

School inspection report

14 to 16 April 2026

Moreton Hall School

Weston Rhyn

Oswestry

SY11 3EW

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

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Summary of inspection findings

1. Leaders are effective in promoting a clear vision for the school. Pupils' wellbeing is central to leaders' decision-making and underpins the self-evaluation process used to evaluate the school's strengths and weaknesses. Governors provide rigorous oversight of the school's policies and processes and support leaders in ensuring the Standards are met. However, on occasion, staff do not enact leaders' risk assessments as precisely as intended. Some inspection reports were not published on the website. This was rectified during the inspection.
2. Leaders enable pupils to access a broad curriculum that meets pupils' different needs and aptitudes. Teachers know their pupils well and use a range of activities, resources and feedback to embed pupils' learning. Pupils who have special educational needs and/or disabilities (SEND) are supported effectively. Leaders monitor pupils' performance and address any identified issues promptly.
3. Pupils develop high levels of self-esteem and self-confidence. Leaders and staff model and reinforce the school's core values through guidance given in lessons and assemblies. Older pupils act as effective support to their younger peers through an array of opportunities where they work together. Staff know pupils well and provide timely support. Pupils' emotional wellbeing is well supported and helps them to develop self-belief.
4. The school prepares pupils well for the next stage of their lives. Children in the early years progress confidently into Year 1 while pupils in Year 6 are armed with the academic and social skills to transition successfully into their senior schools. Pupils in the senior school receive comprehensive guidance about GCSE, A-level and post-school study options, while learning a range of helpful life skills. Students in the sixth form apply the comprehensive economic education they receive to running a successful school business.
5. Teaching provides pupils with insights into modern Britain and enables them to develop understanding, tolerance and respectful attitudes towards others. Pupils develop a sense of service towards others as a result of the many opportunities they have to take on positions of responsibility within both day and boarding communities at school. Opportunities for pupils to engage with, and contribute to, a diverse range of communities beyond the school is relatively limited. This does not enhance pupils' understanding of the importance and relevance of this work as well as it could.
6. Leaders create a positive safeguarding culture where all staff are vigilant and well trained. Day and boarding pupils have effective mechanisms for reporting concerns they may have. Leaders respond promptly and appropriately to any concerns raised by pupils. The safeguarding team accesses timely advice and support from relevant external agencies when required.
7. Boarders are well looked after by experienced, well-trained staff and respond positively to leaders' support and clear expectations. Boarding accommodation is well maintained. Boarders are able to access activities they enjoy in the evening. Staff provide them with appropriate support for their studies.
8. Staff in the early years create an environment that successfully supports children's early development. They provide teaching and learning that builds upon individual children's interests and needs. They are adept at supporting them to learn and develop effectively, enabling them to make good progress.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that staff enact leaders' risk assessments and mitigations thoroughly and precisely
- ensure that all required inspection reports are published on the school's website
- widen the opportunities for pupils to contribute to the wider community so that they increase their understanding about the value of these experiences.

