



INDEPENDENT SCHOOLS INSPECTORATE

MORETON HALL SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Moreton Hall School		
DfE Number	893/6005		
EYFS Number	EY331318		
Registered Charity Number	528409		
Address	Moreton Hall School Weston Rhyn Oswestry Shropshire SY11 3EW		
Telephone Number	01691 773671		
Fax Number	01691 778552		
Email Address	admin@moretonhall.com		
Principal	Mr Jonathan Forster		
Chair of Governors	Dr Lynne Boon		
Age Range	2 to 18		
Total Number of Pupils	478		
Gender of Pupils	Mixed (Boys 2 to 11; Girls 2 to 18)		
Numbers by Age	0-2 (EYFS):	54	5-11: 79
	3-5 (EYFS):	34	11-18: 311
Number of Day Pupils	Total:	263	
Number of Boarders	Total:	215	
	Full:	215	Weekly: 0
Head of EYFS Setting	Mrs Catherine Ford		
EYFS Gender	Mixed		
Inspection dates	02 Oct 2012 to 05 Oct 2012		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in December 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report,

inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Miss Jane Hamilton	Reporting Inspector
Mrs Penny Austin	Team Inspector (Headmistress, IAPS school)
Mrs Del Cooke	Team Inspector (Head, GSA school)
Mrs Elizabeth Thomas	Team Inspector (Headmistress, GSA school)
Mrs Sue Bennett	Co-ordinating Inspector for Boarding
Ms Louise Savage	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendation(s) for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	8
(d) The quality of boarding	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	13
(a) How well the early years provision meets the needs of the range of children who attend	13
(b) The contribution of the early years provision to children's well-being	13
(c) The leadership and management of the early years provision	14
(d) The overall quality and standards of the early years provision	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moreton Hall is a boarding and day school for girls between the ages of two and eighteen and for day boys between the ages of two and eleven, located on an extensive campus in a rural area north of Oswestry. Founded in 1913, the school occupies a wide range of buildings centred round an Elizabethan manor house. The school is inter-denominational, while maintaining Anglican traditions. It is a charitable trust, with a board of governors (the Governing Council) that meets formally three times a year.
- 1.2 The school aims to provide a holistic education that, in a predominately boarding environment, allows all pupils to fulfil their potential and to develop skills and qualities to enter the adult world with confidence. It aims to encourage pupils to strive for, and value, academic success and extra-curricular achievement equally.
- 1.3 At the time of the inspection, there were 478 pupils in the school (410 girls and 68 boys), of whom 113 were in the junior school, Moreton First, and 54 were in the Nursery, First Steps. The 215 boarders, girls in Years 5 to 13, are accommodated in 6 houses, each providing for a separate age group. The majority of pupils come from families with professional and business occupations in Shropshire, Cheshire, Herefordshire and surrounding areas. Boarders from overseas come largely from Europe and the Far East.
- 1.4 The ability profile in the senior school is above the national average. Results of standardised tests in Years 7 to 11 indicate that a fairly wide spread of abilities is represented, with some variance in average ability between cohorts, while in the sixth form most pupils have ability that is in line with or just above the national average. Pupils are accepted for entry to the Nursery and junior school without formal assessment but based on a judgement of whether they can benefit from the education provided. No pupil has a statement of special educational needs. In total, 89 pupils have been identified as requiring support for special educational needs and/or disabilities (SEND), the majority for dyslexia. All these pupils, together with most of the 54 pupils for whom English is an additional language (EAL), receive specialist support.
- 1.5 National Curriculum (NC) nomenclature is used by the junior school and throughout this report to refer to year groups in the school. The year group nomenclature used by the senior school and its National Curriculum equivalence are shown in the following table.

