

School inspection report

14 to 16 January 2025

Moor Park School

Richard's Castle

Ludlow

Shropshire

SY8 4DZ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and teachers implement the Moor Park School principle of 'work hard and be kind' to produce a community characterised by empathetic pupils who support each other, behave appropriately and achieve well. However, full pre-appointment safeguarding checks have not been carried out on all employees and the school's attendance register is not always appropriately maintained. Governors have not provided sufficient oversight and challenge to leaders to ensure that the Standards are met and as a result not all shortcomings have been identified or corrected.
2. Staff manage safeguarding concerns appropriately. Staff implement the training they have used effectively, listening when matters are voiced and liaising as necessary with external agencies to resolve them. Appropriate records are kept. However, the school has not carried out all required safeguarding checks on all members of staff, including verification of references, barred list checks and, where appropriate, prohibition from teaching checks.
3. Whilst the school maintains an admission register appropriately, the procedures in place for the attendance register do not satisfy current legislation as some of the codes used to indicate pupils' absence do not comply with those specified in the statutory guidance.
4. Children in the early years thrive in a welcoming learning environment where adults facilitate children's learning through topics that interest and fascinate them. They participate in a range of physical activities, including music, sport and outdoor pursuits in the school's woodland.
5. Leaders have implemented a comprehensive programme for assessing pupils' progress and make good use of the data produced to identify areas for development. However, the effectiveness of teachers' application of assessment outcomes in lesson planning is inconsistent, and leaders have not ensured continuity of challenge throughout all year groups and subjects.
6. By placing constant emphasis on the importance of mutual respect and empathy, leaders and teachers ensure that pupils behave well and contribute positively to the development of a supportive school ethos. Pupils understand and manage their emotions, benefitting from a carefully balanced programme of daily activities which supports their physical and mental health. Pupils develop an appreciation of the non-material aspects of life through regular collective reading of scripture, reflection, celebration and prayer.
7. Leaders provide opportunities for pupils to make effective contributions to improve the school and to be active members of their wider neighbourhood. Principles of democracy and respect are actively promoted throughout the school and pupils demonstrate a thorough understanding of the differences between right and wrong. The positive contributions that pupils make to the world beyond their campus, including helping in nearby homes for the elderly, provide effective preparation for their future lives as valuable members of society.
8. As part of their efforts to improve the lives of people less fortunate than themselves, pupils select an annual school charity through a democratic vote and develop their awareness of business and entrepreneurship through various activities which they initiate to raise funds. This is accompanied by some broader careers education, but it is limited in its extent and effectiveness.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- all necessary safeguarding checks on staff are made, verified and recorded appropriately
- staff complete attendance registers in accordance with statutory guidance
- timely and effective oversight of school procedures and documentation enables leaders and governors to ensure all the Standards are met.

Recommended next steps

Leaders should:

- increase their oversight of teaching and learning throughout the pre-prep and prep to ensure appropriate challenge characterises all lessons and pupils' progress is maximised
- develop the school's programme of careers education so that pupils become better informed about possibilities for their future lives.

Section 1: Leadership and management, and governance

9. Leaders, managers and governors promote pupils' wellbeing by delivering the school's aims and ethos within a culture that emphasises spirituality, endeavour, kindness and democracy.
10. However, leaders and managers have not demonstrated appropriate knowledge and skills in order to ensure that all of the Standards are met, and measures taken by governors to assure adherence with all requirements have been insufficient. Consequently, responsibilities have not been fulfilled effectively with regard to carrying out suitably verified and recorded checks on new employees and the appropriate registration of pupils' attendance.
11. The school's policy documentation is clear, comprehensive and detailed. However, it is not always effectively implemented. For example, when staff use a particular pupil registration code that has been added to its records to indicate an approved term-time holiday, this contravenes both the national attendance guidance and the school's own policy for registration and school attendance.
12. The necessary information is made available to those who require it through a detailed website and regular pupil achievement reports to parents. Appropriate communications are sent to the local authority concerning education, health and care (EHC) plans, including the required details regarding use of funds.
13. Leaders and governors have formed effective links with various local and national agencies such as professional bodies, consultants and advisory groups. They make appropriate use of these whenever questions or concerns are raised.
14. Leaders and governors have a detailed understanding of risks facing the school, and appropriate measures have been implemented to mitigate against these. Staff are appropriately trained in risk assessment and review documentation regularly to ensure actions are taken whenever necessary.
15. In the early years, leaders have developed stimulating indoor and outdoor environments which enable children to develop their fine and gross motor skills as they learn effectively through creative play linked to the development of communication, numeracy and literacy skills.
16. The nurturing boarding environment is led by a suitably experienced, skilled and effective team of staff who communicate with pupils and parents well, maintaining appropriate records and acting promptly and consistently whenever it is necessary to do so.
17. The value placed on all forms of diversity by the whole school community, combined with the detailed accessibility plan, ensures that the school fulfils the requirements of the Equality Act 2010.
18. The policy and procedures for the handling and resolution of complaints is appropriate. The policy is implemented effectively, with accurate records kept.

