

# Moor Park High School and Sixth Form

Address: Moor Park Avenue, PR1 6DT

Unique reference number (URN): 119773

## Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ●
Needs attention	● ● ●
Urgent improvement	

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders have prioritised improving pupils' behaviour and attendance. All staff play a vital part in upholding leaders' expectations and making the school a welcoming and safe place. Leaders have established rigorous systems to track and monitor trends in pupils' attendance and behaviour. Swift and effective action is taken when barriers arise. This has been highly impactful.

Pupils' attendance is high and continues to improve. In addition, the proportion of pupils who are persistently absent from school is well below the national average. This is also the case for pupils who are disadvantaged or pupils with special educational needs and/or disabilities. Pupils enjoy school. They want to attend.

Classrooms are havens of calm where pupils are eager and ready to learn. Students in the sixth form are particularly positive role models for younger pupils. Leaders have established an environment characterised by respect where pupils know that bullying or harassment will not be tolerated.

Any pupils who struggle to manage their own behaviour benefit from thoughtful support to develop their self-esteem and manage their emotions. Over time, these pupils become peer mentors, using their experiences to help others to make better choices.

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## Expected standard ●

### Inclusion

Expected standard ●

Pupils, including the above-average proportion of pupils who are disadvantaged and those who have special educational needs and/or disabilities, feel a clear sense of belonging to this nurturing school community. This reflects leaders' determination to place inclusion at the forefront of their work. Pupils are understood as individuals and this helps them to feel valued.

Leaders have appropriate systems in place to identify and assess any additional needs that pupils may have. This information, together with input from external professionals, informs the support that pupils receive. Recently, leaders have focused their work on reducing barriers to disadvantaged pupils' attendance. Leaders have used pupil premium funding well to help them to do this. Their work to use this funding effectively in order to increase pupils' attainment is at an earlier stage. Some variability remains in the quality of the support for those pupils who need additional help to access the curriculum.

Leaders make thoughtful use of alternative provision, for example to help pupils to re-engage with their education. Leaders maintain very close oversight of the effectiveness of this provision to ensure that it meets pupils' needs well.

## Personal development and wellbeing

Expected standard 

Leaders have established a culture which promotes diversity and difference. Pupils understand the importance of being tolerant of others and this is reflected in how they interact with their peers. The harmonious atmosphere in the school reflects leaders' work to promote cooperation and understanding.

Leaders have taken thoughtful actions to ensure that pupils, including the large proportion who are disadvantaged, engage in activities that enable them to explore new interests. For instance, as part of the curriculum, pupils learn kickboxing and table tennis. Similarly, leaders reduce any barriers to pupils participating in additional enrichment opportunities. For example, all pupils visit the theatre and all pupils have the chance to learn a musical instrument. Many pupils value these opportunities to nurture new talents and interests.

Leaders provide a suitable curriculum for personal, social, health and economic education. Pupils are taught how to keep themselves safe, both online and in the local area. They learn about healthy relationships and the fundamental British values. Pupils' learning about democracy is brought to life when they participate in mock elections. In the main, pupils develop an age-appropriate understanding of this important information, in readiness for life in modern Britain.

Leaders ensure that pupils are well informed about the education, employment and training opportunities that are available to them when they leave school. Pupils are inspired by visits from former pupils, who talk about their own experiences of higher education and the world of work. This encourages pupils to see themselves in a wide range of careers and professions. Leaders carefully identify more vulnerable pupils and provide additional guidance when needed. As a result, most pupils, and students in the sixth form, successfully progress to further education, employment or training when they leave school.

## Post 16 provision

Expected standard 

Leaders provide suitable study programmes for the small number of Year 13 students who attend the school's sixth form. These are carefully tailored to students' individual needs. Teachers know students and their starting points well. Learning activities are carefully designed, taking account of what students already know. Teachers are quick to uncover and address any gaps in students' knowledge. Typically, students learn well. This is broadly reflected in their achievement in national examinations.

