

School inspection report

17 to 19 June 2025

Moulsford Preparatory School

Moulsford
Wallingford
Oxfordshire
OX10 9HR

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. The school promotes a respectful and supportive community which is built upon the Moultsford values of kindness, courage and curiosity. However, governors and leaders do not provide robust oversight in all areas of school provision. The school's admission and attendance procedures do not reflect the latest statutory guidance. In boarding, the independent person is not fully independent of the school. As a result, the school does not meet all the Standards.
2. Leaders support pupils' emotional wellbeing carefully. Staff attend weekly meetings and discuss any ongoing or emerging pastoral concerns. Pupils in the prep school complete a wellbeing survey every week. Leaders track and consistently support pupils' wellbeing effectively. Pupils approach their education with self-esteem and confidence.
3. Leaders provide a range of information for parents through the school's clear and detailed website. At the beginning of the inspection, a previous inspection report was not available on the school's website. This oversight was rectified during the inspection.
4. Leaders in the early years provide children with a creative and stimulating curriculum. Staff are experienced and plan lessons carefully so that children's individual needs are supported effectively. Children make good progress in their work and are prepared well for Year 1.
5. Leaders with responsibility for boarding are experienced and well trained for their role. They promote a positive and supportive boarding community. Boarding staff meet regularly so that boarders' individual needs are understood and supported effectively.
6. The school maintains a broad and stimulating curriculum, including a varied and well-planned programme of extra-curricular activities. Teachers plan lessons well and support pupils' individual pastoral and academic needs. Pupils apply themselves diligently towards their work. Pupils make good progress in their work throughout the school.
7. Leaders provide pupils with a well-planned physical education (PE) curriculum. Pupils play a range of sports and demonstrate sportsmanship and humility towards their teammates and the opposition. Pupils' participation in PE activities promotes their physical and mental health.
8. Leaders provide some careers guidance for older pupils through the school's personal, social, health and economic (PSHE) education curriculum, known throughout the school as the 'learning for life' programme. Leaders arrange talks when visitors share some of their career experiences with pupils. However, the careers programme is currently underdeveloped so that pupils do not receive a suitably broad range of guidance about future career opportunities.
9. Staff are trained effectively so that they confidently understand how to respond to any safeguarding concerns. Leaders with designated safeguarding responsibilities fulfil their duties diligently. The school undertakes all required safer recruitment checks. Leaders check information supplied by referees, but they do not record that these verification checks have been made.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- boarders have access to a person who is fully independent of the school so that they can seek independent help and advice, if required
- the local authority is correctly notified when pupils join and leave the school at non-standard transition points
- the school's attendance policy is implemented effectively and in line with statutory guidance.

Recommended next steps

Leaders should:

- systematically check that all required information is made available to parents
- ensure that checking of information supplied by referees is always recorded
- develop the careers' programme so that pupils are clearly informed about future career opportunities.

Section 1: Leadership and management, and governance

10. Governors do not consistently ensure that leaders demonstrate the required knowledge or understanding to fulfil their responsibilities effectively in all aspects of the school's provision. The attendance policy does not fully reflect the latest statutory guidance. For example, this policy does not name the attendance champion as it is required to do. Leaders do not notify the local authority when pupils join or leave the school at non-standard transition points. In boarding, leaders have not made suitable arrangements so that the independent person is fully independent of the school. Consequently, the Standards are not met consistently.
11. Leaders promote a respectful and inclusive school environment which reflects the school's aims and ethos effectively. Staff meet regularly to discuss the emotional, academic and individual needs of pupils. Leaders provide a broad range of opportunities for pupils to succeed, such as in sport and through personal development, as well as academically. Teachers know pupils well so that they understand how to meet their individual needs consistently.
12. Leaders consult with staff and pupils effectively as part of the school's approach to evaluation. In response, leaders take suitable actions so that the school's provision continues to evolve and develop. For example, the Moultsford core values of kindness, courage and curiosity were implemented to reflect the viewpoints of pupils. Staff in the early years received training from an external outdoor agency. As a result, leaders adapted the outdoor learning programme so that younger children are provided with further opportunities to explore and learn about the natural environment.
13. Leaders in the early years are experienced and knowledgeable. They plan a stimulating and varied curriculum so that children learn actively. Leaders consult regularly with parents so that children's needs are carefully supported. Staff meet every week to discuss children's progress and to adapt lesson planning, as required. This means that children learn and play in a nurturing and supportive environment. As a result, children in the early years develop independence, confidence and make good progress.
14. Leaders promote an inclusive and respectful boarding environment. Leaders provide appropriate and specific training for boarding staff. Boarding staff communicate clearly with teaching and pastoral staff so that boarders' needs are understood and supported effectively.
15. The school provides a range of useful information for parents through its website. Parents receive regular newsletters which provide further information and celebrate pupils' successes. Leaders implement an appropriate schedule of parents' evenings and written reports so that parents are informed about the progress their child is making. At the start of the inspection, a previous inspection report was not accessible on the school's website. This was rectified during the inspection.
16. Leaders implement a thorough approach to the management of risk. An external consultant provides robust oversight of the school's approach to risk and provides specific training for staff so that they evaluate off-site risk assessments effectively. The comprehensive schedule of careful risk assessments covers all aspects of the school's provision. Leaders comprehensively scrutinise risk assessments before off-site activities take place to be assured that risks have been fully considered. As a result of these measures, risks are managed well so that pupils' wellbeing is promoted.

