



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

MORETON HALL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Moreton Hall School

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
Email Address	admin@moretonhall.com
Principal	Mr Jonathan Forster
Chair of Governors	Mrs Jeannie France-Hayhurst
Age Range	1 to 19
Total Number of Pupils	485 (78 boys; 407girls)
Gender of Pupils	Moreton First: girls and boys Senior school: girls International Study Centre: girls and boys
Number of Day Pupils	Total: 149
Number of Boarders	Total: 336 Full: 232 Flexi: 104
Number of EYFS Children	93
Ownership and Governance	The school is owned by a charitable trust, with its work overseen by a board of governors which meets three times a year.
School Structure	Moreton Hall School is divided into three sections: Moreton First for girls and boys between the ages of 1 and 11, the senior school for girls from the ages of 11 to 18, and the International Study Centre for girls and boys from the ages of 13 to 19.
Inspection Dates	08 Dec 2015 to 09 Dec 2015

ABOUT THE INSPECTION

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) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also 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 it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

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. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an 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 mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of governors. They 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

Mr Ian Newton	Reporting Inspector
Mr Neil Urquhart	Compliance Team Inspector (Bursar, HMC school)
Mrs Elizabeth Bassett	Team Inspector for Boarding (Housemistress, HMC school)
Miss Margaret Connell	Team Inspector for Boarding (Former Principal, GSA school)
Miss Patricia Griffin	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Moreton Hall was founded in 1913 as a girls boarding and day school, in an Elizabethan manor house north of Oswestry. In 2000 it opened a preparatory school, Moreton First, to provide education for both girls and boys up to the age of 11. This section also includes provision for the youngest children up to the age of 5 in the Early Years Foundation Stage (EYFS). In 2005 the school opened an International Study Centre for pupils from overseas, to prepare boys and girls between the ages of 13 and 17 for entry to senior schools either at Moreton Hall or elsewhere, by providing education to improve their proficiency in English. This facility is open throughout the year and its pupils board in the centre.
- 1.2 Boarding is provided in six houses and the International Study Centre. Pupils up to Year 8 are accommodated in 1 house, with boys in Years 5 and 6 sleeping in a separate annex from the girls. The other 5 houses are for girls only, with each year group in a separate house. In the International Study Centre, boys and girls are accommodated in separate areas. All of the boarding accommodation is on the main school site.
- 1.3 Since the previous inspection the school has opened new facilities for teaching science and a new sports pavilion, and it has continued refurbishing boarding houses.
- 1.4 Pupils are drawn predominantly from the surrounding counties, with a smaller number from elsewhere in the United Kingdom; they are mainly of white-British ethnicity and drawn mainly from professional, business or agricultural backgrounds. About one-fifth of the pupils in the senior school come from overseas, reflecting a broad range of ethnicities and cultures. Pupils in the International Study Centre are drawn from a wide range of countries including China, Japan, Russia and Thailand.