Senior School

School	NC name
Remove	Year 7
Lower Four	Year 8
Upper Four	Year 9
Lower Five	Year 10
Upper Five	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Moreton Hall is very successful in meeting its aim of encouraging pupils to strive for and value academic success and extra-curricular achievement equally. Pupils' achievement in their academic work and extra-curricular activities is excellent. Results in public examinations are good. Pupils' good levels of progress in the junior school and high levels of progress in the Early Years Foundation Stage (EYFS) and the senior school are supported by good teaching. The curriculum and the extra-curricular programme are excellent, having both breadth and balance for all age groups.
- 2.2 Pupils' personal development is excellent. Pupils are enthusiastic about all aspects of school life and speak warmly about their good relationships with staff and each other. Their boarding experience is good overall and outstanding in many areas. Pupils, particularly boarders, appreciate the high quality pastoral care and the excellent support and guidance they receive from all staff. They feel safe and valued as individuals. Pupils of all ages are sensitive to the needs of others, showing commitment to those less fortunate through their charity and voluntary work. Pupils who responded to the questionnaire were very positive about all aspects of their boarding experience, the wide range of extra-curricular activities available, and their progress in, and enjoyment of, their academic work.
- 2.3 Governance is good. Leadership and management are good overall and excellent in the EYFS. Senior leadership sets the tone for the positive and purposeful culture throughout and has a clear vision for the future development of the school, focused closely on the needs of the individual. The good progress made by the school since the previous inspection is reflected in the successful implementation of robust procedures to monitor pupil progress in the senior school and the increased emphasis on subject-specific advice and targets in reports to parents throughout the school. Regulatory issues concerning safeguarding and the appointment of governors are now fully resolved but appropriate checks had not been completed on Gap Year students before appointment. The school has an excellent relationship with parents, reflected in their responses to the questionnaire. They were pleased with all aspects of school life and, most particularly boarding, the extra-curricular programme and the pastoral care provided for all pupils.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- obtain an enhanced criminal record certificate for Gap Year students before or as soon as possible after their appointment [Part 4, paragraph 19.(2)(c), under Suitability of staff and proprietors] and [National Minimum Standard 14.1, under Staff recruitment and checks on other adults].
- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2011, for the same reasons as described above.

(ii) Recommendation for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvement.
1. Extend opportunities for independent learning in the small proportion of lessons where there is insufficient challenge for the most able pupils.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are well educated, in line with the school's aim to encourage them to strive for and value academic success and extra-curricular achievement equally. Pupils show good subject knowledge and understanding, for example of the difference between theoretical and experimental data in mathematics. They have good literacy skills, as seen in their recorded work in English and the humanities. They are articulate and contribute confidently in lessons and debates. Very well-developed numeracy skills are applied effectively in problem solving when the opportunity arises. Pupils show strong reasoning skills, as seen in a Chinese lesson when changing the grammatical structure of sentences to alter their meaning, and when discussing the media and current affairs in tutorials. Pupils apply their good information and communication technology (ICT) skills in a range of subjects and for research, as seen in Year 6 pupils' biographies. Creative skills are developed very well through art, dance, drama and music, while good physical skills underpin pupils' success in sport.
- 3.3 Pupils' attainment in extra-curricular activities is excellent. They achieve national and county representation in a wide range of sports including lacrosse and riding. Successes in public speaking, music and drama are numerous, with pupils winning places in national youth choirs and theatre groups. Participation in mathematics and biology challenges and Olympiads is high and pupils compete successfully in astronomy, classics and short story writing competitions.
- 3.4 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been well above the national average for girls in maintained schools and similar to the average for girls in selective maintained schools. A-level results were well above the national average for maintained schools and above those of selective maintained schools in 2009 and 2011. Results in 2010 were slightly lower but still in line with the national average for girls in maintained selective schools. In 2012 over 50% of results were at grades A* or A. These levels of attainment indicate that pupils in the senior school make progress that is high relative to those of similar ability, as confirmed by nationally standardised measures. They enable pupils to gain places at a range of UK universities.
- 3.5 In the junior school, pupils' attainment cannot be measured in relation to average performance against a fixed national norm, but from the evidence available, is judged to be good in relation to age-related expectations. Inspection evidence includes consideration of the levels at which pupils are working in relation to national targets. These levels of attainment indicate that pupils make good rates of progress in relation to pupils of similar abilities.
- 3.6 Pupils identified with SEND or EAL achieve well and in line with others of similar ability, as confirmed by observation of pupils' work, and in lessons and their successful university applications. The progress of the most able pupils is also good, as shown in their responses in challenging lessons and their performance in the enrichment programme.
- 3.7 Pupils' attitudes to learning are outstanding. Their positive work ethic, enthusiasm for learning, excellent behaviour and sustained concentration contribute to their

