



INDEPENDENT SCHOOLS INSPECTORATE

MOOR PARK SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Moor Park School

| | | | |
|---------------------------|---|-----------|------------------|
| Full Name of School | Moor Park School | | |
| DfE Number | 893/6015 | | |
| EYFS Number | EY294910 | | |
| Registered Charity Number | 511800 | | |
| Address | Moor Park School Moor Park Richards Castle Ludlow Shropshire SY8 4DZ | | |
| Telephone Number | 01584 876061 | | |
| Fax Number | 01584 877311 | | |
| Email Address | head@moorpark.org.uk | | |
| Head | Mr Jonathan Bartlett | | |
| Chair of Governors | Major General Arthur Denaro | | |
| Age Range | 0 to 13 | | |
| Total Number of Pupils | 297 | | |
| Gender of Pupils | Mixed (161 boys; 136 girls) | | |
| Numbers by Age | 0-2 (EYFS): | 46 | 5-11: 139 |
| | 3-5 (EYFS): | 52 | 11-13: 60 |
| Head of EYFS Setting | Mrs Katie Gedye | | |
| EYFS Gender | Mixed | | |
| Inspection dates | 18 to 19 November 2014 | | |

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in November 2011.

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. 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.

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.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with a governors' representative, and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Wendy Bowring

Early Years Lead Inspector

Mr Jim Turner

Team Inspector for Early Years (Headmaster,
IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moor Park School is a co-educational day and boarding school situated in Ludlow, Shropshire, for pupils aged from 2½ to 13, with a separate child care facility for children aged 3 months to 3 years. The school aims to educate the whole child, both academically and personally within a safe, caring and happy community based on Catholic principles. It strives to ensure that every child is treated as an individual and is given every opportunity to maximize their potential and be the best they can be. It seeks to discover and nurture talent, and prepare children for their next stage of their education by providing an environment in which they ultimately develop independence of thought and action. Moor Park was founded in the Catholic faith, and although the majority of pupils are now of other faiths or none, Catholic roots are at the core of the school community.
- 1.2 Moor Park is an educational trust and limited company run by a board of governors. The school was founded in 1964 as a boys' Catholic boarding preparatory school with nine pupils. It occupies a substantial country house in 85 acres of countryside, parts of which date back over 300 years. Nursery, Kindergarten and Reception classes are housed the main building; the child care facility, known as Tick Tock, is situated within the grounds at Clock House and is open five days a week for 50 weeks of the year.
- 1.3 Since the previous inspection in 2011 an early years co-ordinator has been appointed in order to strengthen the links between Tick Tock and the Early Years Foundation Stage (EYFS) department in the main school. Over-arching policies and procedures now apply to both settings. A new head of the lower school has been appointed, and the outdoor areas have been further developed.
- 1.4 At the time of the inspection, there were 297 pupils on roll, of whom 98 were in the EYFS, comprising 25 who were under 2 years, 29 aged 2 to 3 years, 28 aged 3 to 4 years and 16 aged 4 to 5 years,. Three children have been identified as having special educational needs and/or disabilities (SEND) and none has English as an additional language (EAL) or a statement of special educational needs.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

| School | NC name |
|--------------|---------------|
| Tick Tock | 0 – 3 years |
| Nursery | 2 ½ - 3 years |
| Kindergarten | 3 – 4 years |
| Reception | 4 – 5 years |

2. SUMMARY

(i) Compliance with statutory requirements

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

(ii) Recommendations for further improvement

- 2.2 The school is advised to make the following improvements:
1. Introduce a programme of peer observation for staff working across the EYFS to further enhance their knowledge of learning and development across the age range.
 2. Extend the excellent practice of staff supervision that exists in some parts of the setting across the whole provision to ensure all staff benefit from the support given.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. High quality educational programmes enable all children to meet the expected levels of development for their age, and in many cases exceed them. Children with SEND have excellent care plans in place that support their development, and children of all ages and abilities are given opportunities for managed risks that enable them to further their learning, and be ready for the next stage.
- 3.2 Staff have high expectations of the children. They create a highly effective learning environment, inside and out, in which children are encouraged to explore their surroundings fully; for example, the youngest children delighted in the physical sensations of playing in the breakfast cereal pool, and older Nursery children reflected thoughtfully on the smells, sounds and colours of the woodland on their walk. Opportunities abound for children to use their imaginations; for example, Reception children moved around like animals in response to a poem. An excellent balance of child-initiated and well-paced adult-led activities enables children to follow their individual interests, and timely interventions by skilled adults ensure maximum progress is made.
- 3.3 Staff liaise extremely closely with parents to ensure children settle quickly. Parents are encouraged to contribute their views on children's interests at home on a regular basis, and stickers allow achievements at home to be celebrated at school. Daily written feedback informs parents of the youngest children of their child's activities and care regime throughout the day; parents of older children are given daily oral feedback and written communication in the work planner book. Written assessments on development are regularly shared with parents of children below the age of three, and termly parents' evenings and written reports ensure parents are fully informed of how their children are progressing and their next steps.
- 3.4 Parents are overwhelmingly supportive of the EYFS provision at Moor Park. They particularly appreciate the warm, family feel the school radiates, the expertise, enthusiasm and energy of the staff, and the rapid achievement made in children's academic and personal development.