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The curriculum is supported by an appropriate policy, detailed schemes of work and plans. It provides particular breadth in modern foreign languages, which include Chinese from the Nursery upwards as well as European languages. At the time of the inspection, Welsh lessons were provided for a few pupils who had moved from local Welsh medium schools. Careful liaison ensures a smooth transition and continuing challenge as pupils move between the sections of the school. From an early age, pupils develop language and literacy skills which suitably support creative writing, for example when Year 6 pupils write their own war poems. Pupils apply their mathematical skills across the curriculum. The school takes care to develop pupils' respect for the rule of law and individual liberty, and tolerance for those of other beliefs; it ensures that fundamental British values are not undermined in curriculum planning. Careful guidance is provided regarding the making of suitable choices amongst a broad range of GCSE, International GCSE and A-level courses. Pupils appreciate careers support, including insight into areas of work provided by former pupils. Their education is supported by a wide range of extra-curricular activities which enables them to broaden their experiences, interests and skills. [Paragraph 2(1)(a) and (b)(ii); 2(2)(a), (b), (e), (f) and (g)]
- 2.3 Those with individual needs are identified carefully so that all pupils can learn and make progress. Detailed policies support work with those who have special educational needs and/or disabilities (SEND) or English as an additional language (EAL), through specialist support both in mainstream classes and the International Study Centre. A wide range of well-attended societies, many with outside speakers, provides additional stimulus and challenge both to those who are able, gifted and talented and to those who wish to foster a particular interest. [Paragraph 2(1)(b)(i) and 2(2)(h)]
- 2.4 Pupils' personal development is supported through personal, social, health and citizenship education (PSHCE). This encourages pupils to respect others and listen to their views. Senior pupils take on a wide variety of school responsibilities such as mentoring younger pupils, organising school functions, and providing directors for the pupils' enterprise company which markets a wide range of items in the shopping mall. As a result they are prepared effectively for life at university and more widely in British society. [Paragraph 2(2)(d) and (i)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 Teaching provides a wide range of activities in class which develop pupils' understanding, knowledge and skills according to their ability, including those with SEND or EAL. These activities are carefully structured, and supported by targeted questions, to provide challenge and stimulus and thus develop pupils' self-motivation, perseverance and application. All pupils who responded to the pre-inspection questionnaire indicated that they are encouraged to do their best, the school gives them the support they need to learn and they can get help if they need it. Pupils are encouraged to evaluate their own work, for example when they review their imaginative painting in art. Questions directed at individual pupils ensure that all are fully engaged and encourage able, gifted and talented pupils in particular to think more deeply about the issues under discussion. Pupils of all ages, but especially in the sixth form, are encouraged to work both independently and together. Teaching combines learning in class and learning from life, for example pupils considered the nature of leadership at the conclusion of a course in Buddhism. Pupils learn to respect those of other faiths; they visited a local synagogue to understand how Jewish beliefs and practice support the Jewish way of life. Lessons move with a suitable pace and reflect a good understanding about subject material and learning amongst teachers. A wide range of resources is used effectively, with appropriate use of practical activity. Relationships between staff and pupils are supportive, friendly and firm. British values are not undermined, and no discrimination occurs. Careful assessment enables teachers to identify and meet pupils' needs. Marking provides helpful guidance on how work can be improved. The school monitors pupils' progress regularly. Almost all parents who responded to the questionnaire indicated that their children are making good progress at the school. [Paragraph 3(a) to (i)]
- 2.7 Pupils' attainment is measured by the school's own framework and by external GCSE and A-level examinations. [Paragraph 4]