17. Leaders provide a suitable complaints policy which is implemented correctly. There is an effective informal complaints process where complaints are dealt with in a timely and courteous manner. Leaders respond to any formal complaints which are received in accordance with the published timescales. Detailed records of complaints are maintained, including of any actions taken.
18. Leaders fulfil their responsibilities under the Equality Act 2010. They maintain an appropriate accessibility plan and make reasonable adjustments to the school's provision so that pupils can access the curriculum. For example, leaders provide appropriate resources to support pupils who have special educational needs and/or disabilities (SEND) and maintain parking bays and walking zones for people who have a disability. Leaders provide the local authority with details of any financial arrangements for pupils who hold an education, care and health plan (EHC plan), when required.

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

19. The Standards are not met consistently in relation to leadership, management and governance.
- 20. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

21. The school provides a wide and well-planned curriculum which is tailored to pupils' needs. Leaders monitor the implementation of the curriculum by visiting lessons, consulting with subject leaders and conducting work scrutiny of pupils' books. Leaders plan cross-curricular topics effectively so that pupils deepen their knowledge and understanding. Pupils, for example, learn about the human body in science and enhance their understanding by creating bones and joints in design and technology (DT) lessons. Pupils are taught about artificial intelligence (AI) and explore how to use technology and digital platforms responsibly. The curriculum supports the values of respect, choice and inclusion. In humanities, for instance, pupils debate a range of moral questions pertaining to life in British society. As a result, the curriculum provides pupils with effective opportunities to broaden their understanding and knowledge and to develop skills to prepare them well for the next stage of their education.
22. Teachers have secure subject knowledge which they use to extend pupils' thinking and knowledge effectively. Lessons are planned well so that pupils consolidate and extend their knowledge and skills. In mathematics, for example, teachers carefully model strategies so that pupils express fractions as decimals in their lowest terms. Teachers use resources appropriately to support pupils' learning. In English, for instance, pupils use digital platforms to prepare poetry presentations which they share with the class to develop speaking and listening skills. In music, teaching supports pupils' developing musicality when they sing challenging harmonies so that they develop an understanding of chords, phrasing and rhythm and learn to sing with enjoyment and confidence. As a result of effective teaching, pupils throughout the school make consistently good progress.
23. Pupils are motivated and responsible in lessons. They respond well to academic challenge and use prior learning to widen their knowledge and understanding. In theology, philosophy and religion (TPR) lessons, for example, pupils refer to previous learning about The Ten Commandments and the Five Pillars of Islam when exploring similarities and differences between the world's major religions. Pupils ask relevant and appropriate questions when they are unsure about their learning or want to extend their thinking. In English, for example, pupils ask and discuss questions about prejudice and friendship when analysing characters from the text they are studying. Pupils demonstrate diligence in their attitudes towards their work so that they develop academic confidence and achieve well.
24. Academic leaders implement an effective assessment framework which provides teachers with detailed information about the progress pupils are making. Leaders analyse and respond to assessment information so that pupils continue to be supported well. For example, additional problem-solving challenges were introduced in mathematics for pupils with higher prior attainment whilst the timetable was adapted so that pupils read more regularly to support language development. Parents are well informed about the progress their child makes through detailed written reports, parents' meetings and an academic afternoon when they view their child's work.
25. Leaders in the early years plan lessons carefully so that children develop their language and communication skills effectively. Pupils use mathematics resources to learn about and discuss the different values of numbers. They visit the school library every week to read books and talk about their favourite types of stories. Teachers provide suitable opportunities for children to learn about the sounds made by letters. Children practise saying and writing these sounds using an appropriate range of resources. As a result, children develop confidence to use communication and language well.