The extent to which the school meets Standards relating to leadership and management, and governance

19. Standards are not met consistently with respect to the registration of pupils' attendance, the continuous promotion of a culture that advocates high levels of attendance, the completion and

verification of all necessary safeguarding checks on staff and the accurate recording of such checks in the school's record of appointments.

20. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

21. Leaders have designed and implemented a broad and varied curriculum that capitalises on both pupils' interests and the variety of indoor and outdoor environments available on the school campus. Consequently, pupils are prepared effectively not only for the demands of their next schools, including entrance assessments, but also for their future lives.
22. The communication skills of children in the early years are developed effectively through enthusiastic interactions with adults, who use a rich vocabulary to model and reinforce language appropriately. Learning activities stem from children's interests, which develops confidence and stamina. Children master key subject content within purposeful contexts, such as designing a menu for their woodland café which includes a variety of foods, describing how the class stick insect is camouflaged and using computer technology to reinforce counting up to five.
23. A thorough and comprehensive system is in place to assess pupils' achievements and track their progress throughout the school. When engaging in development planning, leaders make effective use of this information to recognise strengths in provision and identify areas for improvement.
24. Lessons often take account of the range of pupils' prior achievements. Consequently, the degree of challenge and support encountered by each pupil becomes tailored to their optimal next steps in the development of knowledge, skills and understanding. This is informed by teachers' clear awareness of the increasing demands of subsequent year groups. Such lessons are characterised by high expectations for pupils' achievement, an appropriately ambitious pace, skilful use of good-quality resources and the demonstration of thorough subject knowledge by teachers.
25. However, leaders have taken insufficient steps to ensure that such tailored practice is uniform throughout the school, and when it is missing, lessons become more loosely focused on individual pupils' immediate academic needs, sometimes resulting in less challenging activities. Furthermore, whilst arrangements for transition into the pre-prep are carefully managed so that children feel confident to move between classes, there is greater disparity between the pre-prep and the prep. At this point, academic and social expectations placed on pupils increase suddenly as they move from one section of the school to another and experience a wider range of subject-specialist teaching.
26. A robust system is in place for identifying pupils who have special educational needs and/or disabilities (SEND). The pupils who have SEND receive timely and effective help such as tailored support, including the setting of appropriately amended tasks and the beneficial use of technological resources such as specific computer applications. As a result, pupils are able to make good progress in relation to their starting points.
27. Similar provision is implemented for pupils who speak English as an additional language (EAL), who receive focused support in vocabulary and grammar which ensures they can access the curriculum. Specific regular assessments are used to monitor the progress made by these pupils and inform their next steps appropriately.
28. Pupils benefit from a diverse programme of clubs and interest groups which complements and extends their timetabled curriculum. Two activity sessions, for example cookery, sports or outdoor learning, are available each evening in the pre-prep, whilst older pupils have a choice of 28 activities, known as 'pursuits', each week. These include origami, cartoon drawing, newspaper production and Latin. Participation is monitored through a rewards system that encourages pupils to broaden their

experience by selecting activities from a range of six different groups: academic, arts and literature, faith and public performance, leisure and sports, entertainment and outdoor skills.

