

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Moyles Court School

Full Name of the School	Moyles Court School
DCSF Number	850/6048
Early Years Number	N/A
Registered Charity Number	307347
Address	Moyles Court, Ringwood, Hampshire BH24 3NF.
Telephone Number	01425 472856
Fax Number	01425 474715
Email Address	info@moylescourt.co.uk
Headmaster	Mr Greg Meakin
Chair of Governors	Mr Colin Andrews
Age Range (of the whole school)	3 to 16
Gender	Mixed
Inspection Dates	2nd to 5th November 2009
Head of Early Years Setting	Miss Melissa Buse
Early Years Age Range	3 to 5
Early Years Gender	Mixed
Early Years Foundation Stage Inspection Dates	30th September to 1st October 2009

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Moyles Court School aims to encourage young people of all academic abilities in a mainstream setting to maximise their potential and make the most of their talents in preparation for the world beyond home and school. It aims further to provide the conditions for vibrant learning and a caring boarding environment, in order to promote confidence and independence in pupils. The school wishes to set high standards of courtesy and behaviour, effort and achievement, at the same time recognizing that not all children have the aptitude for academic distinction. It places emphasis on its outdoor education programme.
- 1.2 The school occupies an attractive rural site in an area of outstanding natural beauty on the edge of the New Forest. It was founded in Ipswich in the 1940s as the Manor House School, moving to Barnstaple before becoming established in 1963 in Moyles Court, a Queen Anne manor house set in a fourteen-acre woodland estate. The school is administered as the Manor House Charitable Trust by a board of governors. The headmaster has been in post since 2008. A number of modern additions have been made to the buildings, including the sports hall, teaching facilities, nursery and junior classrooms and new boarding accommodation. The former chapel serves as the dining room and kitchen.
- 1.3 At the time of the inspection, 169 pupils (96 boys and 73 girls) were enrolled at the school, including fifteen pupils aged from three to five years in the Nursery and the Reception class. There were 68 pupils in the Junior School (Years 1 to 6, aged from five to eleven) and 86 in the Senior School (Years 7 to 11, aged from eleven to sixteen). Forty-eight pupils are boarders, an increase of nineteen since 2006. Pupils join the school at both junior and senior stages. Approximately a third of the pupils were receiving publicly funded fee support, predominantly through the Ministry of Defence boarding allowance, but also through the government funded nursery scheme. The school aims to prepare pupils for entry to further education in local independent and maintained schools and colleges. The school was last inspected in October 2003.
- 1.4 Pupils at the school come from English-speaking backgrounds, boarding pupils being mainly drawn from families serving with the forces overseas. Day pupils come mostly from the nearby towns of Bournemouth, Ringwood, Fordingbridge and Ferndown. The school does not select pupils for entry by ability. Standardised tests show that the ability profile of the school is in line with the national average. If pupils are performing in line with their abilities their results in public examinations at sixteen will be in line with the average for all maintained secondary schools.
- 1.5 Two pupils have statements of special educational needs. Sixty-seven pupils have been identified by the school as having learning difficulties or disabilities (LDD), almost all of whom receive additional support from the school. The school has regard to the Code of Practice for Special Educational Needs when identifying and assessing LDD.

- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school in the Early Years Foundation Stage (EYFS) is shown in the following table.

