

Progress monitoring inspection

5 and 6 June 2025

Moor Park School

Richard's Castle

Ludlow

Shropshire

SY8 4DZ

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

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 6, 7(a) and (b); 8(a) and (b) and 15; NMS 8.1; EYFS 3.5 and 3.7

1. Safeguarding leaders complete a range of suitable training to enable them to fulfil the duties of their role effectively. They attend safeguarding training provided by the local authority and training in relation to the 'Prevent' duty. The safeguarding team works effectively in partnership with the local authority. The designated safeguarding leader and their deputies (DSL and DDSLs) attend monthly DSL local authority webinars, which helps to keep their knowledge and skills up to date. The DSL and DDSLs refer to the local authority designated officer (LADO) for advice when required.
2. All staff, including boarding staff, early years staff, peripatetic teachers and gap students, receive regular safeguarding training, which helps to promote a positive culture of safeguarding. Leaders ensure that thorough safeguarding training is provided as part of induction when new staff join the school. Safeguarding leaders check on staff understanding of what they have learned from training and use their findings to plan further professional development.
3. The safeguarding team maintains detailed records about safeguarding concerns. They ensure that information is shared on a need-to-know basis. The safeguarding team work with pastoral staff, including those from the health team, sick bay and boarding staff, to promote pupils' wellbeing.
4. Staff receive training about low-level concerns. They understand what constitutes a low-level concern and they recognise the importance of reporting these promptly. Leaders keep a suitably detailed record of low-level concerns and review these regularly to look for any patterns and trends. They seek advice from the local safeguarding partnerships where needed.
5. Boarding staff follow a range of robust procedures to promote pupils' safety. For example, they follow safeguarding procedures and in addition note anything they notice about pupils' wellbeing. This helps inform their regular review of the provision to better meet pupils' needs. Boarding pupils are familiar with the arrangements that help to keep them safe, such as fire evacuation procedures in the boarding house.
6. Leaders ensure that there are suitable filtering and monitoring arrangements to prevent pupils from accessing unsuitable internet content. The safeguarding team oversees the arrangements for filtering and monitoring to ensure they are effective and that any alerts are acted upon promptly.
7. Leaders ensure that pupils learn about how to keep themselves safe as part of the curriculum. Pupils learn about how to keep themselves safe online through talks by visiting speakers and through regular taught sessions which are part of the school's planned curriculum.
8. Leaders maintain a comprehensive admission register. Leaders have updated the attendance policy and procedures to ensure that these are in line with statutory guidance. Leaders ensure that staff now use the correct attendance codes and keep comprehensive records to account for any pupil absence. The updated policy was waiting to be approved by governors when the inspection began and so it was not available on the school website. This was rectified during the inspection.

9. The attendance champion ensures that absences are regularly monitored and immediate action is taken where the reason for absence is not known. The attendance champion also evaluates and reviews attendance records each half term and provides a termly attendance report to governors.
10. The school meets the Standards.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR paragraphs 17, 18(1), 18(2), 18(2)(d), 18(2)(f), 21(1), 21(3), 21(3)(a)(ii), 21(3)(a)(iii) and 21(3)(b);
NMS 19.1; EYFS 3.9, 3.13 and 3.14

11. Since the previous inspection, leaders have reviewed their safer recruitment and suitability checking procedures. Leaders now ensure that all required pre-employment checks are completed before new staff take up their employment at the school. This includes verification of references, completion of an enhanced criminal record check, checks of barred lists and completion of prohibition from teaching checks where relevant.
12. Leaders maintain a comprehensive single central record of appointments and all pre-employment checks are recorded and dated appropriately. All dates correlate with information held in staff files.
13. Leaders ensure there is effective oversight of recruitment procedures. This includes regular checks of recruitment files and the single central record of appointments.
14. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

15. The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website. The updated attendance policy was published on the school's website during the inspection.
16. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a); 34(1)(b); 34(1)(c) and 34(2). NMS 2.2; 2.4; 2.5 and 2.8

17. Leaders have developed their skills and knowledge to help them fulfil their responsibilities effectively and promote the wellbeing of all pupils. Leaders ensure that policies and procedures, including those relating to attendance, reflect statutory guidance.
18. The governing body provides effective support and challenge to leaders. Governors complete regular training to ensure that they have the knowledge and skills to carry out their governance role effectively.
19. Governors ensure that leaders have taken appropriate action to ensure that the Standards are consistently met. The safeguarding governor now regularly scrutinises staff recruitment checks and records. The safeguarding governor also regularly reports their findings to the full governing body.
20. The school meets the Standards.

School details

School	Moor Park School
Department for Education number	893/6015
Registered early years number	EY294910
Registered charity number	511800
Address	Richard's Castle Ludlow Shropshire SY8 4DZ
Phone number	01584 872342
Email address	office@moorpark.org.uk
Website	www.moorpark.org.uk
Proprietor	Moor Park Charitable Trust Limited
Chair	Ms Andrea Minton Beddoes
Headteacher	Mr James Duffield
Age range	3 months to 13 years
Number of pupils	238
Number of boarding pupils	36 (4 full boarders, 5 weekly boarders and 27 flexi boarders)
Number of children in the early years/registered setting	47
Date of previous inspection	14 to 16 January 2025

Information about the school

21. Moor Park School is an independent co-educational day and boarding school for pupils aged 3 months to 13 years. It was founded in 1964 on its current site in Richard's Castle, Ludlow. The school is a charitable trust administered by a board of governors. It comprises three sections: the nursery, for children aged three months to three years; pre-prep, for children and pupils aged three to eight years; and prep, for pupils aged eight to thirteen years.
22. There are two boarding houses situated on the school site, which cater for flexible and full boarding, available from Year 3.
23. The Tick Tock nursery, which did not form part of this inspection, includes a registered early years foundation stage (EYFS) setting for children aged three months to three years.
24. The pre-prep's early years provision for children aged three to five years comprises separate single Kindergarten and Reception classes.
25. The school has identified 32 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
26. The school has identified English as an additional language (EAL) for 17 pupils.
27. The school states its aims are to place an emphasis on resilience, confidence, critical thinking, creativity, independence and curiosity so that pupils leave as confident new teenagers who are prepared for the challenges awaiting them, equipped with the tools they need to choose the right path and the courage to make the most of opportunities that they encounter.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the DfE. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, National Minimum Standards for boarding schools, Early Years Foundation Stage requirements and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates

5 and 6 June 2025

28. Two reporting inspectors visited the school for two days.

29. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors and the safeguarding governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and staff
- visits to the boarding houses, discussion with boarders and visit to boarding activities
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

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