Students embrace the enrichment opportunities that leaders provide. These include peer mentoring and a range of trips. Students are encouraged to take the lead in fundraising activities, from selecting a charity to organising events and managing finances. These experiences enable students to develop a range of skills, such as budgeting, that stand them in good stead for their lives beyond school.

Students receive comprehensive information about the possibilities that are available in education, employment or training when they leave school. This is coupled with work place

experiences that are carefully tailored to students' needs and aspirations. Students are well equipped to make informed and ambitious decisions regarding their next steps.

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## Needs attention

### Achievement

Needs attention 

Over time, pupils' attainment in national tests at the end of key stage 4 has been low. Although pupils' progress from their starting points is closer to the national average, including for disadvantaged pupils, there is not a trend of improvement over time in most subjects. Most pupils successfully secure places in education, employment or training when they leave school. However, many pupils, including some high prior-attaining pupils, do not achieve as well as they should.

Pupils currently in the school make uneven progress through the curriculum. Inconsistencies in the quality of teaching mean that some pupils do not learn as well as they should.

Leaders ensure that pupils with gaps in their reading, writing or number knowledge receive suitable support. This is working particularly well for those who struggle with reading and mathematical knowledge. Leaders' work to support pupils to develop their handwriting is at an earlier stage.

### Curriculum and teaching

Needs attention 

Leaders have ensured that the curriculum is appropriately ambitious and well organised in each subject. However, teaching is not of a consistently high quality. Leaders have identified this but their actions to develop teachers' expertise have not had sufficient impact, particularly in key stages 3 and 4.

Teachers have sound knowledge of the subjects that they teach. They use this well to explain new concepts to pupils. Teachers routinely check whether pupils know and understand important information. However, some teachers do not use the information from these checks appropriately to inform their teaching. Too often, pupils develop gaps in their knowledge that are not swiftly addressed.

Typically, teachers design suitable learning activities. These usually incorporate strategies that help vulnerable pupils to access their learning. However, when pupils need additional support, at times teachers do not provide this effectively. In addition, at key stage 3, some teachers do not provide sufficient opportunities for pupils to apply and deepen their knowledge. This prevents pupils, including some high prior-attaining pupils, from achieving as highly as they could.

Leaders have appropriate processes to identify any gaps in pupils' reading, writing or number knowledge. In the main, these pupils benefit from suitable support to address these gaps.

Very recently, there have been some changes in the school's senior leadership. Leaders understand what needs to improve. They are beginning to strengthen their systems for monitoring and evaluating the quality of teaching to ensure that their actions are informed by accurate information. Leaders also have plans to use the professional learning programme more effectively to ensure that teaching is consistently high quality. However, these changes are in the very early stages. It is too soon to see the impact of leaders' work.

Currently, the quality of the school's provision is variable. In some areas, leaders have taken clear action to improve. In particular, they have prioritised increasing pupils' attendance and improving their behaviour. This has been successful. However, many pupils do not learn or achieve as well as they should. They are hindered by inconsistencies in the quality of teaching, which have not been addressed sufficiently well.

Leaders at all levels want the best for pupils, particularly those who are disadvantaged, have special educational needs and/or disabilities or who have other barriers to their learning. Leaders and governors are rightly proud of the pastoral care and inclusive nature of the school. Nevertheless, they have been slow to address pupils' underperformance in national tests. Systems for checking the effectiveness of the curriculum and teaching are not thorough enough. As a result, governors and leaders have been too positive when evaluating the quality of education that the school provides.

Staff are proud to work at the school. They appreciate the consideration that leaders give to ensuring that their workload is manageable.

## What it's like to be a pupil at this school

An atmosphere of mutual respect fills this school. Pupils get along well with each other. They feel able to be themselves, secure in the knowledge that bullying is rare and swiftly resolved. Pupils take great pride in behaving in accordance with the 'Moor Park Way'. They are extremely quick to do the right thing and rarely need reminding to follow the school's well-established routines.

Pupils are well known and well cared for by staff. This includes the school's higher-than-average proportion of disadvantaged pupils. Typically, leaders take effective action to reduce any barriers to learning that these pupils may have. This is particularly evident in the highly positive way in which disadvantaged pupils engage with school and learning. The school's nurturing ethos helps all pupils to feel at ease. The majority of pupils attend school regularly. They are happy to be here.