Early Years Foundation Stage

School	Age of children
Nursery	3 to 4 years
Reception	4 to 5 years

- 1.7 See Section 7 for the report on the Early Years Foundation Stage.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The school offers a range of educational opportunities suited to the interests, aptitudes and needs of all its pupils. It seeks to realise its pupils' potential through their membership of a caring community in which classes are small, individual encouragement and support are offered and much importance is attached to learning how to take responsibility for oneself and show consideration to others. The school wishes to create the family atmosphere that a small, co-educational day and boarding school can provide. It offers good provision for the children in its EYFS and meets their needs successfully. Pupils' academic and personal development is fostered at each stage of their schooling, and their education as a whole is consistent with the school's declared aims and philosophy.
- 2.2 The curriculum provides pupils with a wide range of experience. The school has begun the process of introducing the International Primary Curriculum into the teaching of foundation subjects up to Year 5 in order to broaden pupils' horizons further. Year 2 pupils showed very good reasoning and thinking skills, and good social skills, in a numeracy lesson on estimating, comparing and measuring lengths. A spirited evocation of the beasts of the jungle at a full school assembly revealed pupils' eagerness to cooperate with one another, their self-confidence and responsiveness to language. In a Year 3 Spanish lesson, pupils knew their colours and were quick to grasp rules of word order. Year 4 pupils used mathematical skills in design and technology (DT) to create the divisions in the pasta boxes they had constructed and painted them with pride. At registration, pupils in the junior school showed a sense of communal responsibility in maintaining the tidiness of their form room.
- 2.3 Provision in English, art and DT is very good. Meticulous scrutiny of pupils' work in English, supported both by questioning which elicits personal responses from pupils to either a text or an experience, and by suggestions for improvement, enables pupils to show great confidence in and enjoyment of their studies. A particularly vivid example of this was seen in the way that a mixed ability Year 11 class accessed the artistry and passion of Wilfred Owen's poem "Spring Offensive". The consistent success of the art department derives from the sensitivity and depth with which the pupils' strongest enthusiasms and interests are aligned to the subjects of the artwork they create. Particularly successful examples of this were seen in a Year 11 class in the designs of an album cover for coursework.
- 2.4 The programme of personal, social and health education (PSHE) reflects the ethos of the school through the emphasising of responsibility towards oneself and others and in the way that individuals are able to grow in stature by helping others. In the senior school, an imaginative and well-planned careers programme prepares pupils for the next stage of their education, and for adult life and the world beyond school. This begins in Year 9 by concentrating on self-awareness, responsibility, hobbies and subject options, and is followed by work experience in the summer term of Year 10 and the provision of guidance for post-sixteen options in Year 11. The extensive programme is supported by a wide range of engaging materials. The contribution of the junior school council to discussion of such matters as play areas and menus is valued by the pupils.
- 2.5 The curriculum provides equality of access and opportunity for all pupils. Those with LDD are particularly well supported, and the two pupils with statements of special educational need (SEN) benefit greatly from the close monitoring and guidance of the learning support department. Pupils of above average ability, including those who are gifted or talented in particular areas, are not always so well catered for. Mathematics is set by ability from Year 6 and English in Years 7 to 9, after which additional learning support is provided for individual pupils. The school plans to complement an NVQ course in Preparation for Working Life and

a course in adult literacy and numeracy, currently taught to less able pupils in Years 10 and 11, with a course in performance engineering next year. In addition to promoting valuable skills and qualifications, these courses offer pupils a more accessible focus and lead to a greater sense of achievement. Well-organised and effectual support given to pupils with mild specific learning difficulties enables them to develop strategies to overcome their particular academic challenges. More able pupils in Years 10 and 11 attend extension lessons in science and mathematics. The school plans to extend this provision further while continuing to offer the existing high levels of encouragement and attention.

- 2.6 A wide range of other activities contributes to the development of pupils' self-esteem and to their enjoyment of school life. The newly-formed junior school girls' football team is currently unbeaten in the local league, and a junior school pupil spoke of his delight at the number of new sports offered. After-school activities available to pupils include drama, table-tennis, badminton and internet clubs. Pupils from both the junior and senior schools were seen to work well together at a meeting of the drama club. The school's links with the Nanyuki Children's Home in Kenya, and its involvement with local events such as the New Forest Annual Spring Clean and the restoration of the bell tower at Harbridge Parish Church, play their part in instilling the core values of the school in its pupils.
- 2.7 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.8 The school is successful in its aim of giving pupils the opportunity to develop their potential. In many areas, pupils master new skills, work effectively, express their creativity, strengthen their awareness and enhance their powers of imagination. Pupils are well grounded in knowledge, skills and understanding in the subjects and activities provided.
- 2.9 In the junior school, pupils build effectively on the good standards they achieve in the EYFS. By the time they reach Year 6, pupils use vocabulary accurately and articulate ideas well. They use the internet for research and employ information and communication technology (ICT) for creation of graphs. They enjoy practical activities such as singing, and perform with confidence and poise. Pupils demonstrate critically and creatively their thinking skills and understanding. They acquire good levels of knowledge and skill; in science, pupils carry out fair tests and identify the need for variables. In English they show a good grasp of literary terms. In modern foreign languages they have a wide vocabulary and a good understanding of tenses.
- 2.10 Pupils' writing in the junior school is neat, their spelling accurate and their use of grammar and vocabulary sound. They plan creative writing thoroughly and write well for a suitable range of purposes and audiences. Pupils read well for their age and ability and speak confidently and articulately, listening attentively to their teachers and to each other. Use of ICT is limited and not spread throughout the curriculum. Number is used well. Subject-specific vocabulary is appropriately employed in a range of subjects. Pupils show a well-developed understanding of structures and techniques in poetry, and use this in their textual analysis. In science, numeracy skills are well employed in the drawing of charts and graphs. Pupils understood the mathematical concepts of mean, median and mode, the parts of a river system and the structure of an insect.
- 2.11 In the senior school, pupils write well, their handwriting is neat, and a high standard of presentation is generally achieved. Spelling, grammar and vocabulary are sound. Pupils write for a suitable range of settings and functions. Most pupils read aloud confidently, though less able pupils found some of the texts they were given very challenging. Pupils' studies are supported with relevant additional reading. Both the fiction and reference

sections of the library are used well. ICT is used mainly for presentations and word processing within its discrete teaching. Its use in other subjects for data handling and modelling is still developing, though the internet is widely used for research. Pupils with LDD and SEN make rapid progress and achieve well.