26. Pupils who have SEND are supported well. The individual, pastoral and academic needs of these pupils are carefully recorded on a register which is available to all staff. This means that pupils receive consistent support in their lessons. Pupils who have SEND are provided with adapted resources which help them to learn effectively. The school provides, for instance, fidget toys, standing desks and touch-typing lessons so that pupils' individual learning needs are supported effectively. Parents receive regular updates from the learning support department on the good progress which their child is making.
27. Boarding staff provide boarders with appropriate support. Boarders are supervised carefully when they complete homework and request help, when required. Leaders implement a wide range of activities in boarding time so that boarders benefit from a careful balance between their academic studies and recreation.
28. Leaders provide a wide range of extra-curricular activities so that pupils develop new skills and interests. Pupils join the percussion club and learn to perform rhythmically and to compose. Staff use the school's environment in eco club to encourage pupils to create pieces of art which support their understanding of conservation and nature. In golf club, pupils practise pitching the ball and develop skills so that they judge the striking distance more accurately. Pupils' participation in the extra-curricular programme helps them to develop knowledge, friendships and self-confidence.

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 do not implement an attendance policy which fully reflects the latest statutory guidance. Leaders do not use the correct codes to indicate when the reason for a pupil's absence is yet to be established or for when a pupil arrives after the registers have closed. The attendance policy does not define the timings of registration periods as it is required to do. Leaders do not know or understand that they are required to notify the local authority within five days when pupils join or leave the school at non-standard transition points. Consequently, the school's admission and attendance arrangements are not in line with statutory guidance.
31. The school's 'learning for life' PSHE curriculum includes an appropriate relationships and sex education (RSE) programme. Pupils are taught, for instance, about unconscious bias, the onset of adolescence and how to build and maintain healthy relationships. They explore, at an age-appropriate level, the dangers of alcohol and drugs misuse. The curriculum teaches pupils to promote their own mental health and emotional wellbeing. Pupils learn strategies, for example, so that they reflect and manage their emotional responses effectively. The 'learning for life' curriculum provides them with relevant and useful guidance. As a result, pupils engage well in their lessons and learn to approach new opportunities with confidence.
32. Pupils develop an appropriate understanding of spirituality and moral responsibility. Leaders, for example, reinforce the values of kindness, inclusion and tolerance in assemblies. Pupils learn about the world's major religions in their TPR lessons. Leaders organise educational visits to different places of worship such as a Sikh gurdwara and a Buddhist temple.
33. Leaders implement a well-planned physical education (PE) programme. Pupils learn to play and enjoy sports and understand that physical activity promotes their mental health. Leaders teach pupils effectively so that they develop skills in a range of team sports such as rugby, football and cricket. In PE lessons, pupils learn about strength and conditioning and the importance of stretching muscles. Leaders award pupils with 'lionheart' certificates to acknowledge positive sportsmanship, endeavour and contribution to teamwork.
34. Leaders set high behaviour expectations and actively promote positive standards of behaviour amongst pupils. Appropriate behaviour, for example, is rewarded with golden house points and positive communications to parents. In the early years, children receive certificates and stickers. Leaders maintain thorough behaviour records which are regularly analysed and monitored. Leaders take suitable and swift actions when pupils misbehave and offer guidance and time for pupils to reflect. As a result, pupils typically behave with respect and kindness towards each other.
35. Pupils understand what bullying is and the harmful consequences of any prejudiced or discriminatory behaviour. Leaders promote an inclusive school community so that pupils treat others with respect. In anti-bullying week, the school council presented an assembly to pupils in the pre prep to promote the school's value of kindness. Leaders take appropriate actions if any bullying is reported, including the provision of ongoing support for those who are involved.
36. Leaders in the early years implement a careful and well-planned curriculum which supports children's personal development effectively. Specialist PE staff, for example, teach children ball skills such as throwing and catching. Children ride tricycles and develop their agility and co-ordination.

Children learn to paint and draw in art activities and to build models in a construction club. As a result of these opportunities, children gain self-esteem and the confidence to try new opportunities.