How well do pupils achieve?

Pupils' Ability	The ability profile of the school is above the national average. The ability profile of the sixth form is similar to the national average for pupils in sixth form education; throughout the school a wide spread of abilities is represented.
Pupils' Needs	The school has identified 118 pupils as having SEND, of whom 42 are receiving specialist support. Their learning difficulties include dyslexia and a range of other specific learning disabilities. Also, 1 pupil has a statement of special educational needs. The preparatory and senior schools have a combined total of 55 pupils with EAL, with a further 14 in the International Study Centre; all of these pupils receive support for their English. The school considers 56 pupils to be academically able, gifted and talented, and 58 to have special talents in other areas such as music, art and sport.
Pupils' Achievements	Pupils' attainment in the junior school is not measured by national tests but by the school's own framework. Results at GCSE are above the national average for girls in maintained schools, and similar to the national average for girls in maintained selective schools. A-level results are above the national average for girls in maintained schools, and above the national average for girls in maintained selective schools.

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.8 The school meets the Regulations and Standards.
- 2.9 All aspects of school life develop pupils' self-knowledge, self-esteem and self-confidence, and as a result pupils are courteous, welcoming and mature. Pupils are also reflective; Year 10 pupils talked with enthusiasm about confirmation and what it meant to them. The school monitors the curriculum, including courses in PSHCE, to ensure that it actively promote principles such as the rule of law, liberty, respect and tolerance, together with an understanding of the democratic process. Overseas pupils say that they appreciate this focus on British values. Pupils speak of the school as a community of individuals who share common values. [Paragraph 5(a) and (b)(i)]
- 2.10 Pupils of all ages can distinguish right from wrong and understand why they should respect the law. This understanding is reflected in their behaviour around the school and the way they take responsibility for themselves, for instance clearing up after themselves at lunch. Older pupils play especially significant roles: acting as prefects, supporting younger pupils as mentors, running charity events and setting a good example. Those who are prefects have job descriptions which set out the school's expectations, and their training includes understanding their responsibilities and attention to safeguarding issues. Senior pupils are very positive about the roles they play. [Paragraph 5(b)(ii), (iii) and NMS 19]
- 2.11 Pupils have a general understanding of public institutions and services; they understand the importance of participating in democracy and respecting others. They are aware of global issues, whether considering current affairs or the

environment. The school is careful to present political views in a balanced way. Overseas pupils receive an appropriate induction into British systems of life and government, and are integrated into the school community. The school promotes tolerance and harmony, both in the way pupils live together and in their appreciation of issues in the wider world. [Paragraph 5(b)(iv), (v), (vi) and (vii), (c) and (d)]

- 2.12 Pupils value the work of the school council and other groups, and feel that they can raise issues of concern both formally and informally. The principal meets weekly with school council representatives, the catering manager meets regularly with the food committee, and housemistresses meet with members of their houses. Pupils provided examples of changes made as a result, ranging from the provision of soup at supper to the installation of a dishwasher in a girls' kitchen. They expressed that the school was very open to their ideas. [NMS 17]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Two hundred and three pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	97	3	17
2. I find my lessons interesting and engaging	99	1	26
3. The school gives me the support I need to learn	100	0	12
4. I can get help if I need it	100	0	11
5. The school encourages me to do my best	100	0	13
6. I feel safe and happy at school	98	2	22
7. My views and ideas are listened to in class and in school	97	3	25
8. Behaviour is good in the school	99	1	23
9. Teachers are fair in the way they give rewards	94	6	31
10. Teachers are fair in the way they give sanctions	96	4	44
11. The school deals with bullying	98	2	37
12. There is a member of staff or senior pupil I can turn to if I have a problem	98	2	16
Boarding questions			
1. I enjoy boarding	100	0	40
2. Boarders get on well together in the house	98	2	47
3. I am well looked after if I fall ill or am injured	100	0	43
4. I am able to contact my family and friends if I need to	99	1	39
5. I like the food in boarding	96	4	43
6. I feel safe in my boarding house	99	1	40
7. I am able to have snacks and drinking water outside main mealtimes	100	0	38
8. I am able to keep my belongings safe	94	6	52
9. Boarding staff treat me fairly	98	2	41
10. I am happy with the balance of free time and activities in the evenings and at weekends	93	7	46