- 2.12 Progress made by the children in the EYFS is good, and outcomes are also good. Children leaving Reception last year exceeded the Early Learning Goals in all areas. Standardised measures of progress are not used in the junior school or in Years 7 to 9. Pupils' attainment in GCSE is good in relation to their abilities. Results in GCSE during the period 2006 to 2008, the last three years for which national comparative data was available at the time of the inspection, have been above the national average for all maintained schools. Results in 2009 were of a comparable standard, representing good attainment in relation to pupils' abilities.
- 2.13 As pupils progress through the school, their ability to plan and organise their work improves, and by Year 10 they are able to make concise notes in some subjects. Most pupils are conscientious and study well. A good example of independent learning was seen in a Year 5 class researching the life and work of the poet Benjamin Zephaniah. Pupils mostly work well both individually and with others, contributing to the relaxed but purposeful atmosphere prevailing in most lessons. They were particularly cooperative in a Year 8 drama lesson, and in a Year 10 practical lesson on thermal decomposition. Pupils enjoy their work; a good example of this was seen in a Year 6 lesson on river profiles and courses. Year 1 pupils were seen to persevere, especially in their cutting out of words and pictures to create lively season collages following a creative ICT presentation. Independent learning is a positive feature in several subjects.
- 2.14 Pupils achieve well in activities and sporting competitions, especially cricket, football, netball and tag rugby. The newly-formed girls' football team has had a very successful season and was warmly congratulated during a whole school assembly. The school achieves success in the Wessex Challenge. Pupils also participate successfully in the Duke of Edinburgh's Award Scheme, and in instrumental music examinations. They have the opportunity to perform in school productions and concerts, as well as during inter-house competitions. Pupils also flourish in art outside school; in a regional art competition for independent schools, two pupils came first and two others came second in their division.
- 2.15 Pupils are supportive of one another, cooperating in pairs and groups. They were seen to work well with one another in all sections of the school including the EYFS. Pupils were keen to offer ideas and to participate fully, although occasionally the behaviour of a small number of pupils was less helpful, inhibiting the learning for other pupils in those lessons. In almost all lessons seen, however, achievement and learning were at least satisfactory, and good or outstanding in over half.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.16 Pupils' spiritual, moral, social and cultural development is good, with some significant strengths, and the school has maintained these standards since the previous inspection. The school's ethos is firmly rooted in Christian values, and throughout the school pupils' personal development is supported by the high quality of their relationships with staff. The school achieves its objective of fostering pupils' self-confidence and self-esteem.
- 2.17 Pupils' spiritual awareness is well developed. The school's Christian ethos is fully integrated into all that it does. Pupils take the opportunity to think about Christian values through assemblies, which help them to reflect upon beliefs, values and experiences. In particular, Year 1 pupils gave a lively and entertaining presentation, summed up with moral teaching about doing their best for the second half of term. The school treats the pupils as individuals

and believes that all are good at something. Achievements are celebrated, and certificates awarded for good work or for making a positive contribution. Assemblies provide an opportunity for pupils to develop their self-confidence, and each class takes assembly in turn. In the junior school, pupils have good opportunities to be spiritual and have time for reflection on different issues. Religious studies teaching enables them to acquire a secure awareness and understanding of Christianity. As part of the GCSE course, pupils focus on fundamental questions of existence, identity and provenance, well demonstrated in a Year 9 lesson which considered the question: "Does mankind need a Saviour?" In the junior school some confusion was evident over which festivals belonged to which religion.

- 2.18 Pupils' moral development is good and supported by the ethos of the school and the example set by staff. Pupils are courteous; they greet visitors in a friendly manner and the youngest pupils behave with consideration. Pupils of all ages distinguish right from wrong and habitually think through the consequences of their own and other people's actions. Moral actions are discussed in personal, social and health education (PSHE), and also when outside speakers visit, such as those from Dr Barnardo's and the Tenovus Cancer Research charity. Pupils understand the sanctions imposed by the school and consider them to be broadly fair. In the junior school, pupils show well-developed moral awareness and a sense of what is right, using the "Good to be Green" system in the classrooms of Years 1 to 5. Values and beliefs are thoroughly explored in PSHE. The junior school council is beginning to provide pupils with insight into democratic decision making. Pupils' understanding of moral issues and dilemmas is enhanced by the exploration of themes such as the sustainability of the savannahs in Year 7 geography, God's relationship with the first human beings in Year 9 religious studies, and the carnage of the First World War in Year 11 history. Pupils raise money through charitable activity for the link school in Kenya and other charities and donate goods for the Trussel Foodbank project in Salisbury and the Toy Exchange and Donation Scheme (TEDS).
- 2.19 Pupils' social development is particularly strong among all age groups. They have well-developed self-confidence fostered by the encouragement they receive to work and play together. Examples of this were seen in team sports, the junior school garden and charitable work. They speak with authority in assembly and in lessons, and are proud of the positions of responsibility they can attain, for example through the supervision of younger pupils by those in Year 11 during wet break times. They share the joy of one another's achievements. The annual Year 11 PSHE challenge day complements the prefect and house systems which enable pupils to take responsibility and contribute to the school community.
- 2.20 The PSHE curriculum gives pupils the opportunity to develop their understanding of public services. In addition, the Preparation for Working Life gives the older pupils an insight into life after school. The process of electing members of the junior school council gives pupils a valuable experience in democracy.
- 2.21 Pupils learn about and appreciate traditions within their own culture. The school's Christian ethos is complemented in religious studies lessons by the study of other religions, though there are limited opportunities to experience the traditions of other cultures. Christian festivals are celebrated. Their understanding of cultural issues is addressed in the English curriculum through visits to the theatre. Years 10 and 11, for example, recently saw "Romeo and Juliet". Two descendants of Dame Alice Lisle, the first owner of the main building, recently visited the school. Their talk gave pupils the chance to gain a greater sense of their historic surroundings, and an insight into the original purposes of the estate, and was followed by a service at the church where Dame Alice's remains are buried. The school supports the Ringwood Carnival. The Kenyan school link enables pupils to deepen their knowledge of another culture, and they have studied Native American art and designed totem

