

School inspection report

10 to 12 June 2025

Belmont Grosvenor School

Swarcliffe Hall

Birstwith

Harrogate

HG3 2JG

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 undertake appropriate self-evaluation processes and implement initiatives to develop both the curriculum and the standard of teaching and learning at the school. Leaders assess risk effectively, share appropriate information with parents and prospective parents, and respond appropriately to any complaints raised by parents.
2. However, leaders do not ensure that all the Standards are met. This is because not all the necessary safeguarding checks are undertaken on new employees before they start working at the school.
3. Leaders do not ensure that all recruitment practices adhere to statutory guidance. A number of staff have started work without two references having been taken up. Although all references are verified, this important action is not consistently recorded. Not all overseas checks are verified to ensure that the documents provided are appropriate. As a result, the safeguarding of pupils at the school is not wholly effective because the relevant guidance has not been followed in its entirety.
4. Governors monitor the work of leaders through reports and meetings and by visiting the school. However, governors do not maintain effective oversight of recruitment processes and the single central record of appointments (SCR). They do not check that these processes are conducted in line with statutory safeguarding guidance.
5. Leaders ensure that pupils, including children in the early years, experience an effective curriculum which develops their skills and knowledge over time. They make good progress and achieve well by the end of their time at the school, securing places at a range of selective secondary schools.
6. Many lessons are appropriately planned to meet the needs of pupils effectively. Teachers engage pupils in the subject matter and ensure that pupils can build on their prior learning from their various starting points. However, some lessons are less effective because teachers do not consider pupils' individual needs, and activities are not well matched to pupils' levels of prior attainment or stage of development.
7. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND) are provided with appropriate support so that they can make good progress. This includes providing additional training for teaching assistants as well as engaging external, expert practitioners to work with individual pupils in order to meet their needs effectively.
8. Pupils behave well at school. They are polite, well-mannered and considerate with one another and with adults. They understand the school rules. Older pupils are effective role models for younger pupils. Children in the early years learn to collaborate and share. Children are encouraged to develop their independence.
9. Pupils are suitably cared for if they are injured or unwell whilst at school. However, not all incidents are recorded or communicated to parents in line with the school's policy. Medicines are stored at school in a locked container but there have been times when this has been left open and unattended. This was rectified during the course of the inspection.
10. Leaders ensure that pupils experience a suitable transition process as they prepare for the next academic year so that they progress with confidence through the school. The oldest pupils are

confident as they get ready for the challenges of secondary education because they have been appropriately prepared by their teachers.

11. Safeguarding leaders appropriately monitor pupils whose wellbeing may be at risk. They keep detailed records and liaise effectively with external agencies. Pupils' access to the internet is suitably monitored and filtered in line with safeguarding guidance.

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 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:

- suitable references to confirm a candidate's suitability to work with children are always taken up before starting work, and that when references are verified, this is appropriately recorded
- leaders verify overseas police checks to ensure that they contain the necessary safeguarding information.

Recommended next steps

The proprietor and leaders should:

- ensure that more regular, systematic checking of recruitment processes and the SCR takes place so that any errors or omissions can be noted and rectified in a timely manner
- ensure that all teachers plan and teach lessons effectively so that the needs of all pupils in the classroom are consistently met
- ensure first aid incidents are appropriately logged and that parents are informed as necessary
- ensure that stored medication is always secured when unattended.