29. An additional range of activities is available in boarding time, including at weekends. These include swimming, bushcraft and cinema nights and are successful in stimulating, educating and entertaining pupils appropriately. Boarders are taken to Mass in Ludlow on Sunday mornings.
30. Parents are appropriately informed of pupils' progress and achievements through consultation events, detailed annual written reports, shorter interim summary reports and effort grade cards at half-terms and occasional exeat weekends, when boarders return home and no sports fixtures are arranged.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 31. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. Leaders take effective steps to promote pupils' physical and mental health and emotional wellbeing. These include maintaining an appropriate admission register and making timely notifications to the local authority when pupils leave and join the school at non-standard transition points, as required. However, some of the codes used in attendance registers are inappropriate as they are additional to those permitted in relevant legislation. Furthermore, not all statutory codes are accessible on the school's system. Consequently, some pupils' absences are recorded incorrectly.
33. Staff implement thorough and effective policies and protocols regarding pupils' behaviour and the prevention of bullying. Consequently, pupils are typically orderly and courteous, showing mutual respect and treating each other with kindness and care. Any misdemeanours, including any very rare examples of conduct or speech that suggests discrimination or prejudice, are managed well and recorded in comprehensive logs. These show the support put in place is effective as the incidents do not recur.
34. In the early years, a wide-ranging programme of physical, personal and emotional activities supports children to acquire new skills. Adults encourage children to share how they feel and, as a result, they understand their emotions well and feel supported throughout the day. Such reflection opportunities and guided discussions help children to recognise their similarities to, and differences from, others. This is effective in helping them to appreciate and value uniqueness and diversity so that they develop respect for others.
35. Teachers throughout the pre-prep and prep emphasise the school's mindsets of resilience, confidence, critical thinking, creativity, independence and curiosity through regularly encouraging pupils to reflect on how they employ each trait. This, combined with helpful written and verbal feedback to pupils about their work and effective use of rewards systems, develops pupils' self-knowledge, self-esteem and self-confidence. Additionally, staff are proactive in facilitating opportunities for pupils to demonstrate their talents, including through competitive matches on the sports pitch, public participation in plays, concerts and worship, and professional publication of their poetry in an anthology.
36. The curriculum supports development of pupils' physical health in three sports lessons each week. Over the course of the year, participation in rugby, hockey, football, netball and cricket is available to all. This is supplemented by additional activities in gymnastics, swimming and outdoor pursuits. Pupils also learn about topics related to health, fitness and healthy eating in curriculum subjects such as science and personal, social, health and economic (PSHE) education.
37. Leaders have implemented an effective system for pupils to take on positions of responsibility, including as head boy, head girl, sacristans who ensure the smooth running of the school chapel and liturgical events, and a number of prefects which increases over the course of the academic year as pupils demonstrate the necessary leadership in their conduct and actions. Prefects' duties are appropriate, including making announcements in assembly about pupils who have won awards for their application of mindsets. Prefects also attend weekly meetings with the headteacher to provide feedback.

38. Regular conversations between staff, including daily 'chapter' meetings between teachers in the prep school, provide useful forums in which any concerns about pupils can be shared. These effective communication channels supplement electronic mechanisms for information sharing. Staff remain consistently well informed about any pupil's particular circumstances, or provision that may need to be put in place to maintain their physical, mental and emotional wellbeing.
39. Staff members have received effective training in the maintenance of pupils' mental health and emotional wellbeing, which they employ in a variety of ways to facilitate relaxation and calm. These include, but are not limited to, pupils sitting quietly and reflecting in chapel.
40. Pupils' spirituality is fostered through talks given in assemblies and tutor time as well as attendance at fortnightly Mass, during which they enjoy collegiate sharing of scripture, celebration and prayer, whilst also exploring moral topics such as whether humanity has more that unites it than divides it.
41. The programme for relationships and sex education (RSE) has been developed following appropriate consultation with parents and, for the oldest pupils, includes topics such as gender identity, sexual orientation and contraception. Information is shared about the content to be covered, and provision is in place for parents to withdraw pupils from certain lessons if they wish. The school's provision includes appropriate mechanisms for assessment, often through comparing pupils' accounts of what they believe they know about a topic before it is taught with what they understand after teaching is concluded.
42. Pupils throughout the school are appropriately supervised by adults. They are comfortable and confident about how they can access effective help from adults, including through the use of worry boxes in which they can express concerns in writing should they prefer not to approach a teacher in person.
43. The premises includes appropriate accommodation for first aid and medical care. The site is maintained well and due attention is paid to health and safety matters, including the completion of regular fire evacuation drills both during the school day and during boarding hours.
44. Boarders are provided with good-quality accommodation in which they are suitably supervised according to age and gender and can access appropriate food, drinks and health care. The comprehensive risk assessment for boarding is implemented well, as are effective induction protocols and successful systems for boarders to make suggestions and complaints.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