poles. Assemblies have been held which help pupils to understand the importance of learning a foreign language.

- 2.22 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.23 Teaching is good overall, with almost two-thirds of lessons seen being good or outstanding in both junior and senior schools. A small number of lessons were judged unsatisfactory.
- 2.24 Pupils of all abilities acquire new knowledge, make progress, increase their understanding and develop their skills. Considerable support is given to pupils with LDD, both in and outside the classroom, individually or in small groups, and provision in these sessions is good. The pupils have individual education plans that are effectively monitored. Extension classes are available in mathematics and science, but the additional challenge required for pupils of above average ability is not provided consistently across the curriculum.
- 2.25 In several lessons seen, teaching fostered in pupils the application of intellectual, physical and creative effort. The best teaching observed was enthusiastic and stimulating, encouraging pupils to think for themselves and to apply themselves fully to their studies, for example in a Year 11 design technology lesson in which pupils were highly motivated to produce practical work of a very high standard. In such lessons, questioning probed pupils' understanding and encouraged independent thinking, and pupils responded positively. Where the style of teaching was more directive pupils' active involvement was reduced, as was the scope for them to show initiative. In a small number of lessons, where the teaching lacked clarity, challenge and stimulation, pupils' behaviour deteriorated. Generally, teaching revealed a good understanding of the individual and group needs of the pupils and encouraged them to learn and to behave well. In such cases, behaviour was good and pupils remained focused on the tasks in hand.
- 2.26 Teaching is mostly well planned, the best lessons seen being characterised by focused objectives and good use of prior learning, particularly in Years 1 and 2 and in English and science in the senior school. Pupils had less opportunity to develop their own ideas in lessons which placed excessive reliance on worksheets. A variety of tasks is set, appropriate to the needs of different pupils, who are given the chance to apply knowledge and skills to unfamiliar situations through skilful questioning. In a Year 4 science lesson thorough planning led to clear enjoyment by the pupils, excellent interaction and positive learning. In English, planning allowed access to complex and challenging texts where teaching was particularly attentive to pupils' needs, with appropriate intervention to support where necessary.
- 2.27 The junior school makes valuable use of prior attainment data, as shown in the transfer from Nursery to Year 1, including strategies for stretching the more able which are monitored in regular meetings of the junior school staff. In the senior school this is less consistently in evidence, although areas of good practice were seen, notably in history, maths, art and English.
- 2.28 Teaching generally demonstrates good subject knowledge and understanding. The depth of interest and subject knowledge shown in physical education was particularly evident. In art, imaginative teaching enables each pupil to undertake a journey into the experiences which shape their identity, creating effective opportunities for them to enhance their understanding by responding to questions clearly.

