



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report**

**Belmont Grosvenor School**

**September 2022**

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### School's Details

<b>School</b>	Belmont Grosvenor School			
<b>DfE number</b>	815/6017			
<b>Early Years registration number</b>	EY340593			
<b>Registered charity number</b>	962198			
<b>Address</b>	Belmont Grosvenor school Swarcliffe Birtswith Harrogate HG3 2JG			
<b>Telephone number</b>	01423 771029			
<b>Email address</b>	admin@belmontgrosvenor.co.uk			
<b>Headmaster</b>	Mr Nathan Sadler			
<b>Chair of governors</b>	Mr Gordon Milne			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	126			
	<b>EYFS</b>	63	<b>Juniors</b>	63
<b>Inspection dates</b>	14 to 15 September 2022			

## **1. Background Information**

### **About the school**

- 1.1 Belmont Grosvenor school is an independent co-educational day school located in the village of Birstwith on the outskirts of Harrogate in North Yorkshire. The school was opened as a result of the amalgamation of two preparatory schools, and the main building dates from 1850. The Magic Tree Nursery, which is part of the school's Early Years Foundation Stage (EYFS), is based in a converted stable block attached to the main building and is open all year round. The school is run as a charitable trust and is managed by a board of governors. The current headmaster was appointed in September 2022.

### **What the school seeks to do**

- 1.2 The school's vision is to nurture and challenge children to make outstanding progress in all that they try, building strong foundations to thrive in an ever-changing world. It aims to ensure happiness and well-being are at the heart of all it does. The school intends to develop pupils as effective communicators, critical thinkers and proficient decision makers. It seeks to encourage pupils to creatively explore life, to develop self confidence in decision making and to make a positive contribution to society.

### **About the pupils**

- 1.3 The majority of pupils come from families with a range of professional and business backgrounds, mostly living within a ten-mile radius of the school. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), of whom 16 receive additional specialist help for a range of learning difficulties. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for five pupils, whose needs are supported by classroom teachers. The school modifies the curriculum for pupils it identifies as the most able in the school's population.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. The quality and standards of the Early Years Foundation Stage

#### Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 Highly qualified leaders use their experience and understanding of child development to ensure that the EYFS curriculum is carefully planned to achieve the best possible outcomes for all children, including those with SEND and additional needs.
- 3.3 Staff demonstrate a deep knowledge of how children of this age learn and develop. All children under the age of three make at least good and often rapid progress from their starting points and are well prepared for the next stage in their education.
- 3.4 Children's personal and emotional development is clearly well supported, and the children consistently demonstrate that they feel safe, secure and happy, willing to engage not only with familiar staff but also with visitors. Staff have an excellent understanding of safeguarding and welfare requirements, and they fulfil their responsibility for protecting children diligently.
- 3.5 Leaders and managers demonstrate strong commitment to continuous improvement through detailed cohesive self-evaluation and a clear vision for future developments. This ensures that all children receive the best possible support and care.

#### Quality of education

- 3.6 The quality of education is outstanding.
- 3.7 The well balanced and coherently planned curriculum provides excellent opportunities for children to develop their communication and language, physical skills and personal, social and emotional development. Regular monitoring of the curriculum and the evaluation of the activities provided ensure that learning intentions are met for each child. Detailed planning shows that next steps form the basis of the planning for individual children's learning and interests.
- 3.8 Staff have consistently high expectations of what each child can achieve. They have an excellent understanding of how babies and young children learn and develop. The natural environment of the setting provides an abundance of outdoor opportunities for children to explore, discover, and be curious. This was observed in the outdoor area when staff skilfully challenged children's problem-solving skills on how they could mix and stir apples in a pan to make a pie. The children proceeded to find a twig to stir the 'ingredients'. However, there are more limited opportunities for children to explore natural materials and use familiar real everyday objects in their play when indoors.
- 3.9 Staff readily engage with children during routine activities and take every opportunity to support and extend their language and social skills. Children consistently hear and repeat words and phrases modelled to them and successfully increase their vocabulary. They readily initiate interactions with each other and staff. They can respond to questions and make their requests clear. Older children have inquiring minds and ask questions for such as '*Where do melons come from?*' after being served with them at snack time. Children join in enthusiastically with action songs and rhymes, promoted by enthusiastic and highly skilled staff during a music and movement session.
- 3.10 Regular assessments, recorded on the child's electronic learning journal and tracked against the expected levels of development for their age, ensure that each child's progress is carefully monitored, and their needs are met effectively. These are shared on the online system with parents who are able to contribute to this by sharing with the setting their child's significant experiences and achievements at home.
- 3.11 Staff readily use praise and encouragement, and this helpful feedback enables children to gain the skills they need to learn. The stimulating experiences that the children receive provide them with a



solid foundation on which their future learning can be built. All children from the earliest age, are well prepared for the next stage in their education