37. Boarders' pastoral and emotional wellbeing is supported carefully by boarding staff. Boarding tutors meet their boarding tutees every week to check on their emotional and pastoral wellbeing. Boarding accommodation is appropriate and comfortable. The catering staff provide boarders with varied and nutritious menu choices and provide additional snacks during boarding time. Leaders consult with boarders and enhance boarding provision in response. Boarding staff manage boarders' laundry efficiently. As a result of all these arrangements, boarders develop friendships, confidence and independence.
38. Leaders implement a systematic approach to health and safety, including fire safety. Pupils practise daytime emergency fire evacuations every term. Boarders rehearse termly fire drills in boarding time. Several staff receive fire warden training. When health and safety concerns are raised, leaders take swift action to resolve them. Leaders maintain detailed records of health and safety actions, including a matrix of external health and safety checks. Leaders carry out regular checks of the school's premises, accommodation and equipment so that they remain secure and suitable for pupils.
39. The school provides appropriate first aid and medical facilities. Experienced leaders manage the medical room and administration of medicines in a competent manner. Several staff are provided with first aid training, including paediatric first aid training for those who work in the early years. Boarding staff ensure that boarders' medical and first aid needs are carefully managed, if required.
40. Leaders supervise pupils effectively throughout the school day. Staff are visible and alert when they supervise breaktimes. Leaders maintain suitable staff-to-child ratios in the early years. An appropriate number of boarding staff supervise boarders during the evenings and overnight.

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

41. Standards are not met consistently relating to the school's admission and attendance procedures which do not reflect the School Attendance (Pupil Registration) (England) Regulations 2024
- 42. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

43. Leaders implement a well-planned curriculum so that pupils are prepared well for life in British and global society. Assemblies and lessons teach pupils about values such as respect, tolerance and inclusion. In TPR lessons, for instance, pupils learn about different faiths and design presentations about the traditions observed in different religions. In English, pupils read books which focus on cultural diversity and inclusion. For example, pupils explore and analyse a text in which characters emigrate to live in a new country and community. The 'learning for life' programme teaches pupils about equality, for example through studying International Women's Day. As a result, pupils learn to be ethically responsible, kind and respectful towards others.
44. Leaders provide appropriate opportunities for pupils to learn about money and finance. In 'learning for life' lessons, younger pupils learn about money and setting a careful budget. Older pupils undertake an entrepreneurial topic and learn about product design, marketing and website pricing strategies. As a result, pupils are well informed so that they understand how to manage money responsibly.
45. Leaders provide limited careers guidance for pupils in Year 7 and Year 8. Pupils learn about employment contracts and explore inequality in the workplace. Leaders arrange talks when visitors discuss some of their career experiences. These talks, however, are optional for pupils. The careers guidance is underdeveloped so that pupils are not informed as well as they might be about future employment opportunities.
46. Pupils learn about the rule of law and how to behave in a morally considerate manner. Teachers implement class rules which pupils understand well. Pupils are reminded in form periods, for example, about the rules for using digital platforms. In 'learning for life' lessons, pupils explore why democratic societies implement rules and laws and the consequences on societies when rules are broken. Pupils learn how new laws are created and the role the monarchy and Parliament play in debating and establishing new legislation. As a result, pupils learn how to act responsibly and appropriately.
47. Leaders provide pupils with an appropriate range of opportunities to provide service to others within the school community. Senior pupils are elected as prefects and act as positive role models throughout the school. Boarding prefects, for example, help to organise activities in boarding time and Year 8 prefects support staff by helping younger pupils during school events. Pupils in Year 7 support pupils in Year 3 and act as mentors to them when they join the prep school. Pupils serve on the school council and represent the views of others. Leaders develop the school's provision in response to the school council, such as by implementing new basketball resources and improving cricket facilities. As a result of such opportunities, pupils develop leadership skills and learn that it is responsible to provide help and support to others.
48. Teachers in the early years act as positive role models so that children learn how to respond appropriately when in social situations. Children share resources during lessons and patiently wait for others to take a turn during PE activities. In lessons and activities, children help their teachers by distributing resources, such as colouring crayons and books. During celebration assemblies, children are supportive towards those who are recognised for their kind and responsible actions. As a result, children learn to be generous and confident towards others.

49. The school develops pupils' understanding of social responsibility effectively. Pupils support a global charity which provides daily meals to children who are hungry. Pupils contribute to their local community by collecting litter and helping to maintain clean rivers. Leaders organise a range of activities to raise funds for the charities pupils choose to support. For example, pupils participate in car washing schemes and bake products for cake sales. As a result of such measures, pupils learn to be altruistic and to offer kindness and help to local communities and further afield.
50. The school promotes the work of British institutions effectively. Leaders invite military representatives to speak to pupils during Remembrance events. In assemblies, leaders promote the work of the monarchy and teach pupils about the democratic function of government. Younger children are visited by the fire service and the police and learn about the work they do to keep their local communities safe.