- 2.29 The range of resources used is at least satisfactory and often good, though where resources are less well prepared pupils' interest is not excited. There is a growing number of interactive whiteboards and digital projectors in classrooms. Use is made of the ICT suites, though inconsistently. ICT is used, however, as an effective tool for supporting the maths curriculum through a programme which is individualised for all pupils and enables them to work online with pupils abroad.
- 2.30 A school policy for marking is in place, adapted by individual subject departments to their own requirements. Pupils' work is thoroughly and regularly marked and assessed in many subjects, but marking lacks consistency between subjects. Year 11 English marking of work scrutinised was particularly painstaking and carefully annotated. Marking in some other subjects lacked both clarity and comments to support progress.
- 2.31 The school has developed a detailed and practical policy for assessment, with the intention of using the significant amount of data available effectively in order to track pupils' progress, to promote the use of assessment for learning and to improve self-evaluation. At present, these processes are consistently established only in the junior school. Good practice in this regard was seen in the maths department, where pupils are assessed at the end of each topic, with outcomes colour-coded to indicate progress. In science, pupils use self-evaluation sheets. Assessment in the EYFS and in the junior school is well established and used effectively in planning to meet pupils' needs. Consistency is being established and the school is aware of how existing good practice might be emulated.
- 2.32 The outcomes of pupils' assessments in subject areas are summarised on tracking cards and in full reports, and monitored by the head of the junior school and the deputy head. Concerns are indicated using the traffic light system. All data can be accessed by staff. The junior school monitors assessment outcomes as a team through regular and effective meetings, although in the senior school formal monitoring using the data available has yet to be implemented.
- 2.33 Standardised tests are set annually. A detailed and effective tracking process has been established in the junior school, allowing pupils' progress to be carefully monitored. Tracking is less developed in the senior school.
- 2.34 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care is good. There are good relationships between staff and pupils throughout the school, including the EYFS. Pupils are able to turn to any member of staff with whom they feel comfortable, who will in turn ensure that they are offered appropriate support and guidance. In the boarding house, both the house parents and the housemothers show a deep concern for the boarders' welfare, promoting good relationships between the pupils. Pupils respond naturally and without anxiety. Issues relating to pupils are shared at staff briefings and meetings.
- 3.2 Arrangements for pastoral care are clearly set out in the junior school. In the senior school, no formal structure is in place although staff respond to pastoral needs on a day-to-day basis with considerable success. The small size of the school enables effective support of pupils, though the lack of formal structure inhibits clear pastoral direction and monitoring. A more formal approach is taken to scheduled form time and to assemblies. Registers are conscientiously completed during scheduled form time. This registration period is often a positive start to the day, but practice in the constructive use of form time is inconsistent.
- 3.3 Relationships between staff and pupils are almost always very positive, both in and out of lessons. Junior and senior school pupils feel positive about the support and guidance they receive. They are encouraged to talk to adults whenever appropriate, and an effective complaints procedure is in place in case pupils feel that they have not been treated fairly.
- 3.4 The school has a detailed anti-bullying policy. If instances of bullying arise, both pupils and parents feel that they are dealt with effectively. The system of rewards and sanctions is understood by pupils, who also feel that it works well. Behaviour is generally good throughout the school. Staff adopt successful strategies to promote this. EYFS policies for keeping children safe, healthy and happy are comprehensive and rigorously applied, allowing all children to feel confident and to flourish.
- 3.5 Appropriate policies and procedures are in place in respect of child protection. The school keeps detailed records which clearly show how any reported issues have been dealt with. Policies for the safer recruitment of staff are in place and implemented effectively. All staff have received child protection training and know who the designated person is for the reporting of incidents. Admission and attendance registers are properly maintained.
- 3.6 Policies to deal with fire, accidents, medical care, general health and safety and first aid are in place and consistently implemented. Measures to reduce risk from fire and other hazards have been taken. Welfare arrangements provide a caring and supportive environment for pupils. The school nurses and matron play a key role in ensuring the medical welfare of pupils, supported by members of staff with current first aid qualifications. Pupils are supervised during all activities and accident records are kept. Facilities for medical attention are satisfactory though the sick room does not offer a comforting atmosphere. Off-site risk assessments are prepared for educational activities.
- 3.7 The school does not have evidence to show that it is taking due action regarding the disposal of unnecessary chemicals. In science, the risk assessment records for the control of substances hazardous to health (COSHH) register is not maintained formally, although great care is taken in lessons to ensure that health and safety factors are considered. With this exception, the school has due regard for health and safety regulations and is a safe place in which pupils can work.

- 3.8 Healthy eating is promoted and pupils are encouraged to participate in a range of activities to support their physical development. A good range of balanced food is available. Pupils have reported an improvement in its quality.
- 3.9 The school meets most of the regulatory requirements for the welfare, health and safety of pupils [Standard 3]. In order to meet all the requirements, the school must:
- (a) maintain an effective and up-to-date COSHH register in all areas of the school where required [Regulation 3.(4)].