Section 1: Leadership and management, and governance

9. Governors and leaders share a clear vision for the school which underpins their strategic planning. They place the promotion of pupils' wellbeing at the heart of their decision-making, for instance by promoting an enjoyment of childhood as central to the school's mission. Leaders actively weave the school's aims and ethos into the school culture when encouraging pupils to be inquisitive learners who strive to fulfil their potential. The effectiveness with which leaders promote the school's aims and ethos is evident in the good progress pupils make, the added value they achieve in their academic outcomes and the high levels of wellbeing and self-esteem they typically exhibit.
10. Leaders follow a rigorous and systematic self-evaluation process which reflects the views of pupils, staff and parents. Areas for further development are effectively identified and addressed.
11. Leaders have a thorough understanding of how to identify and manage risk. There are a wide range of appropriate risk assessments to ensure provision meets the needs and safety of the pupils. Leaders oversee suitable control measures to mitigate risks to day pupils' and boarders' welfare to be found on the school site and on educational visits. Typically, staff are well trained and enact leaders' risk management systems effectively. However, on rare occasion, staff do not follow these risk mitigations exactly.
12. Governors typically provide effective oversight through rigorous scrutiny of the school's policies and processes. Governors undertake a range of committee meetings and regular visits to the school, for instance to evaluate safeguarding arrangements. They ensure that leaders apply their knowledge and skills effectively so that the Standards are met consistently.
13. The early years provision is well led. Well-embedded oversight of the early years and regular supervision meetings with staff ensure that the environment and routines run effectively. Leaders ensure that children's engagement in learning is sustained, contributing towards their high levels of wellbeing and good progress. Leaders communicate regularly with parents and staff so that children's needs are supported effectively.
14. Boarders typically develop high levels of wellbeing due to the effective leadership of boarding staff. Boarding staff receive appropriate training in order to fulfil their responsibilities. Boarders engage with interest in the activities available to them and are well looked after by caring, attentive staff. Leaders ensure that boarders' accommodation is typically comfortable and secure.
15. Leaders work with and utilise external expertise effectively, including the local authority, who provide training for staff and further support for pupils when necessary. For instance, when needed, they work closely with children's services and mental health teams. They ensure that the local authority is informed of any pupils who join or leave at non-standard transition points. Leaders ensure that they liaise with the local authority with regard to funding and annual review for pupils in receipt of an education, health and care plan (EHC plan).
16. Parents are kept regularly informed about important matters, such as pupils' online safety, through clear and helpful communications. Parents are typically provided with required information, including policies and previous inspection reports, through the school's website. Parents receive comprehensive reports that include clear information about their child's progress. However, at the beginning of the inspection, not all required inspection reports were published on the website. This was rectified during the course of the inspection.

17. The school's complaints policy, including for boarders, is suitable and in line with statutory requirements. Leaders respond to issues raised by parents in line with school policy. Leaders are proactive in understanding parents' concerns through questionnaires and discussions with class representatives.
18. Leaders ensure that the school fulfils its responsibilities under equality legislation, including the Equality Act 2010. A suitable accessibility plan is in place. Leaders ensure provision actively promotes equality and equity between pupils.

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

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

Section 2: Quality of education, training and recreation

20. Leaders provide a well-planned curriculum. Subject leaders plan schemes of work and approaches to learning to enable pupils' understanding to progress consistently. Leaders regularly review and update the range and quality of subjects available so that the curriculum continues to meet pupils' needs. They ensure that, as they get older, pupils access a range of appropriate qualifications and accreditation.
21. Teachers have a highly secure level of understanding of their subjects and use effective teaching methods to reinforce pupils' knowledge, skills and understanding. Teachers adapt leaders' clearly articulated vision for effective teaching and learning to meet the needs of pupils in their lessons. The delivery of the curriculum is underpinned by an emphasis on pupils' oracy and a discursive approach which allows pupils to acquire well-developed literacy and linguistic skills. Pupils learn to read and write about complex ideas with confidence and fluency. They gain high levels of numeracy and mathematical skills. Leaders promote the use of information and communication technology (ICT) which enables pupils to enhance their learning.
22. Teachers throughout the school encourage pupils' curiosity and develop their critical thinking. For instance, children in the early years apply critical thinking when using different 3D shapes to construct a castle based upon their own 2D design. Pupils in Year 12 biology lessons consider different possible breeding pair combinations of a captive lemur population to avoid the breeding of related animals. Teachers regularly make links between different subjects to deepen pupils' understanding, supported, for instance, through the thematic curriculum in the prep school. Pupils develop high levels of aptitude and confidence in creative and aesthetic subjects, including by regularly participating in the many performance opportunities across the school.
23. Leaders' and teachers' use of assessment is thorough and effective. Leaders quickly identify pupils who need additional help and provide targeted support to help improve their understanding. Teachers engage in regular dialogue with pupils and provide helpful guidance so they understand how they can improve their understanding and their work. As a result, pupils across the school learn effectively over time, and typically attain well in their GCSE and A-Level qualifications. They are well prepared to transition on to their next steps in education, training and employment.
24. Leaders' effective promotion of character education through the school's extensive co-curricular programme enables pupils successfully to develop attributes such as curiosity, resilience and creativity. Prep school pupils participate in activities such as chess, drama and cross-country clubs. Several clubs and societies in the senior school are student-initiated, such as the Magna Carta current affairs discussion forum.
25. Leaders enable boarders to benefit from a variety of activities that enrich their learning and personal development, such as when participating in interesting science experiments and visiting a local zoo. Boarding staff schedule dedicated prep time during which boarders have access to support from teachers.
26. Leaders identify pupils' needs effectively and provide staff with precise guidance about how best to support pupils. In lessons, leaders use this guidance to ensure that pupils who have SEND can access the learning. When needed, the targeted use of support assistants and technology fully supports