45. Standards are not met consistently with respect to the accurate registration of pupils' attendance in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
- 46. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

47. Leaders' frequent reminders to the community that they should 'work hard and be kind' ensure that the school's aims and ethos are promoted well. Throughout their everyday interactions, including the successful completion of their jobs and responsibilities around the school, pupils behave with fairness and equality, showing respect for diversity and helping to cultivate a harmonious school environment.
48. In the early years, staff use group time to support social development, helping children to listen to one another and wait for their turn. As a result, children learn to be sociable and friendly. They enjoy opportunities to play and collaborate with others and, by the time they reach Reception, have begun to build friendships, co-operate effectively and resolve conflicts peacefully.
49. All pupils, especially those who are part of the boarding community, thrive socially and emotionally in sharing space, time and interests with others from different backgrounds and age groups. They look after themselves and their possessions, quickly learning to be independent and well organised.
50. Leaders are genuinely interested in pupils' views and take active steps to improve the school based on the feedback they receive. Pupils therefore realise that they can make a difference to their society and resulting changes to provision are chronicled on a display board. For example, changes have been made to the timetabling of chapel so as not to impact breaktime, a school newspaper has been introduced, and golf coaching has been facilitated. Additional changes for boarders include new mattresses and bedding, a fridge for the tuck shop and a broader range of choices for breakfast.
51. Staff actively promotes principles of justice and the difference between right and wrong from the earliest days, when pupils are introduced to the work of the police force and meet a visiting officer. They know that the expectations and boundaries placed on them by the school are an extension of the law of the land. Before the oldest pupils progress to their senior school, a talk from the school doctor initiates discussion about illegal materials and substance misuse.
52. Staff successfully encouraging respect for the democratic process, the rule of law and public institutions such as the Houses of Parliament as they use initiatives such as the appointment of pupils to positions of responsibility, such as form captains, through votes cast by their peers. Similarly, all members of the school community are encouraged to suggest the annual recipient of fundraising activities and a final selection is determined by popular vote. The prep school's debating programme involves members of the oldest year groups. Pupils argue for or against motions relating to issues such as the abolition of school uniform, with the entire community then dividing through 'aye' and 'no' lobbies to determine the majority opinion.
53. Pupils of all ages engage in projects that develop their financial and economic awareness, often in aid of charity. These include cake bake fairs by all year groups, non-uniform days and public music performances in venues such as a local Christmas market. As part of their leavers' programme, the oldest pupils visit local industry and participate in a stock market simulation. Children in the early years manufacture and sell Christmas decorations, the remarkable success of which recently necessitated the sourcing of additional raw materials, including some derived from nature.

54. Pupils make valuable contributions to institutions in the school's locality including nearby centres for senior citizens, the local Roman Catholic church, Hereford Festival and the Ludlow branch of the Royal British Legion. These provide effective preparation for life in British society.
55. Leaders assure themselves appropriately that pupils receive a balanced perspective on political issues and matters of debate. This includes effective monitoring of the policy for visiting speakers.
56. Pupils receive limited careers education through the PSHE programme, alongside a programme of occasional visiting speakers including representatives of dentistry, veterinary science, farming and sports physiotherapy. However, this has yet to be developed into a cohesive, detailed careers provision.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 57. All the relevant Standards are met.**