progress and success. They work well independently, when given the opportunity, and collaboratively. Pupils show initiative and a desire to participate in lessons. They organise their work well and take genuine pride in its presentation. Pupils' relationships with teachers are exemplary, and they appreciate the excellent academic support they receive from all staff and from older pupils through the academic mentor system.

3. (b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is broad and balanced, offering at every stage a very good range of subjects suitable for the age and ability of the pupils. It provides many opportunities for the acquisition of good numeracy, literacy, listening, and, particularly, speaking skills. It also contributes significantly to pupils' linguistic, mathematical, scientific, technological, human and social development. This fulfils the school's aims of allowing all pupils to fulfil their potential and to develop the skills and qualities to enter the adult world with confidence. A particular strength of the curriculum is the language provision, with French and Mandarin studied from the last year of the Nursery, and Latin from Year 3. There is an opportunity to study German or Spanish from Year 8. Science is taught as three separate subjects from Year 7, and particular interests, such as biomedicine, astronomy and engineering, are supported by optional societies. A good range of subjects is available to pupils at GCSE and A level, further enriched by academic societies and lectures, many given by members of the school's alumni.
- 3.10 The timetable is extremely flexible, enabling tailored programmes of study that meet the individual needs of all. Pupils identified with SEND or EAL all receive specialist help. Pupils identified as gifted and talented may take public examinations early and, where curriculum planning allows, move ahead of their class independently. The well-planned and much appreciated careers programme enables pupils to make informed choices at each stage of their education. Pupils' personal development is enhanced by the well-planned personal, social and health education (PSHE) programme, delivered partly through the tutorial system. Information and communication technology provision is focused closely on acquisition of skills in the junior school, with opportunities to develop basic programming skills in Years 7 and 8. Curriculum enrichment is provided in many areas through foreign exchanges, sports tours and a wide variety of visits and trips often related to the topics being studied. A recent theatre visit to see *War Horse* formed the effective basis for cross-curricular work in English, history, drama and art.
- 3.11 Pupils benefit greatly from an extensive extra-curricular programme that encompasses sport, creative and practical activity, intellectual pursuits and voluntary service. Of particular note is Moreton Enterprises, where operational businesses, including a bank, are run by Year 12 pupils. This venture nurtures a culture of enterprise and provides an excellent service to the school community. The sporting programme offers a wide choice of competitive team and individual sports for all ages and abilities. The Duke of Edinburgh's Award (DofE) is a popular option, providing excellent opportunities for personal development. Music, drama and dance provide numerous opportunities for pupils to perform and compete. Much thought has gone into planning a programme that encourages pupils to broaden their experience by trying new activities, as well as to develop their skills. Participation is high, with day pupils, including those in the junior school, who are welcome to join weekend as well as weekday activities. In the senior school, some

activities are led by sixth formers with the assistance of a member of staff who sponsors and advises them. Achievements in extra-curricular activities are acknowledged and celebrated in assemblies and through events such as the Dance Showcase and Sports Awards Evening.