pupils with their learning. In consequence, pupils who have SEND are well supported to access their learning successfully alongside their peers and achieve well.

27. Teachers adapt the planning and delivery of lessons for pupils who speak English as an additional language (EAL). This enables them fully to access the curriculum both in lessons and in the boarding houses where they are well supported by skilful staff and the use of real-time translation tools. As a result, pupils who speak EAL develop vital linguistic skills that help them to access the curriculum effectively.
28. Children in the early years access a well-planned and sequenced curriculum. Staff are adept at using a range of planned and play-based activities that incorporate children's interests. They use a range of assessment information to adapt teaching to support children's learning. Children's early language, communication, reading, writing and numeracy skills develop through effective teaching. As a result, children are well supported to transition on to Year 1.

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

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

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

30. Leaders prioritise support for pupils' mental health and emotional wellbeing, working closely with pastoral leaders and form tutors to identify and support those who might be struggling. Day pupils and boarders form positive relationships with staff and are typically confident in raising any concerns or worries with adults. These positive relationships and encouragement from staff promote pupils' self-confidence and self-esteem. Pupils' sense of belonging and wellbeing is enhanced through initiatives such as the school's peer support networks and effective implementation of the student wellbeing charter which promotes community and kindness.
31. Leaders promote an effective approach to pupils' behaviour and anti-bullying which enables pupils to reflect upon and learn from mistakes they make. Children in the early years are provided with support in learning to regulate their behaviour. Pupils in the prep school participate in the formulation of class rules, while senior school pupils regularly consider right and wrong choices in relation to the Equality Act 2010. Consequently, pupils are well behaved and are considerate and kind in their dealings with one another. Pupils gain a well-developed understanding of different forms of bullying and strategies to respond, including by reporting concerns, should bullying occur.
32. Pupils explore spiritual themes in religious education (RE) lessons and assemblies. They are encouraged to appreciate other faiths, such as in the prep school, where pupils learn about different world religions while senior pupils can attend a 'faith group' to explore different facets of spiritual being.
33. The school provides a suitable and relevant personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculum for pupils in all year groups. Staff deliver the curriculum skilfully, adapting its contents to meet the specific needs of pupils. Pupils learn about sensitive issues and are supported to make confident decisions about health, wellbeing and relationships. Parents are kept informed about the RSE curriculum and are invited to discuss any concerns about its content.
34. Leaders provide an effective physical education (PE) and outdoor education programme in which the benefits of regular exercise are promoted. Knowledgeable staff use their expertise to enable pupils to develop high levels of technical skills and fitness, particularly in lacrosse. Pupils gain a well-developed understanding of the importance of eating nutritious food.
35. All premises, including the boarding facilities, are clean, well maintained and meet health and safety requirements. Fire arrangements are effective and overseen by suitably trained staff. Regular fire drills, including for boarders, ensure all pupils are appropriately prepared in the event of a fire. Pupils, including children in the early years and boarders, are appropriately supervised both on and off site. Arrangements for first aid and medical care of both day pupils and boarders are effective due to the careful implementation of school policy by appropriately qualified staff.
36. Leaders ensure that boarding provision is well organised. Staff know boarders well and provide caring and appropriate support. Boarders are made aware of the role of the independent person and how to contact them, should they need to. Boarding accommodation provides pupils with suitable facilities and support to prepare snacks, wash clothes and have privacy for their belongings.

