pupils develop good study skills during their time at the school and by the end of their time in the senior school they have become capable learners who feel that they are well prepared for their examinations and future studies. Pupils develop individualised study skills with guidance from their teachers and external speakers. Boarding and day pupils achieve well due to the extra support provided by their peers, as well as boarding staff, in the evenings and at weekends. Pupils are able to draw on a wide range of sources and the more able develop some higher-order skills, including the ability to analyse and present their ideas. In Year 7 pupils were able to identify key evidence in historical documents and Year 10 pupils had produced posters in English lessons using analysis and synthesis.
- 3.10 Pupils achieve considerable success in many individual and group activities. They compete in the Independent Schools Association (ISA) regional swimming gala, regional cross country championships and national ski championships, with swimmers and runners qualifying for the national finals. Individual success is excellent, with pupils representing their country or county in sports including badminton, cricket and hockey. Pupils achieve well in the arts; a number of pupils were commended for their work in the finals of the ISA National Art competition, and a large number of pupils gain success in external speech and music examinations. Pupils in the senior school enrol in The Duke of Edinburgh's Award scheme (DofE), with the majority completing the bronze award and a significant number completing the silver award. A small number of pupils achieved bronze, silver and gold certificates in the UK Maths Challenge at junior and intermediate level.

- 3.11 Pupils demonstrate good levels of knowledge, skills and understanding, and they use these effectively across the curriculum. Children in the EYFS demonstrated fine motor skills when picking up spaghetti with tweezers, and in the senior school pupils showed good linguistic skills when describing a range of sporting activities in French. Throughout the school, pupils' creative skills are at a high level as demonstrated by the excellent quality of their art, textiles, DT and photography. All pupils across the school, including those with SEND and/or EAL develop good skills and understanding as their individualised curriculum enables them to study subjects where their strengths lie.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is good.
- 3.13 Pupils build strong, supportive relationships with each other during their time at school. They collaborate productively with pupils of all ages, whether in the boarding houses where they are willing to help others with their learning or in rehearsing together for the school play. Pupils work well together in lessons, where small groups are used effectively to promote learning. They forge strong relationships as they work together; Year 11 pupils spend time in the junior school helping with reading and pupils strengthen their friendships whilst playing in teams and during DofE expeditions. Children in the EYFS show a sensitivity to others' needs and feelings and form positive relationships with their peers. A very large majority of boarders who responded to the pre-inspection questionnaire agreed that boarders generally get on well with each other in the house.
- 3.14 Pupils easily embrace cultural and social differences as the school's increasingly diverse mix of pupils gives them opportunities to demonstrate tolerance and equality, and so they fulfil the school's aim for them to become responsible and respectful members of an ever-changing international community. They show strong empathy towards international boarders; pupils were seen to simplify questions to enable a boarder with limited English language skills access to a conversation. Pupils accept their own and each other's strengths and weaknesses and feel comfortable in expressing themselves freely, within a supportive and nurturing environment.
- 3.15 Pupils are clear about what is right and what is wrong. They accept responsibility for their own behaviour, reflect on their actions and, with the help of the restorative sanctions in place, are good at learning from any mistakes that they make. Most pupils behave sensibly in and out of the classroom and respect the support provided by their teachers. An overwhelming majority of parents, in questionnaire responses, indicated that they believe good behaviour is promoted.
- 3.16 Pupils, including those who board and the children in the EYFS, have a good understanding of the importance of a healthy lifestyle, gained from discussions with their form tutors, assemblies and topics in Personal, social, health and economic education. They know what constitutes a balanced diet and they are encouraged to make sensible choices from the healthy range of foods available at mealtimes. Pupils recognise the importance of being physically active and benefit from plenty of outside space to play and from their participation in team sports. They enjoy the opportunity to take part in a diverse range of physical pursuits, such as sailing and horse riding, which have recently been introduced by the leadership and management. Pupils have a good appreciation of the need to develop positive mental health and they value the availability of an independent listener should they feel the need for extra confidential support. Pupils demonstrated in interviews that they have a good understanding of how to stay safe online and that they know what to do in common emergency situations, such as fire drills and an emergency lockdown, due to the systems in place and regular talks from staff about staying safe.

- 3.17 Pupils testify that their self-esteem and self-confidence have improved throughout their time at the school as a result of the individualised approach to learning and supportive pastoral care. An overwhelming majority of parents who responded to the pre-inspection questionnaire said that the school helps their child to be confident and independent and a very large majority of boarders agreed that boarding also helps. Pupils demonstrate good self-awareness; in the senior school pupils make well-informed GCSE choices showing a good understanding of which subjects they will enjoy and at which they will succeed, and pupils with SEND complete a shared document in the form of a pen portrait highlighting strengths, weaknesses and strategies to improve. Pupils understand that everyone will encounter setbacks and they feel supported by the nurturing environment provided by the school where they feel able to express themselves freely. They are becoming increasingly resilient; on the sports' field pupils show great perseverance when faced with tough opposition. In the classroom pupils show determination by working through topics in mathematics that they find challenging and persevering with composition in music. Some pupils demonstrate less confidence in their own ability and, in lessons, are too ready to seek help so missing the opportunity to develop resilience.
- 3.18 Pupils have a good appreciation of the non-material aspects of life and take advantage of the sense of space in the school grounds and the calmness in the library for moments of reflection. Pupils value the opportunities that they are given for quiet contemplation; during assemblies, whilst listening to music and during the weekly 'Everyone Reads in Class' sessions. They are able to articulate their ideas about spirituality and how, due to the diversity within the community, the school embraces a variety of cultures and beliefs. Displays of pupils' art and photography around the school show a strong sense of beauty in the natural world.
- 3.19 During their time at school pupils develop a good understanding of how the decisions they make will affect their own success, both in the classroom and with regards to their well-being. By the time they are in the junior school pupils have a range of opportunities to make their own decisions, such as selecting their own book to read or deciding how they would adapt a recipe for fruit salad. Pupils demonstrate a clear awareness that the decisions they make affect their future success, exemplified by the oldest pupils who, with guidance from their tutors, displayed confidence in selecting suitable GCSE subjects and schools where they would have the opportunity to flourish in the sixth form. Pupils fully understand that the decisions they make may reflect upon the community of which they are a part; members of the senior school council have been given the responsibility for deciding how to spend a budget, allocated by leadership and management, to benefit pupils at the school.
- 3.20 Pupils have a strong sense of community and speak highly of the desire to take on responsibility and help other people, particularly beyond the classroom, for example through the school councils and class monitors. Boarders are good at supporting new members of the boarding community, some of whom are settling into a new country as well as a new school, and at working as part of a small team to foster a sense of community in the houses. Pupils contribute positively to the local community and wider society through voluntary work, including a carol concert in a residential home and activities leading up to Remembrance Day, and by organising charity events such as the annual shoebox appeal. Pupils commented on the family atmosphere within the school which encourages a sense of belonging and common purpose.

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 with the proprietor and attended 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sue Clarke	Reporting inspector
Mr Hadrian Briggs	Compliance team inspector (Deputy head, HMC school)
Mr Christopher Lee	Team inspector for boarding (Head of department, HMC school)
Mrs Sarah Gillam	Team inspector (Head, ISA school)
Mr Stephen Hardy	Team inspector (Assistant head, HMC)