Safeguarding

58. A robust approach to the appointment of new members of staff to work in the pre-prep and prep parts of the school is not in place. Not all pre-employment safeguarding checks have been carried out on all employees within an appropriate timescale, and prior to the inspection leaders were unaware of the requirement to verify electronic references about candidates for posts in the pre-prep and prep with their authors. Leaders do not always carry out barred list checks and, where applicable, prohibition from teaching checks before staff commence working at the school. Leaders have allowed staff to commence work in the main school before a suitable enhanced criminal record check certificate has been seen and without first ensuring that the barred list check and all other applicable pre-employment checks have been completed.
59. Governors have not ensured systems to review the school's single central record of appointments with sufficient regularity or diligence to identify errors and to monitor the correction of mistakes and omissions. Leaders have not been challenged about safeguarding sufficiently by the proprietor to ensure that all Standards are met.
60. When hearing concerns that may be related to safeguarding, members of staff understand and implement the detailed safeguarding policy, which is annually reviewed by governors as required. Appropriate action is taken in response to these, including effective liaison with the local authority, and detailed records are kept. Leaders have forged helpful links with other advisory bodies, such as consultants and professional associations, and these are used as necessary to ensure that actions taken are suitable, proper and comprehensive.
61. Training for those with specific safeguarding responsibilities, such as the designated safeguarding lead (DSL) and his deputies, is in line with requirements and is up to date. Training in matters concerning safeguarding, including the national 'Prevent' duty to manage the ideological causes of extremism and radicalisation, is provided to all staff members and governors, and delivered through an induction programme that is regularly updated. This is thorough and effective in all areas and ensures that concerns are effectively heard and dealt with.
62. Boarding staff are aware of the additional safeguarding requirements associated with boarding and they act accordingly. Effective procedures have been implemented, including daily record-keeping and communication between members of staff. Boarding pupils are appropriately taught about how they can access support and advice both within the school and independent of it, with notices near their telephones providing effective and timely reminders.
63. Appropriate policies for staff behaviour, including whistleblowing, are in place and reviewed regularly by leaders and governors.
64. Pupils understand how they can keep themselves safe, how they should behave when online, and the various ways in which they can raise a concern or worry with staff. Internet access in school is appropriately filtered and monitored, and boarding pupils have access to devices for a carefully considered amount of time each day. Effective scrutiny of reports from the monitoring process, including discussions to identify and resolve concerns whenever necessary, is carried out.

The extent to which the school meets Standards relating to safeguarding

65. Standards are not met consistently with regard to the completion, verification and recording of pre-employment checks on staff and the effectiveness of leaders' and governors' oversight of the school's record of appointments.

66. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS ² 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

² National Minimum Standards for boarding schools 2022 ('NMS')

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
ISSR Part 4, paragraph 18(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.
18(2)	The standard in this paragraph is met if –
18(2)(d)	the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
18(2)(f)	in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 19 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 24 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.
ISSR Part 4, paragraph 21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
21(3)	The information referred to in this sub-paragraph is –
21(3)(a)	In relation to each member of staff ('S') appointed on or after 1 st May 2007, whether –
21(3)(a)(ii)	a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act, including the date on which each such check was completed or the certificate obtained; and
21(3)(a)(iii)	a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction, including the date on which each such check was completed or the certificate obtained; and
21(3)(b)	in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.
NMS 8.1	The school should ensure that arrangements are made to safeguard and

	promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
NMS 19.1	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
EYFS ³ 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.7	If providers have concerns about children’s safety or welfare, they must immediately notify their local authority children’s social care team, in line with local reporting procedures and, in emergencies, the Police. Providers must also take into account the government’s statutory guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’. All schools are required to have regard to the government’s statutory guidance ‘Keeping Children Safe in Education’, and other childcare providers may find it helpful to read this guidance.
EYFS 3.9	Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided,) is suitable.
EYFS 3.13	Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for
EYFS 3.14	Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

³ Early years foundation stage statutory framework for group and school-based providers 2024 (‘EYFS’)