Part 3 Welfare, health and safety of pupils

- 2.13 The school meets the Regulations and Standards.
- 2.14 The school has robust policies and procedures, which reflect the latest guidance, for safeguarding both boarding and day pupils from harm and promoting their welfare. The designated safeguarding lead is a member of the schools' senior management team, has appropriate deputies and works closely with the designated lead for the EYFS. The school arranges appropriate training for designated leads and all other staff, and maintains suitable relationships with local agencies. It takes action to protect pupils from abuse and harm, including from the risks of extremism. The school takes precautions to reduce the risks arising from pupils' use of the internet, through the appropriate use of filtering technology and suitable programmes of education. In the EYFS, the use of cameras and mobile telephones is strictly controlled and staff have made the necessary declaration of not being disqualified by association. The governing body conducts an annual review of safeguarding procedures as is required and the safeguarding governor keeps in regular contact with the designated safeguarding lead, making use of a detailed annual audit. The school has appropriate recruitment procedures taking account of the latest guidance. [Paragraphs 7 and 8, and NMS 11]
- 2.15 The school has appropriate policies and procedures for promoting good behaviour amongst pupils and preventing bullying which are supported by suitable sanctions, though these are rarely needed; a brief word is almost always all that is required. In its policies and practice, the school places considerable emphasis on expectations that are closely linked to family and community life. In turn, pupils show that they value the school's community and the support that they receive from staff. Rewards are issued for good work and behaviour. Pupils in interview said that the system of rewards and sanctions was fair, and that the use of sanctions was rare. All parents said in their responses to the pre-inspection questionnaire that the school promotes good behaviour and that it is well managed. Almost all indicated that any bullying is dealt with well. Pupils said that bullying is infrequent and that when it occurs it is dealt with sensitively and thoroughly. The school keeps appropriate records of serious misbehaviour or bullying. It has appropriate policies for restraint and for searching pupils, though these have not been used. [Paragraphs 9 and 10, and NMS 12]
- 2.16 Comprehensive health and safety procedures help to create a positive culture towards reducing risk, and provide a safe and secure environment for pupils and staff. They include detailed risk assessments for school premises and activities, including trips away from school. [Paragraphs 11 and 16, and NMS 6]
- 2.17 The school has robust procedures for reducing the risk from fire. All members of staff have received recent fire training, all the required equipment checks are carried out and regular fire drills are conducted, including during boarding time. When fire drills reveal matters of concern, prompt remedial action is taken. [Paragraph 12 and NMS 7]
- 2.18 First aid and medical care are supported by an appropriate set of policies and procedures, focused on pupils' health and well-being. Medical care is provided by appropriately qualified nurses. In addition, the large number of staff with first-aid qualifications means that help can quickly be provided in case of accident; staff in the EYFS have relevant paediatric qualifications. Appropriate procedures are in place regarding the issuing and recording of both homely remedies and prescription drugs;

older pupils may self-medicate after suitable evaluation. Nursing care is available at night from on-call staff. Boarders have access to local medical services if necessary. Medical confidentiality is clearly understood. All parents who responded to the questionnaire indicated that their children are well looked after when ill or injured. [Paragraph 13 and NMS 3]

- 2.19 Pupils are appropriately supervised by day in the houses and on trips away from school; boarding staff are reminded of the importance of circulating in houses during their period of duty. A signing in and out book means that boarding staff know the whereabouts of the boarders, and they know what to do in the unlikely event that one goes missing. Each house always has at least one member of staff present at night, and boarders know how to make contact with them if necessary. Staff involved in boarding duties have job descriptions and appropriate induction, training and professional development. The roles of spouses or any other members of staff households living in boarding accommodation is clearly set out, and they have had the suitable checks carried out. Visitors to the boarding house who are not checked are always accompanied. The school does not appoint guardians. [Paragraph 14, and NMS 14 and 15]
- 2.20 Boarders are provided with a programme of induction involving a taster day, a helpful explanation of boarding life, and a shadow to support them when they are first at school. They talked of a warm welcome to a friendly community, which enabled them to settle easily; all who responded to the questionnaire indicated that they enjoy boarding. Boarders were also very confident they could find someone to talk to amongst the large number of staff attached to houses, both boarding staff and academic tutors. In the houses, notices are widely displayed providing details of the independent listener, Children's Commissioner and other helplines. Boarders say that it is easy to contact their parents; they can use their mobile telephones or landlines in the houses to do so. All parents who responded to the pre-inspection questionnaire indicated that they can contact boarding staff easily, and that their children enjoy boarding and feel safe in the boarding house. [NMS 2 and 4]
- 2.21 All pupils and boarders are offered a wide variety of appetising, healthy and nutritious meals. To complement a choice of hot dishes, a varied salad bar is available for those who wish for a lighter meal. Menus change on a regular basis, and each hot dish has an option available to suit a variety of dietary needs. They serve the tastes of pupils of different ethnicities. The food is prepared in a kitchen which meets expected standards of hygiene. Drinking water is widely available around school. In the boarding houses pupils have the use of well-equipped kitchens to prepare snacks, and the school provides suitable food for them to use. All boarders who responded to the questionnaire confirmed that snacks and drinking water are available. [NMS 8]
- 2.22 Boarders have the opportunity to lock away their possessions in their wardrobes but few take advantage of this; they leave any valuables with house staff. Many older girls launder their own clothes, as a preparation for life at university or college, but bed linen and other laundry is laundered efficiently by the school. Boarders are able to purchase a wide variety of everyday items from the shops run by girls in the sixth form. There has been no recent need to conduct searches of boarders' possessions. [NMS 9]
- 2.23 Boarders are provided a suitable balance of free time and relaxation at the weekends. Pupils of all ages, both boarding and day, enjoy an appropriate breadth of activities which range from musical production to academic societies, as well as