3.(c) The contribution of teaching

- 3.12 The contribution of teaching is good.
- 3.13 The best teaching is carefully planned with a variety of activities, has appropriate pace and engages pupils throughout the hour-long lesson. In these lessons, teaching provides real challenge for all pupils, including those with particular needs, in a supportive environment that enables them all to make excellent progress. Pupils thrive when expectations are high and when opportunities for independent and collaborative learning are provided, as exemplified by a Year 11 English group's exploration of the plot of a play. Less successful teaching lacks the stimulus and variety of the best lessons, leading pupils, at times, to rely too heavily on teacher direction.
- 3.14 Most teaching demonstrates strong subject knowledge and an ability to present it in a clear manner, which builds pupils' confidence and motivates them to learn. The excellent rapport between teachers and pupils, based on mutual respect, enables lessons to be conducted in a relaxed yet supportive atmosphere where excellent behaviour is the norm. Staff know the pupils very well and give generously of their time, most notably outside lessons, to help those who are having difficulties with a topic. Support for pupils identified with SEND or EAL, all of whom receive specialist help outside their main timetabled lessons, is excellent. Their progress is closely monitored by specialist departments, who communicate effectively with subject teachers and tutors, ensuring that they are fully aware of these pupils' individual needs, such as use of a laptop. Support for the most able pupils in lessons is excellent in some subjects, teachers providing effective challenge through extension or research tasks, but this provision is not consistent across the curriculum.
- 3.15 The school's good range of teaching resources, including libraries, is generally used effectively to support learning. Recent and ongoing investment in ICT, including laptops, is facilitating a greater use of such technology within teaching, as seen in physical education (PE) where excellent use of video clips illustrated the workings of the heart. For all age groups, teaching of more practical subjects, such as science, music, art and PE, benefits significantly from well-resourced specialist facilities.
- 3.16 A wide range of data, including senior school nationally standardised data, is readily available to all staff and used effectively to monitor pupils' progress. The quality of marking and target setting in the junior school is very good, though in the senior school it lacks consistency. At best, marking is regular and thorough, with clear feedback to pupils as to how the work could be improved or developed: such marking is much appreciated by pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Pupils' spiritual awareness is exceptional. It embodies the ethos of the school as an inclusive community in which every individual is allowed to thrive. Pupils develop their own set of values while respecting those of others. Through religious studies lessons, assemblies, celebration of festivals and, for those who wish, confirmation classes, pupils understand and appreciate different faiths and beliefs. Through their participation in choirs, their art and their study of literature, pupils of all ages express a mature understanding of a world beyond the purely physical. Pupils value the beauty of the school environment, as seen by the work of the conservation rangers, and a sense of calm exists around the campus.
- 4.3 The moral development of pupils is strong. From a young age they have a clear sense of right and wrong. In the junior school, pupils follow the Golden Rules and contribute to establishing their own class rules. Older pupils reflect upon and live by a set of values focused on respect and responsibility for others. Pupils have a clear understanding of morality, as seen in a Year 5 discussion on the rights and wrongs of Robin Hood's deeds and in a Year 10 lesson on the differing views of society in *An Inspector Calls*. Pupils show concern for those less fortunate than themselves through strong commitment to the charity committee they run and through community work, often linked to the service aspect of the DofE. Year 6 pupils wrote books for children in a nearby primary school and fund-raising events have included the Trashion Show and cake sales.
- 4.4 Pupils' social development is excellent. All pupils develop good social skills through opportunities to take on leadership roles, such as head girl, both in the junior and the senior schools, as prefect, school council representative or mentor. Sport, especially, encourages collaboration and commitment to others. In the pre-inspection questionnaires some older pupils expressed a view that there are not sufficient opportunities to take on responsibility. Inspectors found no evidence to support this view. Most pupils feel that their views are listened to, and cited new extra-curricular activities and changes to the food menus as examples. Pupils' value links between year groups, fostered through the extra-curricular programme and the recently introduced vertical house system. Older pupils spoke highly of the effectiveness of the mentor systems, through which they provide academic support to younger pupils.
- 4.5 Pupils' cultural development is exemplary. It is successfully developed through an extensive range of day and residential trips, often overseas, and language exchanges. They embrace cultural diversity through their eager participation in activities such as the celebration of Chinese New Year and the junior school's Zimbabwe project. Pupils are also very aware of their own culture, its music and art, traditions and institutions, as seen in tutorial discussions.
- 4.6 The quality of pupils' personal development is excellent. Pupils are courteous, helpful and articulate, expressing their views with quiet confidence. They listen to and respect the views of others, giving and accepting constructive criticism. Pupils of all ages take responsibility for their own actions, valuing their membership of a caring and supportive community where acts of kindness are routinely celebrated.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The school's arrangements for pastoral care are excellent.
- 4.8 Pastoral care is fully in line with the school's pastoral aims of nurturing and encouraging pupils to fulfil their potential. Pastoral care is provided through the house tutor group system in the senior school and through the form structure in the junior school but is integral to the role of every member of staff. The new pastoral committee oversees effective systems for monitoring, co-ordinating and developing provision. Pupils feel extremely well supported by the staff and the pupil mentors. Older pupils appreciate the opportunity the tutor system brings for them to talk regularly to a designated member of staff on a small group or one-to-one basis. Excellent relationships between staff and pupils and amongst pupils themselves are a noticeable strength of the school.
- 4.9 Pupils feel safe and are confident that any bullying would be dealt with effectively. They say that there are many people they can consult if they have concerns. A comprehensive PSHE programme reinforces pupils' personal development and promotes awareness of issues such as discrimination. The school was repeatedly described by pupils as a friendly, caring, welcoming place. It is highly effective in promoting and rewarding good and positive behaviour so that the range of sanctions available is rarely needed. In their responses to the questionnaire, a small minority of pupils felt that they lack opportunities to voice their views and that their opinions are not responded to. In discussion with pupils, inspectors found no evidence to support this view.
- 4.10 The food provided is varied, healthy and of high quality. The importance of physical fitness is strongly promoted, not least through a wide range of physical activities. Pupils are carefully prepared for the next stage of their education, with effective transition arrangements and advice on choices available.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.11 Arrangements for welfare, health and safety are good.
- 4.12 The school has addressed fully the issues raised in the last inspection report regarding safeguarding and the appointment of governors, however the recruitment checks for Gap Year students appointed in 2011 did not meet requirements fully. Rigorous systems for checking the suitability of all staff are now in place.
- 4.13 Comprehensive documentation, giving guidance on all aspects of child protection, is readily available to parents and all members of the school community. Staff and senior pupils are well aware of this guidance and the procedures to follow in cases of disclosure of abuse or bullying. Training is up to date for all staff and the designated people, who work closely with the Local Area Designated Officer and a member of the Governing Council. High quality training in safeguarding issues and also in health and safety is an integral part of the induction programme for new staff.
- 4.14 The school has a strong culture of health and safety for which all members of the community feel responsible. Comprehensive policies on fire and other hazards include clear fire safety procedures recently approved by the local fire authority. Frequent, well-logged fire practices, within houses and across the whole campus, are in place. Regular testing of all fire and electrical equipment takes place and any deficiencies are remedied immediately. Risk assessments are detailed and carefully implemented, and access to and use of areas such as the swimming pool carefully

