



INDEPENDENT SCHOOLS INSPECTORATE

MOOR PARK SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Moor Park School

Full Name of School	Moor Park School		
DfE Number	893/6015		
Registered Charity Number	511800		
Address	Moor Park Richard's Castle Ludlow Shropshire SY8 4DZ		
Telephone Number	01584 876061		
Fax Number	01584 877311		
Email Address	head@moorpark.org.uk		
Headmaster	Mr Jonathan Bartlett		
Chairman of Governors	Major General Arthur Denaro		
Age Range	3 months to 13 years		
Total Number of Pupils	327		
Gender of Pupils	Mixed (165 boys; 162 girls)		
Numbers by Age	0-2 (EYFS):	58	5-11: 157
	3-5 (EYFS):	46	11-13: 66
Number of Day Pupils	Total:	301	
Number of Boarders	Total:	26	
	Full:	16	Weekly: 10
Inspection dates	27 Nov 2012 to 29 Nov 2012		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in July 2008 and can be found at www.ofsted.gov.uk.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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 judgement.

INSPECTION EVIDENCE

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

Inspectors

Mr David Bunkell

Mr Phillip Scriven

Reporting Inspector

Team Inspector for Boarding (Houseparent, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moor Park is a co-educational day and boarding preparatory school for pupils from the ages of three months to 13 years. The school was founded in 1964 as a Roman Catholic preparatory school for boys. Girls were first admitted in the 1980s, and the boys and girls attending the school are of almost equal number now. An educational charitable trust was established in 1981, and the school is administered by a board of twelve governors who are also trustees.
- 1.2 The school is located in 85 acres of countryside near Ludlow in Shropshire. It is set around a mansion dating from about 1720, with more recent buildings and facilities in the grounds. Currently 327 pupils attend the school, including 26 boarders aged 7 to 13, most of whom are housed in the main house. Accommodation for the youngest boarders is in a purpose-built new house in the grounds. Sixteen pupils are full boarders; ten stay for up to five nights per week, and in addition many of the day pupils stay overnight on an occasional basis, so that on most nights at least 60 pupils are in residence. Since the previous Ofsted boarding inspection in 2008, a new headmaster has been appointed and wide-ranging major changes have been made to many aspects of boarding provision.
- 1.3 The school aims to educate the whole child within a happy, secure, caring community founded on Roman Catholic principles. It seeks to develop the whole child both academically and personally by discovering, nurturing and encouraging talent and by helping children to be the best they can be. The school strives to maximise the opportunity and potential of every individual child, and to prepare them, through independence of thought and action, for the next stage in their education. It aims to provide children with an environment in which they have space to grow physically, emotionally and spiritually. Year 8 pupils generally proceed to a range of independent, mostly selective, boarding and day schools.
- 1.4 The school has identified 64 pupils as having special educational needs and/or disabilities; specialist learning support is provided for 34 of these. No pupils have a statement of special educational needs. Nearly all the pupils have English as their principal language, and support is given as necessary to the few for whom English is an additional language. The majority of pupils live near the school or in the surrounding countryside, but a few boarders have parents who are based overseas. The pupils come mostly from families with business, professional or farming backgrounds. The vast majority are white European, but a few have other ethnic origins.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Create further opportunities for boarders to contact their parents/carers and families.
2. Increase the availability of drinking water to boarders.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in July 2008. At that time, the overall quality of boarding provision was judged to be inadequate, and 22 recommendations for improvement were made. As a result, Ofsted inspectors made three further visits to the school. In June 2010, the Department for Education confirmed that the school had met all the regulatory standards, and that no further action was required. This level of compliance was confirmed during the current inspection visit.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 New boarders are welcomed with effective guidance, provided in parent and staff handbooks, and rapidly become familiar with all procedures in the boarding houses. They have a wide choice of adults to whom they may turn for help. In addition, a local priest is available to act as an independent listener; his contact details are displayed throughout the school, together with those of national helplines, including the Children's Rights Director. [NMS 2]
- 3.3 Appropriate policies are implemented for first aid and medical care. Any boarders who become unwell are cared for in a suite of rooms away from boarding accommodation, with separate bedrooms for boys and girls. These boarders are supervised by suitable staff at all times. The same facilities are used for basic first aid and medical emergencies. Records are kept of household remedies given to boarders, and prescription medicines are administered only to the correct boarder. Boarders with long-term medical conditions or disabilities receive effective care. Those sufficiently responsible may self-medicate, for example using inhalers for asthma. A local doctor visits when necessary, and staff take boarders to other medical practitioners when required. Boarders' rights to confidentiality regarding medical matters are respected. [NMS 3]
- 3.4 Boarders may contact their parents or carers and families by email, and telephones are available, although some only receive incoming calls. Some telephones are in private areas, but others are located in busy corridors. The use of computer-based telephony is limited, and only the most regular boarders in Year 8 are allowed to have their own mobile phones in school. In the pre-inspection questionnaire, a few boarders felt that they would appreciate better opportunities to keep in touch with families and friends, and inspection findings confirmed this. [NMS 4]
- 3.5 All boarding accommodation is suitably lit, ventilated and heated. It is clean and well maintained. In the historic building, access for boarders with restricted mobility is not easy to provide, but help has been given to those with any temporary incapacity. Washrooms provide sufficient privacy, especially where recent refurbishment has taken place. All furniture and accommodation is appropriate for the age of each boarder, with those in Years 3 and 4 housed in a new, purpose-built boarding house. Genders are divided appropriately in all accommodation, and provision for adults is entirely separate. Bedding is clean and warm. Boarders are encouraged to personalise their own part of dormitories; many have done so. Study time is included in routines, and boarders may undertake further individual work if they wish. Boarding accommodation is not accessible to other pupils. The use of school facilities by the public is restricted to members of local sporting clubs, and care is taken to ensure that access to the boarders or their accommodation is prevented. The safety of the boarders and their privacy are ensured. [NMS 5]
- 3.6 Three nutritious, balanced meals are provided daily, with variety and choice. In the pre-inspection questionnaire a minority of boarders expressed dissatisfaction with aspects of school food, but inspection evidence, including discussions with boarders, did not support this view. Great care is taken in the preparation of food for boarders with allergies. All food is hygienically prepared in central kitchens and then served in three dining rooms. Water is provided at each meal, but access to drinking water is limited at other times, with only two drinking fountains available. Boarders do not