Leaders provide nutritious meals with a variety of options to suit boarders' tastes and dietary requirements.

37. Children in the early years access balance equipment, construction toys and fine-motor tasks to develop control and confidence. They learn about the importance of health, such as oral hygiene. They engage in well-planned activities, for example, daily check-ins when entering the classroom. These build self-regulation, confidence and understanding of their feelings and those of others.
38. The school maintains detailed and accurate attendance and admissions registers. Form tutors record pupils' absence accurately and staff follow up on any absences promptly. Leaders review attendance records to identify patterns and provide effective support for pupils when needed. The school informs the local authority of any pupils who join or leave the school at non-standard transition times.

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

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

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

40. Leaders are successful in promoting the school's values which encourage pupils throughout the school to be compassionate and empathetic in their social interactions with others. Children in the early years develop social skills that contribute towards a happy community and help them prepare well to move into Year 1. They are taught, for instance, how to share resources during both planned and play activities. Leaders encourage boarders to socialise in communal areas to help them develop good relationships and a sense of belonging across different year groups.
41. Pupils are well supported when joining the school and when moving between year groups and phases. Year 6 pupils gain the independence and self-confidence they need to move on successfully to their senior schools due to the increased opportunities open to them to work independently and undertake meaningful positions of responsibility.
42. Leaders ensure pupils of all ages gain an appropriate understanding of values such as the rule of law, democracy, individual liberty and mutual respect for people of different faiths and beliefs. Pupils enact these principles, for instance when senior pupils debate the proposed adoption by the school of vertically arranged year groups in the boarding houses. Pupils learn about the impact of discriminatory behaviour, such as in history lessons when studying the genesis of the Black Lives Matter movement during the Baptist War. Pupils are also provided with useful insights into the institutions and services that support British communities.
43. Economic education is effectively developed through the PSHE curriculum and practical money-making activities. Pupils in Year 5 learn about salaries in the workplace and participate in 'mini Moreton' enterprises: running a tuck shop in collaboration with senior pupils. Pupils in Year 7 practise budgeting for a holiday and being a critical consumer. Pupils in Year 10 learn about credit and debit cards, mortgages, renting, pensions and taxes. Pupils in Year 12 gain hands-on business experience by managing retail premises on the school site. Pupils in Year 12 also receive a life skills programme throughout the academic year in which they learn about economics. Pupils are knowledgeable about what they have learnt in their lessons about finances and its application to real life scenarios.
44. Leaders enable pupils to receive up-to-date, impartial careers guidance, including through the PSHE curriculum. This starts in the prep school, where pupils learn why someone might choose a certain career. Pupils are supported increasingly as they get older to learn about different career paths and access increased opportunities for work-related learning. Pupils gain valuable insights into the world of work through additional activities, such as through weekly talks by a wide range of representatives from different businesses and professions. The annual conference provides pupils with opportunities to interview leading figures in the world of commerce to gain industry insights. The curriculum supports pupils to be well prepared to make informed choices about their next steps in education, training and employment.
45. The school develops pupils' understanding about taking personal responsibility and showing leadership both in the school and the wider community. Pupils throughout the school take on leadership roles in both the day and boarding communities which supports their social development. For instance, children in the early years take responsibility for clearing up after activities in which

they have participated while older pupils mentor younger pupils, leading activities such as milkshake-making and hide and seek.

46. Leaders provide some opportunities for pupils to support some initiatives within the local community and communities further afield which develops in pupils a sense of empathy and social responsibility. Pupils in the prep school interact with residents in a local care home. Pupils in the senior school support environmental initiatives, such as when undertaking beach cleans and gardening in the grounds of a local hospital. However, opportunities for pupils to engage with, and contribute to, a diverse range of communities beyond the school is relatively limited. This does not enhance pupils' understanding of the importance and relevance of this work as well as it could.