Section 1: Leadership and management, and governance

12. Leaders engage in self-evaluation and deliver the school's aims. Leaders monitor the effectiveness of the curriculum and make adjustments where they feel this is necessary, for example in order to increase the frequency with which science is taught. They have initiated a process of review and training to further develop the quality of teaching at the school, but this is yet to be consistently embedded.
13. Leaders do not demonstrate all the knowledge and understanding required to ensure that their responsibilities to meet the Standards are fulfilled. This is because not all recruitment checks on new employees are completed consistently in line with the guidance.
14. Risks are effectively assessed and mitigated, for example in relation to safe segregation of pedestrian and vehicle movements around the school site. Activities such as outdoor learning are assessed both strategically and in day-to-day operation, as are external trips and visits away from the school site. Leaders ensure that teachers understand how to assess risk in and out of the classroom, for example by removing potential trip hazards indoors and encouraging pupils to rehydrate in hot weather.
15. Governors contribute to strategic planning and monitor the effectiveness of leaders by scrutinising reports and providing professional challenge in meetings. Governors visit the school and observe lessons in order to both talk and listen to pupils, in order to better understand pupils' experience of the school. Governors undertake reviews of policies and procedures to ensure that they are accurate, comply with legislation and guidance, and are being implemented effectively at the school.
16. Governors and leaders with responsibility for safeguarding meet regularly to ensure that the governing body is able to suitably monitor the effectiveness of safeguarding provision and are kept aware of any ongoing trends or issues. However, governors do not check recruitment processes and the SCR in a systematic manner. They are therefore unaware of errors or omissions which arise from checks not being carried out in accordance with the guidance.
17. Leaders provide information to parents and prospective parents through the website and through regular direct communications. Parents receive appropriate reports detailing the progress their children are making. Leaders ensure that the necessary information, including the use of funds, is shared with the local authority regarding any pupils with education, health and care (EHC) plans.
18. Leaders ensure that staff working with children in the early years have appropriate supervision meetings to support their professional practice and development. Leaders foster useful links with external agencies and support services, for example by liaising effectively with the United States Air Force to support families of service personnel who have children at the school.
19. Leaders understand their duties under the Equality Act 2010. An appropriate accessibility plan is in place to promote improved access to the curriculum and school buildings for those pupils who have SEND. This plan is updated periodically to consider the ongoing needs of pupils.
20. Leaders respond effectively to complaints in a timely manner and keep appropriate records of how these complaints have been dealt with.

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

21. Standards are not met consistently with regard to leaders having the knowledge and skills necessary to ensure that recruitment checks are consistently completed in line with the guidance.
22. As a result, Standards relating to governance, leadership and management are not met.
- 23. 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

24. Leaders provide a curriculum that effectively balances core learning in developing language and numeracy skills with a broad range of subjects encompassing scientific, aesthetic and creative disciplines. These subjects are explored in appropriate depth for the ages of the pupils. Leaders ensure that the curriculum promotes fundamental British values.
25. Pupils experience an enriching outdoor curriculum which develops their practical skills and encourages them to apply their understanding of different subjects. Younger pupils also experience many of their curriculum lessons outside. For example, in art they experiment with shapes and designs in the style of Mondrian using items found in nature, which enriches and extends pupils' understanding of the subjects they are learning.
26. Leaders ensure that a suitable assessment framework is in place to monitor the progress and attainment of pupils. This information is used to identify where challenge, support or a potential assessment of learning needs might be appropriate to meet the needs of individual pupils. Teachers in the early years make effective use of assessment to track pupils' development against the early learning goals.
27. Pupils make good progress overall and achieve well at the end of their time at the school. Older pupils are suitably prepared for the assessment processes for secondary schools with competitive entry procedures and some pupils win scholarships to their chosen senior school.
28. Staff in the early years use carefully planned activities that help children to develop and learn effectively. Children develop early mathematics skills and understanding through counting activities. They learn the sounds that letters make effectively. They develop their ability to use writing equipment so that by the end of the year, they can write their own name and spell words with increasing confidence. Staff monitor what the children know and can do and put support in place for those who need extra help. Staff model questions and language well to support children with their communication skills, for example in an activity that explores modes of transport.
29. Many lessons are well planned to meet the needs of all pupils in the class. This results in pupils being engaged in their learning, enjoying work which challenges them and making good progress from their various starting points. Pupils understand why teachers do not always give them answers but rather encourage them to solve problems for themselves.
30. However, in other lessons, teaching is not planned effectively. Tasks are not well matched to pupils' prior attainment, and, as a result, their progress is not as consistent in these lessons. In some lessons, tasks are not well matched to the pupils' stage of development. Consequently, some pupils are not appropriately engaged in their learning.
31. Pupils who have SEND make good progress because they are thoughtfully supported in their lessons, often through teaching assistants who have been provided with additional training in order to provide effective, tailored input. Pupils receive additional support from specialist teachers as well as external experts and therapists who visit the school to help them.
32. Many pupils participate in a wide range of extra-curricular activities encompassing sports such as yoga and dance, music ensembles, creative groups such as knitting and art, and cerebral endeavours such as coding and chess. Pupils develop and extend their skills and embrace the school's ethos of

‘having a go’ at new activities, which has a positive impact on their wellbeing and self-esteem. Pupils also enjoy periods of recreation to play informal sporting games or engage in creative or adventurous activities outdoors.