prepare their own food, other than toast and similar snacks in the boarding houses in the evening, when plenty of food is available. [NMS 8]

- 3.7 Boarders' bedding and clothing is laundered on the premises, and then carefully returned to the correct person. Stationery and personal requisites are available as needed. Staff look after any money and valuable possessions, and each boarder has a lockable bedside cabinet for the storage of personal items. [NMS 9]
- 3.8 Outside teaching time, a balance is maintained between free time and organised activities, of which a wide range is provided each evening and throughout weekends. Full use is made of the indoor and outdoor school facilities, and any boarders who wish to be alone may do so in safe places. Newspapers are provided, television or internet news is sometimes watched and current affairs are discussed. In its rural location, pupils may not leave the school premises, but trips are arranged into a nearby town. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Effective arrangements are in place to ensure the health, safety and welfare of all people in the school community and all necessary risk assessments are carried out. [NMS 6]
- 3.11 Fire safety procedures are correctly observed; a fire risk assessment has been undertaken. Regular fire drills take place, including at times when the boarders are asleep. [NMS 7]
- 3.12 The welfare of all pupils is safeguarded; all staff are trained as appropriate to their responsibilities. [NMS 11]
- 3.13 Boarders and staff understand the policy to promote good behaviour, which includes the school rules, measures to deal with any bullying, sanctions for misbehaviour, and procedures for restraining pupils and for searching them or their belongings. All incidents are recorded and pupils are confident that any misbehaviour would be dealt with constructively. [NMS 12]
- 3.14 Correct procedures are followed when staff are recruited. Nobody aged over 16 lives on school premises except members of staff. Visitors to the school are supervised to prevent any unauthorised access to the boarders or their rooms. Parents, not the school, are responsible for any appointment of guardians for those boarders who come from overseas. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 The principles and practices of boarding provision were seen to be effective, and are stated on the school's website and boarders' notice board, and in parent and staff handbooks. [NMS 1]
- 3.17 Links between residential and teaching staff are effective, and the structure of leadership and management of boarding is clear. An effective three-year plan is in place for the development of the boarding provision. Senior boarding staff are experienced and well qualified. All necessary records are kept and monitored, with any required action being taken promptly. [NMS 13]

- 3.18 All those who work with boarders have clear job descriptions, and thorough induction training takes place for new staff. Boarding practice is regularly reviewed as part of the school's appraisal system and also informally. Boarding staff regularly attend relevant training. All adults in the boarding houses are members of staff. Several staff are always deployed to supervise the boarders in all locations. The person in charge at any time is clearly identified, and is always a senior member of staff. Regular roll calls and informal checks ensure that the whereabouts of each boarder is always known. All staff understand the procedures that are in place in the unlikely event of a boarder missing from school. A number of adults sleep in each boarding house at night, and boarders may easily contact staff during the night if necessary. All boarders and adults understand that staff accommodation may only be visited by pupils in exceptional, clearly-defined circumstances. [NMS 15]
- 3.19 Facilities for boys and girls are similar. No discrimination takes place because of gender or for any other reason. The needs of every individual boarder are met sensitively. [NMS 16]
- 3.20 The views of boarders are sought, by means of a staff daily proforma, regular questionnaires and a suggestions box. Much of the detail of recent refurbishment was determined by the boarders themselves. Pupils are never penalised for making any comment or raising a concern in good faith. [NMS 17]
- 3.21 Any complaints received are subject to clear procedures which are available to parents. [NMS 18]
- 3.22 The school has an effective system of boarder prefects and school prefects. Those appointed cheerfully undertake appropriate responsibilities, and monitoring by staff prevents any abuse of the roles. [NMS 19]
- 3.23 The school clearly states that parents must make arrangements for any lodgings if boarders ever stay elsewhere for weekends during term time, so the school has no responsibility for this. [NMS 20]