monitored. Pupils' safety is paramount in the planning of the many trips and outdoor activities that take place.

- 4.15 Pupils who are ill or injured benefit from excellent care, both in the houses and the professionally staffed medical centre, and a suitable number of trained first aiders amongst the staff. Records of accidents, treatments and medication are accurate and the frequency and nature of accidents closely monitored. A special educational needs and/or disabilities accessibility policy ensures suitable access for those with SEND. Admission and attendance registers are suitably maintained and stored.

4.(d) The quality of boarding

- 4.16 The quality of boarding education is good overall.

4.17 The outcomes for boarders are excellent. The high quality of boarders' personal development is reflected in their easy, yet respectful, relationship with adults, their support of each other and their positive contribution to the school community. Boarders develop into confident, independent and articulate young people with a pride in their school. They enjoy their boarding experience and feel extremely well supported through the school's strong focus on the needs of the individual. Boarders show a thoughtful appreciation of the diverse needs of their friends and other members of their house. They feel safe and speak warmly about the outstanding care that house staff provide, confident that there will always be someone to speak to when they need help or guidance. Pupils have a positive attitude towards the school's behaviour standards and appreciate that house rules are there for the well-being of all. They say that incidences of bullying are very rare and should one occur it would be dealt with swiftly and effectively. Older boarders display high degrees of integrity and relish their roles of responsibility, such as acting as mentors, while younger boarders carry out their duties, such as tidying the common room, willingly and diligently. The multi-layered induction system for new boarders, including, peer 'buddies', ensures that they settle quickly and easily into their house and the school community. Boarders appreciate the opportunities provided to develop their interest in the wider world, such as breakfast television news, discussions in tutor time and a wide range of cultural visits.