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

33. All the relevant Standards are met.

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

34. Leaders have developed a physical education (PE) curriculum which gives pupils experience in a range of sporting disciplines. Pupils are also taught swimming as a discrete subject. Pupils develop their fitness and skills, for example in displaying their gymnastics ability and demonstrating endurance in their swimming. Pupils take part in matches against other schools, including festivals and mixed games, as well as events such as triathlons. Pupils learn how their physical wellbeing can have a positive impact on their emotional wellbeing.
35. Pupils are taught an appropriate curriculum of personal, social, health and economic (PSHE) education which covers the required areas of learning. For example, pupils learn how all people should be treated equally. Pupils develop their understanding further through the wider curriculum. Younger pupils, for example, explore aspects of health and personal care in English as they plan instructions for how to look after a dragon. Pupils also learn about how to look after their own mental health, and a small number of staff are trained as emotional literacy support assistants (ELSA) to provide further, effective guidance and support.
36. The PSHE curriculum also includes teaching about relationships and sex education (RSE) which is in line with statutory guidance. Leaders engage with parents as to the content of this curriculum. For example, parents are informed when sensitive topics are being taught so that they can discuss their children's learning at home.
37. Pupils behave well around school and understand the school rules of being 'ready, respectful and safe'. Teachers articulate these rules in varied learning contexts so that pupils understand what they mean in different situations. Pupils are respectful and tolerant of one another and play amicably with their peers from across the year groups. Relationships between teachers and pupils are positive and founded on mutual respect. Teachers know the pupils well and support them with kindness and understanding.
38. As a result of the school's ethos and a clear understanding of the school rules, pupils demonstrate maturity and positive manners, with older pupils acting as appropriate role models for younger pupils. The school's anti-bullying policy and procedures are effective, and leaders manage any incidents appropriately, dealing swiftly with any unkindness that occurs.
39. Children in the early years learn to co-operate and collaborate, taking turns and sharing, for example whilst playing with construction toys or building a marble run together. They develop their motor skills by pouring sand into bottles and sticking small beads onto paper with glue to create self-portraits. They enjoy scooping up pasta shapes with construction vehicles or picking up small objects to count in mathematics. Adults encourage children to develop independence, for example by putting on their own shoes.
40. Pupils are appropriately supervised by adults during the course of the day, for example through the suitable deployment of staff at breaktimes, together with clear rules as to where pupils can play so that staff can keep them safe.
41. Pupils' details are appropriately stored on the school's admission register and pupils' attendance is accurately recorded, with any unexplained absence swiftly followed up. The school fulfils the

requirements of statutory guidance to encourage high levels of attendance, for example by making clear to parents that the taking of holidays during term time is not allowed. The school appropriately informs the local authority of any pupils who leave or join the school at non-standard times.

42. The school's premises are suitably maintained and any defects are remediated through a rolling programme of works. The swimming pool is monitored and tested frequently for water safety, and the systems are appropriately maintained by an external contractor. The necessary checks of electrical safety are carried out. A suitable fire risk assessment is completed on a regular basis, and equipment is maintained and tested in line with regulations. This includes ensuring that fire exits are adequately signed and that fire escapes are in good condition. External companies monitor and maintain play equipment and trees around the school site.
43. Staff are trained in first aid, and there is always at least one adult trained in paediatric first aid with the early years class. First aid is delivered promptly and effectively to pupils. There is an area where pupils can rest and receive care in the short term if they are unwell or injured. However, parents are not always informed when their child has an injury to the head, however minor, as the school's policy directs. On occasion the record made of an incident is insufficiently detailed.
44. Medication is stored securely, although there were short periods of time when it had been left unattended and unlocked. This was rectified whilst inspectors were on-site.