sporting and dramatic interests. There is ample space and opportunity for relaxation. Newspapers, television and the internet provide easy access to news about the wider world. [NMS 10]

- 2.24 The school maintains records of attendance and admission, and stores them for the required period. It does not arrange long-stay lodgings for pupils. [Paragraph 15 and NMS 20]

Other legislation

- 2.25 Corporal punishment is neither used nor threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.26 The school has a detailed three-year plan to improve access for pupils with SEND. It is careful to avoid discrimination and takes into account boarders' backgrounds, cultures, needs and abilities in its care of individuals. [Equality Act 2010 and NMS 16]

Part 4 Suitability of staff, supply staff and proprietors

- 2.27 The school meets the Regulations and Standards.
- 2.28 The school conducts all the required checks on staff and governors before they commence employment. Arrangements for recruiting gap students are now robust, an improvement since the previous inspection. In the few cases where DBS checks have not arrived before staff begin work, a barred list check is done and appropriate risk assessments are carried out, as is required. In the rare cases where checks have been carried out by another school elsewhere, written assurances that this is the case are obtained. The school also carries out identity checks. The single central register is maintained as a meticulous account of all these checks. [Paragraphs 18 to 21 and NMS 14.1]

Part 5 Premises and accommodation

- 2.29 The school meets the Regulations and Standards.
- 2.30 The school's accommodation is suitably maintained and furnished, providing appropriately for education, activity, relaxation and accommodation. Many features of the buildings and grounds contribute to the school's ethos; the front hall provides a sympathetic ambience for carol singing and, outside, new buildings are set in attractive gardens. Suitable provision is made for toilets and washrooms with appropriate privacy both in the school and in the houses, where a high proportion of pupils have en-suite facilities. Careful attention is paid to the provision of hot and cold water, and to maintaining comfortable levels of warmth, sound and lighting. Extensive outdoor space, together with sports and swimming facilities, support physical activity. [Paragraphs 23, 26, 27, 28 and 29]
- 2.31 Boarding houses provide comfortable space for study, sleep and relaxation, with many girls in single or double rooms, and pupils share communal spaces and kitchens. Pupils are confident that any maintenance issues are dealt with promptly, ensuring their health and safety. Houses provide separate accommodation for boys and girls at junior level, and appropriately for girls of different ages in the senior school. Pupils take advantage of the opportunity to personalise their living spaces. The school has a modern medical centre providing suitable accommodation for ill or injured day and boarding pupils. The school ensures that accommodation can only

be accessed by those authorised to be there. No CCTV intrudes on boarders' privacy. [Paragraphs 24, 25 and 30, and NMS 5]

Part 6 Provision of information

2.32 The school meets the Regulations and Standards.

2.33 Parents are suitably informed about the school, as all who responded to the questionnaire indicated. They receive all the information that is required both on the school's website and in an annual booklet. News about current activities is widely available. Parents receive appropriate reports which clearly indicate areas of strength and improvement in pupils' work. Previous inspection reports are displayed on the school website. The statement of boarding principles is widely available in staff, parents' and pupils' handbooks, and clearly sets out the school's high regard of its community atmosphere and ethos. [Paragraph 32 and NMS 1]