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

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

Safeguarding

52. Leaders do not follow statutory guidance because they do not report pupils who join or leave the school at non-standard times to the local authority.
53. Leaders do not implement suitable arrangements for a person fully independent of the school to fulfil the role of the independent person for boarders. This means that boarders are unable to seek independent support and guidance, if needed.
54. In other areas of the school's provision, leaders implement suitable systems so that pupils can seek support, should they wish to do so. Pupils are taught in their 'learning for life' lessons, for example, that it is responsible and necessary to request help when feeling anxious. Leaders provide 'worry boxes' in classrooms and in the boarding house which staff monitor and respond to diligently. Pupils fill in a weekly welfare survey which alerts staff to any concerns which are quickly investigated and supported. Leaders provide and arrange opportunities for pupils to seek support from a trained counsellor, if required.
55. Leaders promote a careful approach to other aspects of the school's safeguarding arrangements. The safeguarding policy, for example, is detailed, reviewed in a timely manner and reflects the latest statutory guidance. An annual safeguarding review is conducted in line with the local authority which governors and leaders consider carefully. Governors provide support, challenge and oversight, such as through conducting a termly check of the single central record (SCR).
56. Staff receive effective safeguarding training, including at induction. This training includes the 'Prevent' duty so that staff are alert to the dangers of extremism and radicalisation, child-on-child abuse and how to respond appropriately to any safeguarding concerns. Regular training refreshes staff's safeguarding knowledge and understanding so that they remain well informed and alert. Staff understand the role of the local authority designated officer (LADO) and know that they can independently refer to external agencies, if required.
57. The safeguarding team is trained effectively for their role. They engage in an appropriate and constructive manner with local safeguarding partners when any safeguarding concerns arise. Leaders maintain detailed and clear safeguarding records which reflect the latest regulatory guidance.
58. Leaders in the early years adhere to safeguarding expectations relating to teaching very young children. Staff lock away their mobile phones during the school day. Visitors to the early years are reminded not to use any digital devices.
59. Pupils learn about how to stay safe when online through 'learning for life' and computing lessons, assemblies and an online safety day. Pupils are taught, for example, not to give out any personal information, to change their passwords regularly and to participate only in age-appropriate online activities. The school implements a secure internet filtering and monitoring system. Any alerts received are investigated quickly.
60. Leaders ensure all required safer recruitment checks are carried out before any adult begins working at the school. These regulatory checks are recorded on a suitable SCR. Whilst leaders contact referees to validate the information they have supplied in references, they do not implement a system to record this verification.

The extent to which the school meets Standards relating to safeguarding

61. Standards have not been met relating to the school's independent person who is not fully independent of the school.

62. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.7	The school follows and maintains the policies and documents described in Appendix A

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children’s Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
NMS 11.4	The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the ‘independent person’. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.7	If providers have concerns about children’s safety or welfare, they must immediately notify their local authority children’s social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government’s statutory guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’. All schools are required to have regard to the government’s statutory guidance ‘Keeping Children Safe in Education’, and other childcare providers may also find it helpful to read this guidance.

School details

School	Moulsford Preparatory School
Department for Education number	931/6087
Registered charity number	309643
Address	Moulsford Preparatory School Moulsford Wallingford Oxford OX10 9HR
Phone number	01491 651438
Email address	mpsoffice@moulsford.com
Website	www.moulsford.com
Proprietor	Moulsford Prep School Trust
Chair	Mr Edward Boddington
Headteacher	Mr Ben Beardmore-Gray
Age range	3 to 13
Number of pupils	368
Number of boarding pupils	62
Date of previous inspection	28 September 2022

Information about the school

63. Moultsford Preparatory School is a co-educational day and boarding school situated between Streatley and Wallingford in Oxfordshire. The school is a charitable trust administered by a board of governors. The pre prep educates children in the Early Years Foundation Stage (EYFS) and Years 1 and 2. Pupils in Years 3 to 8 are educated in the prep school. The school first admitted female pupils into the early years in 2022.
64. Pupils may board from Year 5 and they are accommodated in a boarding house in the main building.
65. There are 24 children in Nursery arranged into one class. There are 15 children in Reception arranged into one class.
66. The school has identified 101 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 plan (EHC plan).
67. No pupils speak English as an additional language (EAL).
68. The school states its aims are to nurture the whole child and to encourage every pupil to develop their talents and abilities. It endeavours to promote a culture of achievement and a vibrant learning environment. The school aims that its pupils develop into confident, independent and lifelong learners. It seeks to create a caring community through the promotion of its core values of kindness, courage and curiosity.

Inspection details

Inspection dates

17 to 19 June 2025

69. A team of five inspectors visited the school for two and a half days.

70. 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 other governors
- 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
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

71. 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**.

Independent Schools Inspectorate

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For more information, please visit isi.net