Most pupils enjoy their learning. They make reasonable progress from their starting points. However, weaknesses in the quality of teaching mean that, in a range of subjects, they do not learn as well as they should. This is reflected in pupils' attainment in national examinations at the end of key stage 4. Students in the sixth form do better. In lessons, staff check what students know more consistently. This means they have a better understanding of what they know and what they can do. In the main, students in the sixth form achieve well.

Pupils relish the wide range of opportunities that are available beyond the classroom. For example, some pupils recently performed in the school's 'winter showcase' and others completed expeditions for the Duke of Edinburgh's Award. Older pupils, and students in the sixth form, take on leadership roles which enable them to contribute positively to the school community. These experiences help to develop pupils' confidence and resilience.

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## Next steps

- Leaders should ensure that highly effective teaching is embedded across the school so that all groups of pupils, including those with special educational needs and/or disabilities and high prior-attaining pupils, learn and achieve well.
  - Leaders should ensure that teachers use assessment information effectively in order to address any gaps in pupils' knowledge.
  - Leaders, including governors, should continue the work that has just begun to strengthen their systems for evaluating the implementation and impact of the curriculum, so that they can more accurately and precisely identify areas for development and drive improvement.
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## About this inspection

The chair of the board of governors in this school is Daniel Pattinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the designated safeguarding lead, during the inspection. Inspectors also spoke with a representative of the local authority and a group of governors, including the chair.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of six alternative provisions, including five that are unregistered.

The current headteacher has been in post since January 2026.

The school's post-16 provision is due to close at the end of the 2025/2026 academic year. Currently, the sixth form only caters for a small number of Year 13 students.

Headteacher: Uzma Ishtiaq

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### Lead inspector:

Sally Rix, His Majesty's Inspector

### Team inspectors:

Stephen Cox, Ofsted Inspector

Derek Yarwood, Ofsted Inspector

David Marchant, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

## School and pupil context

## Total pupils

**603**

Well below average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

## School capacity

**636**

Well below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

## Pupils eligible for free school meals (FSM)

**46.79%**

Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

## Pupils with an education, health and care (EHC) plan

**3.98%**

Close to average

### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

## Pupils with special educational needs (SEN) support

**10.78%**

Close to average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

## Location deprivation

**Well above average**

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	30.6%	45.2%	Below
2023/24	35.2%	45.9%	Below
2022/23	33.9%	45.3%	Below

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	39.2	45.9	Below
2023/24	38.9	45.9	Below
2022/23	39.8	46.3	Below

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.19	-0.03	Close to average
2022/23	-0.28	-0.03	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	22.2%	25.6%	Close to average
2023/24	25.0%	25.8%	Close to average
2022/23	17.3%	25.2%	Close to average

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	34.0	34.9	Close to average
2023/24	32.2	34.6	Close to average
2022/23	29.1	35.0	Below

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.83	-0.57	Close to average
2022/23	-1.03	-0.57	Below

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	22.2%	52.8%	-30.6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	25.0%	53.1%	-28.1 pp
2022/23	17.3%	52.4%	-35.1 pp

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	34.0	50.3	-16.3
2023/24	32.2	50.0	-17.8
2022/23	29.1	50.3	-21.2

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.83	0.16	-0.99
2022/23	-1.03	0.17	-1.19

### Destinations after 16

#### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	82%	91%	Below
2022 leavers	90%	93%	Average
2021 leavers	93%	94%	Average

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	18.33	34.38	Below
2022/23	24.82	34.16	Below

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	-1.0	0.0	Below

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 terms)</b>	7.4%	8.1%	Close to average
<b>2023/24</b>	9.8%	8.9%	Close to average
<b>2022/23</b>	9.6%	9.0%	Close to average

### **Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 terms)</b>	15.8%	21.9%	Below
<b>2023/24</b>	25.3%	25.6%	Close to average
<b>2022/23</b>	23.6%	26.5%	Close to average

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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