Part 7 Manner in which complaints are handled

2.34 The school meets the Regulations and Standards.

2.35 The school's policy for handling complaints complies with the regulatory requirements, and is displayed on the school's website together with the number of recent complaints. The scrutiny of the very few formal complaints showed that the school had dealt with them promptly and properly in line with its published procedures. [Paragraph 33 and NMS 18]

Part 8 Quality of leadership and management

2.36 The school meets the Regulations and Standards.

2.37 School leaders have the skills, knowledge and experience required to actively promote pupils' well-being and ensure that independent school and boarding standards are met consistently, fulfilling their responsibilities effectively. The care and support of pupils is central to all that the school does, and constant evaluation leads to appropriate plans for further development. Governors monitor all aspects of school life carefully. School leaders ensure that those who are responsible for boarding care have appropriate experience and are supported by further professional development. Careful links are maintained between academic and residential staff, and pupils' well-being and progress are monitored regularly. The school maintains the required policies and records, and monitors them closely. Leaders and managers contribute to pupils' happiness, well-being and progress both in the school as a whole and in their boarding houses, as evidenced in the very positive responses of both pupils and their parents in their questionnaires. All the parents who responded said that they would recommend the school to another parent, and all the pupils who responded said that they enjoy boarding. [Paragraph 34 and NMS 13]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and ninety-eight parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	99	1	7
2. My child is making good progress at the school.	99	1	8
3. My child feels safe at the school.	99	1	6
4. My child is well looked after at the school.	99	1	6
5. The school actively promotes good behaviour.	100	0	8
6. There is someone for my child to go to if problems arise in the school.	98	2	10
7. The school welcomes my views.	98	2	17
8. The school deals well with bullying.	98	2	39
9. Behaviour is well managed.	100	0	12
10. I receive good information about my child's progress, the school's policies and activities/events.	100	0	10
11. I receive timely responses to my questions, concerns and complaints.	97	3	13
12. My child has access to a broad curriculum.	98	2	6
13. My child's individual educational needs are being met at school.	99	1	12
14. I would recommend the school to another parent.	100	0	9
Boarding questions			
1. My child enjoys boarding.	98	2	73
2. The boarding accommodation is well maintained.	99	1	76
3. My child is well looked after if he/she is ill or injured.	100	0	83
4. I am able to contact my child easily.	96	4	75
5. I am able to contact boarding staff easily.	100	0	74
6. My child feels safe in the boarding house.	100	0	72
7. My child's belongings are kept safe.	95	5	77
8. Boarding staff treat my child fairly.	99	1	74
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	95	5	78

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes
National Minimum Standards for Boarding Schools	Yes

Action points

3.1 The school meets all the regulatory requirements.

Progress since the previous inspection

3.2 The school has made good progress in correcting the shortcomings in regulatory requirements identified in the 2012 inspection, which related to recruitment checks on gap students. These checks are now completed robustly, as are those on other members of staff, and they are appropriately recorded on the single central register of appointments.

4. THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

4.(a) Overall effectiveness: the quality and standards of the early years provision

4.1 The overall effectiveness of the early years provision is outstanding. As a result of the particularly broad and stimulating curriculum and the outstanding care provided, all children, including those under two and those with additional needs, make good and sometimes rapid progress relative to their individual starting points. All children are effectively supported in their learning and development, and transitions are extremely well managed and prepared for. The personal development of all the children is outstanding; they are extremely happy and they feel safe and secure in this nurturing environment. All staff demonstrate a thorough understanding of the safeguarding and welfare arrangements for children, and great importance is placed on their well-being. Leadership and management are rigorous in evaluating practice across the setting as a whole, and show a strong commitment to continuous improvement. No recommendations for improvement were made at the time of the previous inspection.