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

67. The overall effectiveness of the early years provision is good.
68. Leaders use their experience and understanding of child development to create an interesting curriculum that meets the relevant statutory requirements and children's needs and interests. Overall, staff implement this curriculum well. They focus on finding out about each child from the outset to help them fully understand their starting points and prior learning. Staff use information from parents to help them structure and enrich the curriculum for each unique child.
69. Children display high levels of personal and emotional security. Relationships formed between children and their key person are positive. Children settle quickly when they arrive at the start of each day, and confidently welcome visitors, demonstrating how secure they are in the setting.
70. Leaders aim for children to develop their communication and language skills, and staff create a language-rich environment. For example, older children can choose freely from a wide range of books and then become engrossed in fantasy worlds as staff enthusiastically read to them. Babies pick up books and point to pictures as staff read to them and turn the pages. This introduces babies to some of the earliest skills for reading, which helps prepare them for their future learning.
71. Leaders demonstrate a commitment to continual improvement. For instance, they complete detailed self-evaluation and use this to inform their development plans. Staff contribute by sharing their suggestions and ideas. This helps promote a team approach to further developments and ensures that all staff have their voices heard in the vision for the school's future.

Quality of education

72. The quality of education is good.
73. The secure knowledge displayed by staff about how babies and young children learn and develop means that content, sequencing and progression in the areas of learning are secure. Staff provide children with positive feedback through praise and encouragement, which helps them to acquire the skills and attitudes to learn effectively. This prepares them for the next stage of their education.
74. Staff support children's developing communication and vocabulary well. They positively engage with children as they play. For example, as older children use the climbing frame, they explore with staff and each other how they will take turns. Children describe how they 'whoosh' down the slide and demonstrate careful balance.
75. When working on focused activities, staff frequently offer children too many options. At times, this can become overwhelming. For instance, staff introduce too much equipment into their planned activities. This means that the focus for learning can be unclear and children have fewer opportunities to make their own choices and think for themselves.

76. Staff regularly observe and track children's progress. This ensures that each child's progress is carefully monitored. These observations are shared with parents, who can contribute by sharing with the setting their own observations of their child's experiences and achievements at home.
77. Staff offer a rich range of learning experiences. For instance, specialist staff teach physical education, and the youngest children benefit from sessions which focus on exploring their senses. Staff make use of the unique environment and opportunities for children to explore, discover and be curious outdoors. For example, children enjoy regular woodland activities, which enable them to broaden their understanding of the natural world. The weekly timetable is created in such a way that children experience different teaching experiences regardless of which days they attend.

Behaviour and attitudes

78. Behaviour and attitudes are good.
79. Children enjoy their learning. They are very curious and inquisitive and are keen to explore their surroundings. They demonstrate positive attitudes towards their play and learning. For example, younger children develop physical skills such as grabbing and crawling as they repeatedly throw 'snowballs' in the ball pit. Toddlers demonstrate confidence and perseverance when challenged to free frozen toy animals from blocks of ice using tools and equipment, such as warm water, sticks and pipettes.
80. Staff understand each child and provide tailored support to help them to manage their feelings. Staff recognise children's individual needs swiftly, such as hunger and tiredness. They maintain a calm and reassuring presence that helps children remain engaged in activities while they are supported to manage their emotions. For example, when a child taking part in a tea party became upset, staff sat with them to reassure them and kindly explained that they could cuddle a special toy to help them feel happier.
81. Children understand how to behave and show respect for each other. They respond to gentle reminders from staff, such as those relating to rules and boundaries. This shows they are familiar with rules and expectations. Children demonstrate their confidence in social situations and are happy to talk to unfamiliar adults asking questions. For example, one child freely discussed the range of tools in the toolbox, talking about each one and how to use it.

Personal development

82. The personal development of children is good.
83. The relationships that children have with adults are built on strong, secure attachments. Children demonstrate high levels of wellbeing and emotional security. They are settled and happy throughout the day and have good relationships with all staff, including their key person.
84. Staff value and promote equality and diversity as they focus on preparing children for life in modern Britain. Age-appropriate activities are planned by staff to introduce other cultures and languages. For example, children sing the 'hello' song each day and learn about celebrations from around the world. They do this by exploring through play, reading books, engaging in discussions and completing puzzles.

85. Familiar routines create a sense of pattern for the children. For example, younger children recognise when it is sleep, snack or lunchtime. Older children know they must wash their hands and are beginning to manage their own personal needs. However, during mealtimes, staff spend time completing simple tasks for the children. For example, they prepare and cut food for the children, rather than encouraging those who are able to attempt these tasks for themselves, in turn building their resilience and independence in daily routines.
86. Staff provide opportunities for children of all ages to prepare for transition between each room in the setting. Key people spend time with the children in their new room so that they are well prepared emotionally for this important step. As a result, children's confidence grows, and they are ready for future learning.