### **Behaviour and attitudes**

- 3.12 Behaviour and attitudes are outstanding.
- 3.13 Children show great enjoyment in their learning, and they make excellent use of the available resources in the rooms that allow them to explore and make choices. The youngest children show great fascination and intrigue as they experiment with glue, using spreaders and their hands.
- 3.14 The calm and purposeful atmosphere is highly conducive to the development of children's focus and concentration. Children maintain focus on activities for appropriate periods of time. Staff encourage children to be creative and inventive in their play so that they can develop their own ideas and choose ways to do things. For example, children transferring pasta using a spoon discovered that if they transferred it by pouring, it worked better and quicker. They went on to repeat this action several times.
- 3.15 Children follow their own ideas and make links in their learning. This was evident when a child was observed wetting a sponge in the water tray to clean the chalk board and during tidy up time when a child independently collected a brush and swept the floor.
- 3.16 Children are taught to be kind and considerate and the high-quality support provided by staff encourages their excellent behaviour. The setting has a highly effective partnership with parents which successfully promotes children's attendance. Effective procedures are in place to investigate unexpected absences.

### **Personal development**

- 3.17 The personal development of children is outstanding.
- 3.18 Extremely effective care practices support children's emotional security and the development of their character. The exceptional relationships that children have with the adults around them are built on strong, secure attachments. Each key person's excellent knowledge of their children's unique needs ensure they know how to respond effectively. Children waking from sleep were observed being comforted by their key person, who ensured that they felt emotionally safe and secure. Children are encouraged to make positive relationships and manage their own feelings. They happily engage with a visitor, showing how secure they feel. Parents are informed of their child's daily routines through daily diaries accessed on the online system and by verbal feedback.
- 3.19 Children are encouraged by staff to take risks and do adventurous things with confidence. For example, older children balance on planks and boulders in the outdoor area, while younger children travel across wooden stepping blocks and negotiate the uneven surfaces in the sensory garden. Robust attitudes by staff within the setting support children to develop a confident approach to risk and challenge.
- 3.20 Staff help children to lead a healthy lifestyle from the very beginning of their time at the setting. They are provided with high-quality cooked food, fresh drinking water and fruit. Children have regular access to the outdoor learning area and to the wider school grounds for exercise, allowing them to be physically active and to develop their gross motor skills. Hygiene practices, which are followed by everyone, ensure that the personal needs of the children are met appropriately. Staff encourage children to understand the need for, and importance of, handwashing before eating and support those unable to do it independently.
- 3.21 All staff give a high priority to safeguarding. They are aware of their responsibilities and ensure that they meet the EYFS statutory requirements for safeguarding, welfare and learning and development.

- 3.22 Children are well prepared for life in modern Britain. Staff help them to share and take turns, to make decisions and to respect and care about others. The setting celebrates festivals and events from British and other cultures and British values are fundamental to daily life. All children included in all experiences and their individual needs are catered for and supported.

### **Leadership and management**

- 3.23 Leadership and management are good.
- 3.24 The leadership team give strong direction which enthuses the staff, who are keen to offer the highest levels of care and teaching. They realise this through shared values, policy and practice. Leaders consistently monitor the standards of care and regularly scrutinise the curriculum to ensure that high standards are maintained. They have high expectations of what children aged under three can achieve and support all children to achieve the best outcomes.
- 3.25 The well-qualified staff are well supported by leaders and managers. Their performance is monitored carefully through annual appraisal, supported by an effective system of individual meetings which enable staff to discuss issues, including their own well-being and development. Professional development is strong with appropriate training provided. Leaders identify training needs through evaluation and supervision meetings. This results in a positive impact on the care and outcomes for the children.
- 3.26 The setting has strong links with parents. In interviews, parents reported that they feel very well informed about the progress their child is making. They value opportunities to contribute to their child's learning by sharing interests and achievements from home on their child's online learning journal. Responses to the pre-inspection questionnaire reveal that parents have an extremely positive view of the setting.
- 3.27 Leaders and managers know the children very well and respond quickly to their needs, including those with SEND and additional needs. The setting accesses additional specialist help when required. Thorough systems are in place to ensure that every child's needs are met.
- 3.28 Governors oversight and input to the management of the EYFS is at present limited. Although the setting is highly successful in terms of its educational delivery and promotion of strong outcomes, there is currently limited interaction with and oversight of the registered EYFS provision from the governing body.
- 3.29 High priority is given by the staff to safeguarding and the implementation of all health and safety policies to ensure that children are kept safe. They fully comply with statutory duties for example under the Equality act. 2010 and other duties in relation to the Prevent strategy and safer recruitment.

### **Compliance with statutory requirements**

- 3.30 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendations for further improvement**

The school is advised to make the following improvements to its provision for children in the early years.

- Enhance the provision of natural resources and familiar real everyday objects for use in children's play.
- Ensure that governors provide an effective vision and oversight to ensure the continuing quality of care and education of children in EYFS.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Tony Halliwell	Reporting inspector
Mrs Valorie Holloway	Co-ordinating Inspector for early years (Former head of nursery and kindergarten, IAPS school )
Mr Stuart Williamson	Compliance team inspector (Compliance advisor, HMC school)