4.18 The quality of provision and care is excellent. The close co-operation between senior leadership, housemistresses, matrons, tutors and subject staff ensures that pupils receive excellent pastoral care and academic support. The health centre, run by experienced and well-qualified staff, together with visiting doctors, offers a high standard of care to those who are ill or injured. Comprehensive medical records are kept and clear procedures in place for the dispensing of medicines and the sharing of essential medical information. The school's excellent catering team provide varied and nutritious food that is much enjoyed by all boarders. Great care is taken to provide for those with specific dietary needs. Themed evening suppers, for example on Indian and Chinese cultures, are particularly popular amongst boarders. Hot drinks and snacks, or the facility to make them, are available in houses in the evening. Boarders are encouraged to participate fully in the school's extensive weekday and weekend extra-curricular programme. They regularly engage in physical activity and value the opportunity to use the sports facilities, and they enjoy the school's extensive grounds outside normal school hours. Boarding life provides a very good balance between free time and directed time. The boarding accommodation, although variable in quality, is comfortable and secure, with an effective ongoing refurbishment programme in place to ensure consistency of standards across all houses. Each house is organised to meet the needs of a

particular age group, with shared rooms for younger boarders and single en-suite rooms for the eldest. Boarders have excellent opportunities to personalise their sleeping areas and lockable storage space ensures the safety of their personal belongings. Common rooms are comfortably furnished and provide excellent areas in which boarders can socialise and relax. Boarders, including those from overseas, have unlimited opportunities to contact their families and house staff communicate regularly with parents on pastoral and academic matters. Parents are also warmly welcomed into school, attending sporting fixtures and seasonal events.

- 4.19 The quality of arrangements for welfare and safeguarding is good. Recruitment of staff meets all requirements, except in the case of Gap Year students, where full checks were not carried out before appointment. Visitors to boarding accommodation are suitably supervised. All staff, including those with specific boarding duties, are regularly trained in safeguarding and are confident that they know what they should do if a child protection issue arises. Regular compliance checks of fire regulations in houses and regular unannounced fire drills are standard practice. Detailed risk assessments are carried out for all on- and off-site activities. Boarders are well supervised outside lesson times. The systems for contacting staff in houses at night are clear and all houses have good overnight supervision. Arrangements for signing in and out of houses are good and staff are aware of procedures if a boarder is reported missing. A clear and effective policy promotes good behaviour.
- 4.20 The leadership and management of boarding are good, with many excellent features. Boarding is central to the life of the school and all staff are committed to promoting the school's boarding ethos. Whilst the six houses are individual, regular meetings between senior management and housemistresses and between housemistresses and boarding staff ensure consistency in the implementation of policies and procedures that are clear, up to date and published on the website. The well-structured tutorial system within the houses ensures that boarders' personal development is effectively supported and that their academic progress is closely monitored. Boarders are actively encouraged to contribute their views in house meetings and through the suggestions boxes and school council, such views being valued by management. The school is committed to the evaluation and improvement of boarding provision, as seen in its development plan, particularly with regard to the refurbishment of the houses.
- 4.21 Boarders' and parents' questionnaire responses were overwhelmingly supportive of the boarding provision. Pupils confirmed that their relationships with each other are excellent, they enjoy boarding, feel safe and know who to turn to for help. Parents praised all areas but in particular the outstanding care and support their children receive.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The Governing Council has a clear vision for the future of the school and works closely with the principal to ensure that this vision is met. Its members are committed to providing the support essential for the school's future development, including financial support, and also to ensuring that the school continues to meet the needs of all its pupils, while retaining its unique ethos. Since the previous inspection, the council has appointed a new chair and has strengthened the roles of governors selected to monitor key areas of the school's work.
- 5.3 Members of the council know the school well, many being the parents of past or current pupils. Prior to their meetings, they receive reports from the principal and senior leadership team about all aspects of school life. Good relations and regular communication between the chair and the principal facilitate a constructive exchange of ideas. Many opportunities are provided for governors to attend both formal and informal school events. Plans are in place to appoint new governors, and to increase the range of experience and expertise amongst the council members, in order to ensure that the school benefits from oversight by those who can provide sound advice and challenge to the leadership. A comprehensive induction programme for new governors and regular training opportunities are available.
- 5.4 The council discharges its responsibilities well in relation to most statutory requirements; however its scrutiny of the implementation of appointment procedures in a small number of cases has not been sufficiently rigorous. School policies, including those for safeguarding, are reviewed annually by the council and the efficiency of their implementation monitored closely, meeting fully the recommendation of the previous inspection. A designated member of council works closely with the school's child protection officers to ensure the effectiveness of procedures for the safeguarding of pupils.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management of the school is good overall.
- 5.6 The senior leadership of the whole school, including the junior school and Nursery, has many excellent features and is highly effective in promoting the school's aims to provide a holistic education, allowing all pupils to fulfil their potential and enter the adult world with confidence. This sets the tone for the positive and purposeful culture throughout the school, as seen in the confident, happy pupils and their comfortable relationships with each other and all the staff. The senior leadership staff know all the pupils very well and are heavily involved in the day-to-day life of the school. Most roles are well defined and members are very active in the discharge of their duties. They work closely together, with a clear and entrepreneurial vision for the development of the school focused firmly on the needs of the pupils. Short-term planning, linked to a longer-term strategic plan, is good, with appropriate, measurable objectives in most areas. The senior leadership team is successful in appointing and motivating high quality staff and ensuring that they are suitably trained and supported in their roles. New staff commended their