4.(b) Effectiveness of leadership and management

4.2 The effectiveness of leadership and management is outstanding. The governor with particular interest in the EYFS has an excellent understanding of the early years framework and the work of this setting, gained through regular visits. Governors fully understand their responsibilities and are highly supportive and involved. The cohesive leadership team share an ambitious vision for the setting as a whole. They have high expectations for what all children, including children under two and those with additional needs, can achieve through a particularly broad and stimulating curriculum and excellent levels of care. The education programmes provided for the youngest children put suitably strong emphasis on the prime areas of learning; personal, social and emotional development, communication and language, and physical development. This ensures that firm foundations are set for future learning. The curriculum for the Nursery and Reception is enhanced by specialist teaching in Spanish, French, Chinese, music and Physical Education; Reception children benefit further from specialist teaching in food technology and drama. In addition, a good range of extra-curricular activities is available to Reception children. The children receive excellent opportunities to acquire knowledge, understanding and skills across all seven areas of learning. This meets statutory requirements, as well as meeting the needs and interests of the children extremely well.

4.3 Regular and realistic self-evaluation provides a continuous review of practice and the setting of appropriately challenging targets for future development. The setting has outstanding relationships with parents; daily contact and home/school diaries, in addition to formal surveys, ensure that the views of parents are known and considered. Any issues are dealt with swiftly. The views of the children are also sought and they provide increasingly articulate opinions on their likes and dislikes. In parents' responses to the pre-inspection questionnaire and in discussions with them during the inspection, they showed overwhelming support and appreciation for all aspects of the setting and would wholeheartedly recommend the school to other parents.

- 4.4 Regular monitoring of practice, monthly supervision meetings and the half-yearly appraisal cycle ensure that all staff are extremely well supported in their roles and that training needs are identified and where possible provided. This impacts positively on all children's learning and development, reducing any gaps in outcomes between different children.
- 4.5 Staff actively promote equality, diversity and fundamental British values, as observed in the consistent promotion of respect for others and the appreciation of differences. They act as exemplary examples of the high standards of behaviour expected. Rigorous safeguarding procedures, including the prevention of radicalisation and extremism, are afforded a high priority at all times. Leaders create welcoming and stimulating learning environments which prepare children well for the next stage of their education.

4.(c) Quality of teaching, learning and assessment

- 4.6 The quality of teaching, learning and assessment is outstanding. All staff have consistently high expectations of what all children, including the most able and those with SEND or EAL, can achieve. All staff have a thorough knowledge of the EYFS framework and of how young children learn, and they foster a positive culture and a commitment to learning. Adults model language highly effectively for babies and toddlers, and they creatively devise guessing games and songs to increase vocabulary. Younger Nursery children are stimulated to participate in action songs as they are chosen to select a toy or puppet from the 'singing apron'. The older children use the interactive whiteboards with competence to enhance their learning, but opportunities to use information and communications technology (ICT) are limited. An appropriate balance of adult-led and child-initiated activities enables children to make very good progress and achieve highly for their ages and abilities. The well-planned outdoor areas provide numerous opportunities for active learning. The weekly sessions in the woodland area enhance the curriculum by providing children opportunities to investigate, problem-solve and take appropriate risks.
- 4.7 Regular assessments and highly appropriate observations monitor progress extremely well and are used to plan the next steps of learning for individual children. Parents are encouraged to contribute information to ensure that all children are extremely well known and that all their needs are met. Home visits prior to children starting school ensure that children settle happily and quickly. Continuous monitoring ensures that all children are helped to reach, and in some cases exceed, the expected levels of development and are ready to move into their next class in a seamless way.
- 4.8 Staff evaluate their planning daily and make adjustments as necessary to ensure that children are stimulated, their interests are considered, and that they know how to improve. Children receive meaningful praise from staff to inform them of how well they are doing, and successes are celebrated. Staff and parents work closely together to ensure that appropriate support is provided for children needing particular help or encouragement with their learning and development, and relevant strategies are implemented. Effective relationships have been established with external agencies which become involved when necessary.
- 4.9 Parents receive a great deal of helpful information about the setting and the activities provided so that they can support learning at home. All the written reports are detailed and informative about progress, and they also include helpful targets for improvement. The two-year-old progress check is thorough with all three prime

areas of learning reported on, so that, in discussion with parents, any concerns can be addressed at this early stage.