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

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

Safeguarding

48. Leaders put in place suitable arrangements to safeguard and promote the welfare of pupils, including boarders and those in the early years. They promote an effective safeguarding culture in which the wellbeing of pupils is understood to be everyone's responsibility. The safeguarding policy reflects current statutory requirements.
49. Safeguarding leaders are knowledgeable about their responsibilities and undertake them effectively. They act quickly and effectively when concerns are raised. When needed, they liaise in a timely and effective way with external agencies. Safeguarding records are maintained appropriately and are securely stored.
50. Governors provide appropriate oversight for leaders with responsibility for safeguarding. They are informed by meetings with leaders, scrutiny of safeguarding documents and regular visits to the school.
51. Safeguarding leaders train staff effectively, using a range of external guidance and resources to provide up-to-date training. Safeguarding training forms an integral part of the induction process for new staff, and all staff receive regular updates from safeguarding leaders.
52. Pupils are taught how to keep themselves safe, including online. Pupils, including boarders, are taught who to approach about issues of concern and trust that these worries will be addressed promptly and effectively. Pupils are clear about who to approach with a safeguarding concern. Posters, displayed prominently around the school, remind pupils who they can talk to, and this is reinforced in a range of ways, including wellbeing assemblies.
53. Safeguarding arrangements in the boarding houses are effective. Appropriate mechanisms are in place to ensure that staff supervise boarders and that boarders are safe. Boarders can easily access support from an independent person whom they can contact if they have any worries or concerns. This is well advertised.
54. Suitable internet filtering and monitoring arrangements review the school's online activity. These checks apply to both the school and the boarding houses. Leaders are fully aware of the additional risks associated with boarding and put in place suitable measures to ensure there is no excessive or inappropriate access.
55. Leaders undertake rigorous and suitable recruitment checks of all adults before they commence working in the school or living in the boarding houses. These checks are accurately recorded in an appropriately maintained single central record of appointments (SCR).
56. Senior leaders in the early years are part of the safeguarding leadership team. Senior leaders ensure that staff in the early years understand their safeguarding responsibilities and fulfil them effectively.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Moreton Hall School
Department for Education number	893/6005
Registered early years number	EY331318
Address	Moreton Hall School Weston Rhyn Oswestry Shropshire SY11 3EW
Phone number	01691 773671
Email address	admin@moretonhall.com
Website	www.moretonhall.org
Proprietor	Moreton Hall Education Limited
Chair	Mr Duncan Murphy
Headteacher	Mr Michael Brewer
Age range	Birth to 18
Number of pupils	347
Number of boarding pupils	97
Number of children in the early years registered setting	93
Date of previous inspection	17 to 18 May 2023

Information about the school

58. Moreton Hall School is a co-educational independent day and boarding school for male pupils aged 6 months to 11 years old and for female pupils aged 6 months to 18 years old. The school is administered by Moreton Hall Education Limited, a limited company, which is supported by a governing body. A new principal was appointed in September 2023. The school comprises the prep school for pupils aged 6 months to 11 years; the senior school for pupils aged 11 to 16 years and the sixth form for pupils aged 16 to 18 years old.
59. Moreton Hall currently has five boarding houses. Two boarding houses accommodate pupils from Years 6 to 10, one boarding house accommodates pupils in Year 11, and two boarding houses accommodate pupils in Year 12 and 13.
60. There are three children in the early years comprising one Reception class. There is a separately registered early years setting comprising 100 children in three Nursery classes.
61. The school has identified 66 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
62. The school has identified English as an additional language for 55 pupils.
63. The school states its aims are to provide an education and environment in which pupils embrace a wide range of opportunities, achieve the best of which they are capable and enjoy a childhood that prepares them for a happy, fulfilling life.

Inspection details

Inspection dates

14 to 16 April 2026

64. A team of six inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and owner's representative
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

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

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For more information, please visit isi.net