The Quality of Links with Parents and the Community

- 3.10 The school has effective links with parents and the wider community. This reflects the importance that the school attaches to its own sense of community. The school is highly thought of by parents. Responses to the parents' questionnaire indicated a high degree of satisfaction with the school. There were no areas of significant concern. Parents are especially positive about the curriculum, the boarding experience, pupils' attitudes and values, and the support and guidance they receive, views strongly reflected during the inspection itself. High quality information is provided for parents, including annual written and oral reviews, prize giving and biannual parents' evenings. The school provides parents' information evenings on specific educational topics such as the selection of GCSE options and the significance they have for future education. The importance of the partnership between home and school is stressed at every opportunity. Homework diaries are provided for all pupils from Year 3 onwards and a home-to-school book for younger pupils. These provide a useful two-way channel of communication. The school successfully operates an open-door policy for access to the heads of the junior school and the whole school. Parents are swiftly contacted should concerns arise.
- 3.11 Parents have a good range of opportunities to be involved in the life of the school. They are invited to contribute their skills and knowledge and run after-school clubs. They support sports events and attend school plays and concerts. The parent-teacher association is open to all parents and provides social events. It is an active and supportive group that raises funds for the school. Events are organised for pupils or for the whole school community, such as the popular quiz night, walks, Easter egg hunts and barbecues.
- 3.12 Parents are well informed about the school, through the website and the parents' handbooks. Children are offered taster days before enrolling. Parents receive useful information appropriate to the children's ages and, where necessary, the boarding booklet. These are supplemented by a school calendar and by the "Termly Times", which highlights forthcoming events, reports upon events which have taken place and celebrates success.
- 3.13 Parents of Reception children are given the opportunity to discuss the EYFS profile on completion, and may request a copy at the end of the year. Useful information evenings are held as pupils transfer between the junior and senior schools, when queries can be dealt with and the school's expectations further explained. Parents of Year 6 pupils are not given a formal opportunity to look at the transition to the senior school, but they have opportunities to meet the staff and gain an impression of school routines.
- 3.14 Parents are kept well informed of their children's progress as they move through the school. Consultations are held twice yearly in the junior school and annually in the senior school. One interim report and one full report are each issued annually to parents of pupils between Reception and Year 10. Some end of year reports lack subject-specific detail, but generally provide appropriate targets for future improvement.

- 3.15 Parents of younger children accompany them to classrooms and value this opportunity for informal daily contact with staff. The school has an appropriate complaints procedure and handles concerns with due care. A large proportion of parents who responded to the questionnaire expressed satisfaction with the way in which concerns were handled.
- 3.16 The school promotes links with the wider community to the benefit of pupils' broader education. Outside speakers visit the school and frequent trips are made to places of interest, to extend pupils' experiences. Many beneficial links exist with the local and wider communities. Boarders attend the local church regularly and read or offer the prayers. They have become an integral part of the church community. The link with the school in Kenya has a high profile within the school and is supported by an annual craft fair and other activities throughout the year. School facilities are regularly used by organisations in the local community.
- 3.17 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.18 The boarding experience supports pupils' education and development and benefits from the clear values that underlie its day-to-day organisation and supervision. Experienced and dedicated staff create and maintain a calm, well-ordered and nurturing boarding ethos.
- 3.19 In the boarding community there are 48 pupils (21 girls and 27 boys), most of whom are from families serving in the armed forces. A premium is placed on the development of self-belief and consideration for others. The ethos is one of successful communal living, in which boarders are conscious of their responsibilities to themselves and others. Parents are encouraged to build close relationships with the house staff and to call in to see their children whenever they wish.
- 3.20 The girls' accommodation is brighter, more cohesive and more attractive than that of the boys. The girls benefit from rooms whose design and dimensions are less institutional than the boys' rooms. Improvements in boarding accommodation and facilities have been carried out since the last inspection. The quality of the new furnishings and the installation of a new bathroom are substantial improvements on previous provision, but the boys' accommodation is no more than satisfactory and the sick bay is in need of decoration and upgrading.
- 3.21 Boarders are treated in a friendly, supportive and sensitive way. They are known well and respected by staff, and respond naturally. The atmosphere in the duty room and in the bedrooms is cheerful and relaxed. Pupils clearly enjoy the boarding experience.
- 3.22 Boarders take part in after-school clubs, and prep is supervised for juniors and seniors. A range of weekend activities is organised, giving boarders the opportunity to connect with the outside world, including ice skating, bowling, visits to the cinema, and country walks. Appropriate internet access is provided. Boarders benefit from an environment of calmness and stability which enables them to pursue their studies systematically and as part of a well-ordered routine.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governing body helps to set and secure appropriate aims and values for the school and provides effective oversight and guidance. The governing body has increased in size since the last inspection, now numbering ten members including the chairman, who has been on the board for thirteen years. Six new governors have been appointed in the last two years, extending the range of professional and pastoral skills and experience available to support the school. Although there are currently no sub-committees, the board plans the imminent introduction of two with a focus on, respectively, finance and general purposes, and staffing and curriculum, in order to utilize more effectively governors' time and expertise. The headmaster, deputy head and bursar attend all governors' meetings, with the head of the junior school and the housemaster attending as required. The board meets five times a year.
- 4.2 Members of the governing body are aware of their responsibilities and are appropriately involved in educational development, for example by contributing to the appointment of some senior staff. The board supports the bursar in implementing sound financial controls, which enables it to remain forward-looking with regard to new facilities. External professional advice is sought as necessary. Planning is under way for a new classroom block, which will allow the removal of temporary buildings and ease pressure on boarding accommodation. The chairman leads the board's strategic thinking in respect of major projects to enhance educational facilities, and this has resulted in the recent and popular development of both a new girls' boarding house and significant upgrading of the boys' boarding house.
- 4.3 Individual governors are involved in the appraisal of the senior management team, a reflection of the insight they have, and seek to develop, into the working of the school. The board receives regular reports from the head and bursar, and a termly presentation from the junior school council. The growth in the numbers of boarding pupils derives at least in part from the commitment of the board and the chairman to this aspect of the school community.
- 4.4 The chairman is the member of the governing body with designated responsibility for the welfare, health and safety of pupils, and has received appropriate training in child protection matters. Governors are aware of some specific issues relating to health and safety, management responsibilities and the Early Years Foundation Stage (EYFS) outdoor play space that need addressing. The school benefits from the involved and loyal support of the governing body.