Leadership and management

87. Leadership and management are good.
88. Clear and effective direction from leaders results in an enthusiastic and able staff team, who share a vision to provide opportunities to ensure that each child reaches their full potential. Leaders monitor the standards of care and curriculum to ensure that all children have appropriate learning opportunities and are happy and well cared for.
89. Staff report high levels of wellbeing and feel supported. Leaders recognise their achievements, and these are celebrated, for example through employee of the month awards. Leaders ensure that staff have a good work-life balance. They monitor staff performance carefully through one-to-one meetings, which enable staff to discuss issues, including their own wellbeing.
90. Leaders know the children very well and ensure that systems are in place to support children who have SEND or who they are concerned about. Staff use their own specialist knowledge to support children. Early support is welcomed by leaders and staff, who liaise with parents and outside providers to ensure each child is supported appropriately.

Safeguarding

91. Safeguarding is effective.
92. Leaders have procedures in place to help ensure that the environment is safe and suitable for children. Staff assess and manage risks effectively, such as in relation to outdoor play spaces and equipment, and when using the woodland areas.
93. There is a strong culture of shared responsibility among staff who fully understand how to protect children and ensure that each child is well cared for. Staffing levels are good and appropriate records are kept. All staff are extremely vigilant and have undertaken appropriate safeguarding training.

Recommended next steps

Leaders should:

- develop staff understanding of planning to help them consider more precisely how to choose resources to support delivery of the aims for learning

- increase opportunities for children to complete everyday tasks for themselves, developing their resilience and independence, especially during mealtimes.

The extent to which the school meets the requirements of the early years foundation stage

94. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Moor Park School
Department for Education number	893/6015
Registered early years number	E294910
Registered charity number	511800
Address	Richard's Castle Ludlow Shropshire SY8 4DZ
Phone number	01584 872342
Email address	office@moorpark.org.uk
Website	www.moorpark.org.uk
Proprietor	Moor Park Charitable Trust Limited
Chair	Ms Andrea Minton Beddoes
Headteacher	Mr James Duffield
Age range	3 months to 13 years
Number of pupils	202
Number of boarding pupils	36 (4 full boarders, 5 weekly boarders, 27 flexi boarders)
Number of children in the early years registered setting	47
Date of previous inspection	6 to 8 October 2021

Information about the school

95. Moor Park School is an independent co-educational day and boarding school for pupils aged 3 months to 13 years. It was founded in 1964 on its current site in Richard's Castle, Ludlow. The school is a charitable trust administered by a board of governors. It comprises three sections: the nursery for children aged three months to three years; pre-prep, for children and pupils aged between three and eight years; and prep for pupils aged between eight and 13 years. A new headteacher and chair of governors have taken up their posts very recently.
96. There are two boarding houses situated on the school site, which cater for flexible and full boarding, available from Year 3.
97. The Tick Tock nursery includes a registered early years foundation stage (EYFS) setting for children aged three months to three years. The pre-prep's early years setting for children aged between three and five years comprises separate single Kindergarten and Reception classes.
98. The school has identified 54 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
99. The school has identified English as an additional language (EAL) for 17 pupils.
100. The school states its aims are to place an emphasis on resilience, confidence, critical thinking, creativity, independence and curiosity so that pupils leave as confident new teenagers who are prepared for the challenges awaiting them, equipped with the tools they need to choose the right path and the courage to make the most of opportunities that they encounter.

Inspection details

Inspection dates

14 to 16 January 2025

101. A team of five inspectors visited the school for two and a half days.
102. Inspection activities included:
 - observation of lessons, some in conjunction with school leaders
 - observation of registration periods and assemblies
 - observation of a sample of extra-curricular activities that occurred during the inspection
 - discussions with the chair and other governors
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils
 - visits to the learning support area and facilities for physical education
 - visits to boarding houses accompanied by pupils and staff
 - scrutiny of samples of pupils' work
 - scrutiny of a range of policies, documentation and records provided by the school.
103. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net