- 4.10 Teaching and learning across the setting promotes equality of opportunity and the recognition of diversity, creating a most inclusive environment. Understanding of different cultures is encouraged by the well-planned celebration of festivals such as Diwali and Chinese New Year. Multi-cultural resources are used effectively. Teaching supports children's learning and development extremely well, and equips them with the skills and capacity to develop and learn effectively and ready them for the next stage of their education.

4.(d) Personal development, behaviour and welfare

- 4.11 The personal development, behaviour and welfare of the children is outstanding. Staff create highly positive and constructive environments and value each child's achievements and individual qualities, ensuring excellent attitudes to learning. Children are eager to learn. They listen attentively and express themselves in an increasingly articulate and confident way. The encouragement that adults provide ensures that all children grow in self-confidence and become suitably self-aware. All children enjoy their learning and they work with increasingly high levels of independence. Staff develop children's imaginations through excellent role play areas, music and art. Babies and toddlers are captivated by exciting stories and the use of puppets. Younger Nursery children play creatively in the mud kitchen and older Nursery children are most imaginative when playing on the pirate ship.
- 4.12 A culture of mutual trust and respect pervades the setting. Children are helped to form strong relationships with their key person and all other adults. The warm atmosphere evident throughout the setting provides all children with a sense of belonging, and they learn to care for and respect each other in a safe and secure environment. Even the youngest share, take turns and co-operate. Babies and toddlers are happy and contented. Nursery children express themselves confidently, as was observed in their Christmas show. Those in Reception are developing a strong understanding of the world around them and beyond. By the end of Reception children are highly independent, manage their own feelings suitably and relate well to others. They are extremely well prepared for all transitions, including the move to Year 1.
- 4.13 Key people promote the standards of behaviour and courtesy expected, and puppets are used creatively to instil these standards. Behaviour throughout the setting is outstanding. Great importance is placed on children's happiness, and they enjoy school. Attendance is prompt and very regular.
- 4.14 Children are taught how to keep themselves safe. They are guided to use computers safely and begin to discuss online dangers. From a young age they are increasingly encouraged to manage their own personal hygiene and a suitable importance is placed on healthy eating and physical exercise. The children's personal, social and emotional development is outstanding and they are well prepared to respect others and contribute to wider society and life in Britain.

4.(e) Outcomes for children

- 4.15 The outcomes for children are outstanding. All children, including those with additional needs, make at least good and sometimes rapid progress from their individual starting points. Consistently high standards are achieved because of the broad and interesting curriculum provided and the outstanding level of care provided by dedicated staff. This results in most children reaching, and some exceeding, levels of development typical for their age.
- 4.16 Children of all ages are enthusiastic about their learning and are inquisitive. They are attentive listeners and increasingly express themselves in an articulate way. Babies and toddlers enjoy stories and rhymes and they join in the actions. They are eager to explore their environment, access toys independently and gradually use words. Nursery children purposefully mark-make, for example when they work in the post office or write letters to Father Christmas. They have increasing knowledge of initial sounds and apply this effectively when looking for their names or finding words. Those in the Nursery also enjoy books independently and ably share stories. They count to ten and beyond and understand the concepts of more and less. Reception children work confidently with numbers to twenty and beyond. They can calculate simple number bonds, and can recognise two-dimensional shapes and three-dimensional solids. Reception children also use their increasing knowledge of phonics to sound out words when they are reading and when writing sentences. They are all developing the key skills needed for the next steps of their learning extremely well.

Compliance with statutory requirements

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

Recommendation for further improvement

- 4.18 The school is advised to make the following improvement.
1. Extend the opportunities for the use of ICT across the EYFS curriculum.