The Quality of Leadership and Management

- 4.5 The quality of leadership and management by senior managers and others with delegated responsibility is mostly effective. The current management structure was created in autumn 2008. The senior management team (SMT) comprises the headmaster, deputy head, housemaster/head of boarding, head of the junior school and bursar. SMT responsibilities are clearly allocated, with the head setting priorities, and members of the team providing leadership in their particular area. The weekly meetings of the SMT address both strategic and operational issues which reflect the aims and ethos of the school, and contribute to the realisation of the quality of education provided and of the care of the pupils. In addition, four curriculum groups have been established, each led by one academic member of the team, to bring together subject staff in areas of the curriculum, three of which are denoted in the senior school as core, humanities, and creative and performing. The fourth group represents the junior school and nursery. Although this group meets regularly, the other curriculum groups have met infrequently and their impact on the school's development is in its infancy. In respect of pastoral care, no formal structure exists to bring together the senior school tutors. Much information is communicated informally. The school is aware of the need to ensure a more comprehensive approach to analysis of the school's curricular and pastoral requirements, and to the development of priorities in response to them.
- 4.6 The leadership of the junior school provides clear educational direction which reflects the aims and values of the school. The curriculum is closely monitored and liaison with senior school subject staff is particularly effective in the areas of English, maths and science. Pastoral and academic information is passed systematically to the senior school as pupils move up to Year 7. Within the senior school, staffing and curriculum planning, as well as the mathematics department, are the responsibility of the deputy head, who also manages the operation of the day school and monitors the assessments of each pupil from Year 4 upwards. A review of the considerable management and teaching loads shouldered by members of SMT is required in order to sustain effectiveness. The management of the boarding facility is particularly effective.
- 4.7 Detailed records are kept of staff training. An appraisal system for teaching staff has been recently introduced, and one for support staff has been in place for some time. Measures to ensure the suitability of staff to work with children and to maintain the central appointments register have been significantly strengthened and applied with almost complete consistency.
- 4.8 Financial resources are well managed to secure and develop appropriate accommodation and facilities in support of the educational aims of the school and to meet the needs of the pupils. This is reflected in both recent developments and plans for the future.
- 4.9 The school participates in the national scheme for the induction of newly qualified teachers and has offered exemplary monitoring and mentoring of the two newly qualified teachers in the junior department. Appropriate procedures are in place in the senior school.
- 4.10 The support staff, managed by the bursar, bring qualities of cheerful loyalty and dedication to their work, resulting in the attractive environment provided by the grounds and buildings. The administration of the school is efficient. The centrally located main office and other administrative areas provide a welcoming resource for all members of the school and for visitors.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

- 4.12 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school is very successful in meeting its aims and aspirations within a clearly Christian ethos. It provides a caring community in which each pupil feels valued and receives individual encouragement. The quality of provision, outcomes for the children and progress in the EYFS are good, and the setting is well led and managed. The curriculum in the junior school has been recently enhanced by the introduction of the International Primary Curriculum which, in conjunction with the range of extra-curricular activities offered throughout the school, enhances the educational experience of the community. Pupils benefit from a high quality of pastoral care, despite the lack of structures of reporting and responsibility. Pupils benefit from good teaching. Pupils with learning difficulties or disabilities receive particularly valuable support. Pupils are well behaved and considerate towards one another. Relationships between pupils and staff are very good, which contributes to the pupils' increasing self-belief. The boarding community is a particular strength of the school. The school is supported by an enthusiastic parent body and active, informed governance. The natural beauty of the site is a notable feature.
- 5.2 Since the last inspection a new head and a new head of the junior school have been appointed, and a senior management team has been established which provides overall leadership within the junior and senior schools, the boarding houses and the support areas. The oversight of the curriculum intended by the four curriculum groups is yet to have a significant impact. An appraisal system has been recently introduced. The values of the school remain clear and strong. Facilities are good, and pupils generally work in a safe environment though the school is aware of the need to improve arrangements for monitoring the use, disposal and storage of chemicals. The school has responded positively to the recommendations of the last inspection report by strengthening the coordination of the curriculum and improving the quality of teaching; by expanding the range of books in the library; and especially by the establishment of the new junior school library. The boys' boarding accommodation has benefited from significant refurbishment and redecoration. The school has improved its ICT provision and developed effective support for pupils with LDD. Vocational courses have been introduced for some pupils. The leadership of the school is fully aware of the areas which remain to be tackled.
- 5.3 The school complies with most of the regulatory requirements but does not at present meet Standard 3 (welfare, health and safety of pupils).