extensive induction programme and the wide-ranging support they have received since appointment.

- 5.7 Pastoral leadership and management are good, with many outstanding features. Based on the house structure in the senior school, and overseen by the vice-principal, the pastoral care, welfare and guidance of day and boarding pupils are very effectively managed by housemistresses, with excellent support from tutors and matrons. In the junior school, day-to-day management of pastoral care, welfare and guidance is effectively undertaken by the form tutors and overseen by the junior school head. The strength of the system throughout the school is reflected in the outstanding personal development of pupils and in the overwhelmingly positive responses to the pupil and parent questionnaires. The recent introduction of an additional whole-school vertical house system, much welcomed by pupils, has created a further opportunity for interaction and support between pupils of different ages. The safeguarding of pupils is paramount and all staff receive appropriate child protection training. The recommendations of the previous report concerning the implementation of safeguarding procedures and the appointment of governors have been fully met. Awareness of welfare, health and safety procedures is very good. The policy for staff recruitment is effectively implemented in most respects and appointments are accurately recorded on a central register. The policy was not followed in relation to the appointment Gap Year students in 2011, however the school has acted quickly to remedy this oversight.
- 5.8 Leadership and management of academic departments, overseen by the deputy head (academic), are good overall but lack consistency in a few areas, such as the implementation of marking policies. The work of the recently formed academic committee is already bearing fruit, with greater sharing of good practice across departments. Established to develop the leadership and monitoring of teaching and learning, the committee is setting priorities and establishing procedures to ensure that they are achieved. New procedures to monitor pupil progress in the senior school have been introduced and meet fully the recommendation of the previous inspection. The head of the junior school works closely with the deputy head (academic) on all academic matters concerning the younger pupils but is not a member of the academic committee.
- 5.9 Links with parents, carers and guardians are a strength of the school. Parents are closely involved in their children's education through the senior leadership team's 'open door' policy, also facilitated by the strong relationship which housemistresses and tutors foster between home and school. The overwhelming majority of parents are very satisfied with the school's provision for their children, as seen from the highly positive response to the pre-inspection questionnaire. Parents are particularly appreciative of all aspects of boarding provision, the pastoral care provided for their children and the wide range of extra-curricular activities available. They are kept well informed about all aspects of school life through excellent academic booklets, the school website and, in the junior school, the daily diary that ensures a continuous dialogue between school and home. Parents also receive comprehensive written reports on their children's progress termly, meeting fully the recommendation of the previous report. The thriving Friends of Moreton group provides a less formal link between home and school. When parents' concerns are raised, they are taken seriously and dealt with promptly, in line with the school's policy on complaints.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 In meeting the needs of the range of children who attend, the provision is outstanding. The educational programmes are comprehensive and thorough, and help all children to reach at least expected levels of development across the seven areas of learning. Children of all ages engage positively with their learning, immersing themselves happily in play activities and responding with enjoyment to the rich programme that is offered. In the Nursery, careful observations equip the key people with the knowledge and understanding to guide all children sensitively along their own unique path of learning. They carefully build their confidence at every stage. Older children are well supported in acquiring effective learning habits and skills. For example, staff demonstrate clearly and accurately the articulation and writing of phonics with which to build words. They are alert to any sign that a child may not be making expected progress and extra support is given for those with special educational needs and/or disabilities.
- 6.2 In the Nursery, an excellent balance between adult-led and child-initiated tasks enables children to develop imaginative ways in which to explore and investigate. Older children pursue their own ideas in activities where they are able to choose their own resources and are learning to concentrate for increasing amounts of time during teacher-directed lessons. The links between home and school are outstanding. Before children are admitted, parents are encouraged to share information from home in order to help their children settle in. This open dialogue continues throughout the setting and parents expressed their strong appreciation for daily opportunities to be kept informed.