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

- 3.5 The contribution of the early years provision to children's well-being is outstanding. Staff know their children extremely well and are meticulous in their attention to their individual needs. Key persons build firm emotional attachments with the children in their care, and pupil welfare is at the heart of their practice. The calm, gentle manner of staff ensures that children under the age of three enjoy what they are doing, and encourages them to play co-operatively across the age groups. Older children demonstrate considerable independence in selecting their own resources and activities. They go to the toilet and wash their hands independently and clear away their own plates after enjoying a delicious lunch in a pleasant, calm environment. The youngest children are helped to feed themselves.

- 3.6 Staff take every opportunity to reinforce the importance of health and hygiene. For example, children aged between 3 and 4 were reminded why it is not safe to pick mushrooms on their walk in the woodlands. Children are aware of how fresh air and exercise helps them to be healthy, and children in Reception understood that drinking milk was good for their bones and teeth.
- 3.7 Children are fully prepared for effective transitions throughout the early years provision and from Reception to Year 1, through frequent opportunities for walks and visits to other parts of the campus, and through regular liaison between staff.

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

- 3.8 The leadership and management of the EYFS are outstanding. The governing body effectively oversees all the school's policies and procedures, and the support of a governor with special interest in the EYFS ensures their needs are always considered during governors' meetings. Excellent systems and procedures are in place for monitoring children's development to ensure their learning needs are fully met. Detailed planning reflecting individual needs is constantly reviewed and used to identify the next steps in each child's learning. The school has rigorous policies and procedures for ensuring that all safeguarding and welfare requirements are met. Staff appointments have been handled correctly. Care to ensure children's safety at all times is paramount.
- 3.9 A thorough, well-constructed development plan reflects the strong links between all parts of the setting. Clear targets that cross the whole EYFS provision are regularly reviewed as part of the setting's rigorous culture of reflective practice.
- 3.10 Good arrangements are in place for staff development, and all staff regularly attend courses that enhance their practice. An effective appraisal system is established, and although staff supervision meetings have been planned, these are not yet fully implemented for staff working with the older children. A demonstrably strong team ethic exists across the whole EYFS provision but staff have insufficient opportunities to observe the work of others. Partnership with parents and external agencies, such as speech and language therapy, ensures that support for individual needs is provided at the earliest opportunity.

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

- 3.11 Overall the quality and standards of the EYFS provision are outstanding, and the learning and care provided ensures that children's needs are extremely well met. Children of all ages and abilities make excellent progress according to their starting points. Children in Reception can work with numbers up to 50, form letters correctly, spell simple words using blends and greet each other in other languages. Older Nursery children can recognise letters, count to 15 and display excellent listening skills and concentration. The youngest children under the age of three show great enjoyment and confidence in exploring the variety of resources available to them. As such, they are all very well prepared for their next steps in their learning.
- 3.12 The learning and care provided by the setting is exceptional. Children work enthusiastically both in small groups and independently, and those with SEND are very well supported to ensure they make excellent progress. They engage enthusiastically in all activities and think critically to find solutions to problems. Behaviour is exemplary. Children are secure in their daily routines, they feel safe and highly valued. Staff effectively discharge their responsibilities to protect children

and all requirements for safeguarding and welfare are exceedingly well met. Leadership and management across the setting is committed to continuous improvement through reflective practice and is highly successful in ensuring children meet their full potential, ultimately enhancing their life chances.

- 3.13 Since the previous inspection, links between Tick Tock and the EYFS department have been considerably improved to further strengthen the overall provision.