Next Steps

- 5.4 The school has many strengths. In order to improve provision further, the school should consider the following steps:
1. review the responsibilities of members of the senior management team in order to create a more effective and balanced allocation;
 2. review systems of monitoring and evaluating assessment in order to achieve greater consistency and to ensure appropriate challenge for more able pupils.
 3. introduce more clearly defined pastoral structures to support the existing informal arrangements.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) maintain an effective and up-to-date COSHH register in all areas of the school where required [Regulation 3.(4)].
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 2nd to 5th November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, 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 sick bay. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 30th September and 1st October 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspector examined a range of documentation made available by the school.
- 6.3 National Minimum Boarding Standards were inspected by one Ofsted inspector over two days.

List of Inspectors

Mr John Dunston	Reporting Inspector
Mr Paul Easterbrook	Head, ISA school
Mrs Claire Goodchild	Head, ISA school
Mr Philip Skelker	Head, SHMIS school
Mrs Jane Chesterfield	Early Years Lead Inspector

7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

- 7.1 The Early Years Foundation Stage (EYFS) at Moyles Court School provides care and education in a Nursery class and a Reception class. Each class takes up to sixteen children. There are currently ten children on roll in the Nursery class, who receive funding for nursery education, and five children in the Reception class. No children currently require additional support, and there are none for whom English is an additional language.
- 7.2 Moyles Court offers good provision for the children in its EYFS and meets their needs successfully. The small size of the classes means that staff know the children well and are able to plan their learning on an individual basis. This means that all children make good progress, from their different starting points. Great care is given to promoting children's welfare at all times, and all staff are committed to their well-being. The setting has very positive relationships with parents and is working with them to help involve them as fully as possible in their children's education. Senior staff have a clear understanding of the setting's strengths and know where improvements need to be made. Good improvement has been made in response to the last Ofsted inspection of the Nursery. The setting has a good capacity for making further improvement.
- 7.3 The EYFS is well led and managed. In both the Nursery and the Reception classes there is a strong sense of teamwork. Staff are competently directed by those in charge, and are very motivated. Training is used appropriately to increase the staff's confidence in carrying out their roles. They make skilful use of a broad range of resources to promote all areas of learning. The setting's policies and procedures for keeping children safe, healthy and happy are comprehensive and rigorously applied. As a result, all children feel confident and able to flourish in their surroundings. Risk assessments are thorough and procedures for safeguarding fully meet requirements. Self-evaluation is accurate, identifying appropriate priorities for improvement. Daily contact with parents is a key strength in helping the setting to understand the individual needs of the children. One parent commented: 'The whole environment is friendly and kind ...the teachers are so encouraging on all aspects.'
- 7.4 The quality of provision in the Nursery and Reception is good. Both classes offer a bright, lively and stimulating environment, which is matched by the quality of the teaching. This is consistently good, because staff plan carefully to meet the needs of individuals. They make effective use of their lesson evaluations to do this. Work is challenging, but children are well supported so that they are able to succeed. All staff interact positively with the children. They successfully develop children's vocabulary and ideas through skilful use of questioning. Children's assessment folders have been thoughtfully designed to map their development in each area of learning clearly, and to highlight their development needs. A good balance of adult- and child-led activities exists in both classes, as does a wide range of opportunities to experience all areas of learning within the classrooms. However, the same range of opportunities is not available in the outdoor area, and this limits children's potential experiences. At present the EYFS outdoor area is not fully fenced in, which means that children cannot have free access to it. Nonetheless, they are always thoroughly supervised when using this area. Staff are vigilant in their care for the children, and help them to develop safe and healthy habits and be independent. Behaviour is managed consistently, and children are encouraged to consider and help others.
- 7.5 Outcomes for the children in the EYFS are good. All children are happy and settled, irrespective of when they joined the setting, and they are eager to apply themselves to their activities, working independently and expressing their ideas. Children make good progress in the EYFS from a range of starting points. Last year's Reception children exceeded the

Early Learning Goals in all areas. Children are aware of others' needs and of how to behave safely. They readily approach known adults when they need help or feel upset. Clear routines mean that children learn how to look after themselves and keep healthy. They all have the chance to be active outside every day. Children enjoy healthy food in the EYFS and have free access to drinking water. They have a sense of belonging to the community within their class and in the wider school. Children are developing the skills of listening to one another, taking turns and sharing toys. Their basic skills in literacy, numeracy and ICT are good, and they leave the EYFS ready, willing and able to tackle new challenges in Key Stage 1.

What the Setting Should Do to Improve

- 7.6 To improve further the good quality of its provision, the setting should:
1. fully fence in the outdoor area and develop its resources to cover all areas of learning;
 2. increase the planned use of the outdoor area by both the Nursery and Reception classes.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.