6.(b) The contribution of the early years provision to children's well-being

- 6.3 Provision for the children's well-being is outstanding. The key person system is deeply embedded in the ethos of the setting and it provides strong and caring relationships, especially for the babies and very young children. All staff act as excellent role models, giving clear guidance on behaviour and placing a high priority on the safety and well-being of the children. For example, those under the age of three are provided with a tranquil area in which to sleep peacefully each day, and older children are taught the importance of healthy eating and exercise, and given careful instruction on how to keep themselves safe. There is a stimulating, well-resourced and welcoming environment, both inside and outdoors, and scenic, extensive grounds provide opportunities for outdoor learning which the school is keen to develop. The weekly sessions in the woodland area of the grounds give children the opportunity to learn safely about risk and to gain independence, and the babies explore their surroundings under the constant and supporting vigilance of the staff. Children are highly competent at managing their personal needs relative to their ages. The children are very well prepared for the next stage of their learning, within the setting and in transition to the junior school.

6.(c) The effectiveness of leadership and management of the early years provision

- 6.4 Leadership and management are outstanding. The governors have little direct involvement in the setting at present but plans are in place to increase their knowledge and monitoring of the EYFS. On a day-to-day basis the children are extremely well cared for in a very safe environment. Staff have received full training in child protection and in health and safety, and implement related policies rigorously. All safeguarding and welfare requirements in the setting have been met. Managers appraise and supervise staff well and there is ready access to continuing professional development. The development plan for the EYFS identifies clear priorities for the future. Staff and parents co-operate closely to support children needing particular help with their learning and development, where necessary with the involvement of outside agencies.

6.(d) The overall quality and standards of the early years provision

- 6.5 The quality and standards of the EYFS are outstanding. Overall, the children, including those with special educational needs and/or disabilities, make very good progress relative to their ability and needs. Younger children express themselves clearly and enjoy their role play and group activities, such as 'sing and sign'. They are able to name colours and count by rote to four. Older children use phonics competently to support their reading and writing of simple sentences and they are successful in adding two single digits. They confidently use graphics programs and a computer mouse.
- 6.6 The personal and emotional development of children is outstanding. Children of all ages work well together, sharing resources, taking turns and showing consideration for each other's feelings. They take a keen interest in the many visitors who are welcomed into the setting to share experiences of different cultures, backgrounds and interests. They extended their understanding and respect for other cultures through a recent focus on Zimbabwe.
- 6.7 The development plan demonstrates clearly that the commitment to continuous improvement is strong.

Compliance with statutory requirements for children under three

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

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.