



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

MORETON HALL PREP SCHOOL

JANUARY 2017



School's details

School	Moreton Hall Prep School			
DfE Number	935/6026			
Registered charity number	280927			
Address	Moreton Hall Prep School Mount Road Bury St Edmunds Suffolk IP32 7BJ			
Telephone number	01284 753532			
Email address	office@moretonhallprep.org			
Headteacher	Mr Chris Moxon			
Chair of governors	Mr Neil Smith			
Age range	4 to 13			
Number of pupils on roll	95			
	Boys	43	Girls	52
	Day pupils	88	Boarders	7
	EYFS	8	5-11	60
	11-13	27		
Pupils' ability	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is in line with the national average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is eight. One of these pupils has a statement of special educational needs or an education, health and care (EHC) plan. They require support with a range of difficulties such as cognitive, physical and autistic spectrum disorder. Two pupils have English as an additional language (EAL), one of whom receives specialist support.			
History of the school	The school was founded as a Roman Catholic prep school in 1962. Accommodation is arranged around a listed Georgian mansion set in a 30-acre estate near Bury St. Edmunds.			

Ownership and governing structure	The school is a charitable trust administered by a board of governors.
School structure	The Early Years Foundation Stage (EYFS) comprises a Reception class which is adjacent to classrooms for Years 1 and 2, which comprise the Pre-Prep. Year 3 is known as Transition and together with Years 4 to 8 comprise the Prep department.
Other useful information	<p>Boarders are accommodated on the upper floors of the main house. The core boarding community comprises full and weekly boarders. A number of day pupils board on an occasional basis.</p> <p>Since September 2016 the entire senior leadership team has changed with the arrival of a new headmaster, head of pre-prep and bursar. A new deputy head took up post in January 2017. The headmaster and his wife are the boarding houseparents.</p>
Inspection dates	24 to 25 January 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. 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 standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;

(vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1

Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; requirements relating to fire safety are met and provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The school has ensured that most maintenance checks of plants and equipment have been made and suitably recorded. However, during the inspection there was no record of a gas safety check on kitchen appliances or of an asbestos review. The school arranged for these checks to be carried out during the inspection.

The standards relating to welfare, health and safety in paragraphs 7(a) and (b), 8(a), 9, 10, 12 - 16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6.2, 6.3, 7-12, 15 and 16 are met but those in paragraphs 8(b) and 11 and for the same reason NMS 6.1 are not met.

Action point 1

- the school must ensure that all checks of plants and equipment are carried out as required and suitable records kept [paragraph 11 and for the same reason paragraph 8(b) and NMS 6.1].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes almost all the appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

However, during the inspection, no record of staff's declarations of medical fitness was available. The school took immediate steps to rectify this.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18.2(a), (b), (c)(i)(iii)(iv), (d), (e), and (4), 19, 20 and 21 are met but those in paragraph 18.2(c)(ii), and for the same reason 18.2(f), 18(3) and NMS 14.1 are not met.

Action point 2

- the school must ensure that before appointment it obtains and keeps a record of medical fitness for each member of staff [paragraph 18.2(c)(ii), (3) and for the same reason 18.2(f) and NMS 14.1].

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge in relation to compliance with the standards. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

In the short time since appointment the leadership has taken positive steps to rectify shortcomings in relation to compliance with the standards, and governors have begun to exercise their monitoring responsibilities more actively, though leadership and management have not yet ensured that all the standards to promote the well-being of pupils are consistently met.

The standards relating to leadership and management of the school in sub-paragraph (1)(a) and NMS 13.1-3 and 13.6-9 are met but those in sub-paragraphs (1)(b) and (c) and for the same reason NMS 13.4-5 are not met.

Action point 3

- **governors must ensure that those with leadership and management responsibilities fulfil them effectively so that all standards are consistently met [paragraph 34(1)(b) and (c) and NMS 13.4-5].**

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils. They held discussions with teachers, senior members of staff and with governors. Inspectors visited the boarding house 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

Mrs Jan Preece

Reporting inspector

Mrs Tina Evans

Compliance team inspector (Bursar, IAPS school)

Mr Stephen Yeo

Boarding team inspector (Headmaster, Society of Heads school)