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

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

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

46. Pupils learn about different cultures, religions and ways of life in their PSHE and religious education (RE) lessons, as well as in the wider curriculum. Through this learning they develop an appreciation of how people live their lives differently around the world and how all lives are of equal value and importance. This is enhanced by pupils' learning about fundamental British values such as individual liberty, as well as aspects of British society such as legal systems and processes, elections and democracy. Teachers ensure that any discussion of political matters is conducted fairly and free of any bias, presenting a balance of views.
47. Pupils are elected by their peers to join the school council, which meets periodically to consider improvements to the school suggested by pupils, and younger pupils vote on which story to read. Through these activities pupils develop an understanding of what it means to be an active member of a community.
48. Children in the early years role-play with money when playing shops and pupils developing their counting skills learn to use coins of various denominations. Older pupils learn about personal finance, mortgages and other aspects of economic education to prepare them for their future lives. They are taught about the societal pressures that can encourage adults to live beyond their means. Pupils are also introduced to various different forms of work, and the pathways towards them. In science lessons, pupils learn about different professions, for example medicine, scientific research and zoology. In this way, teachers give pupils an effective education in life skills which will support their future adult lives.
49. In the early years, staff devise appropriate activities to promote children's personal, physical and emotional development. The curriculum provides children with a range of activities and exercises including swimming, drama and dance to develop their creative and physical skills. Teachers utilise every opportunity to establish routines to ensure that the children know how to listen, take turns and show kindness to each other.
50. Pupils are made aware of those whose lived experience is very different from their own, including those who benefit from charitable fund-raising efforts at the school. Representatives of a local foodbank explain how donations are used. Leaders develop links with the local community, for example, to play sport together.
51. Older pupils apply for positions of responsibility, supporting teachers in tidying up at lunch, leading the saying of grace, and taking on the role of house captains and announcing the awarding of house points in assembly. Pupils take part in activities such as the eco-group, which encourages recycling and conserving electricity. Pupils are also encouraged to lead their own initiatives. For example, a group of pupils has established a club where they read to children from Reception in the library at breaktime. As a result, pupils who give their time in this manner learn in a practical way how to contribute to society, and in doing so they grow their self-confidence and self-esteem.
52. Pupils are effectively prepared for their transition to their next class at the school. They demonstrate that they are comfortable and confident with their new teachers as they eagerly await the fresh challenges of their next school year. Pupils in their final year are suitably supported in preparation for their transition to secondary school.

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

53. All the relevant Standards are met.

Safeguarding

54. Leaders have an appropriate safeguarding policy in place and staff understand and apply safeguarding measures effectively. However, leaders do not ensure that suitable references to indicate candidates' suitability to work with children are always received in line with the guidance contained in Keeping children safe in education (KCSIE). Those references that are received are verified but this action is not consistently recorded. Where overseas checks are required because an employee has worked abroad, these are not always verified to ensure that the documents provided are appropriate to confirm the necessary information. The school has appropriately informed the Department for Education of the election of a new chair of governors so that the necessary checks can be recorded.
55. Staff are suitably trained so that they know to be watchful, looking for signs that a pupil's welfare might be at risk. Staff know to act on any concerns about the behaviour of other adults, including where no harm is evident, but where actions fall short of the professional standards expected. Staff understand that pupils might be at risk of radicalisation and know their responsibilities under the 'Prevent' duty.
56. The designated safeguarding lead and the safeguarding team are appropriately trained and demonstrate the knowledge and skills necessary for their roles. They take prompt action and liaise effectively with external agencies when necessary to support pupils and their families. Leaders meet regularly to review and monitor any ongoing concerns effectively and maintain detailed records.
57. Governors receive training so that they can evaluate the school's safeguarding practices. They review safeguarding reports regularly so that they can monitor any trends and offer support and professional challenge to leaders with responsibility for safeguarding.
58. Pupils are provided with a range of methods by which to share any concerns with adults. Pupils are knowledgeable about using the internet safely because they have been taught about online safety effectively. Leaders supplement this curriculum with assemblies to reinforce pupils' understanding, including talks from visiting police officers.
59. Leaders ensure that appropriate filtering and monitoring software is in place, which allows them to swiftly follow up any behaviour that might cause concern. These systems are tested regularly to ensure that they remain effective.

The extent to which the school meets Standards relating to safeguarding

60. Standards are not met consistently with respect to all necessary recruitment checks being carried out before an employee starts work.
61. As a result, Standards relating to safeguarding are not met.
- 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.

Safeguarding

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

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.

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

The quality of the early years foundation stage in the registered early years provision

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

63. The overall effectiveness of the early years provision is good.
64. Children experience a well-planned curriculum that builds their knowledge and skills. Staff use assessment effectively to identify learning needs and adapt activities to match children's interests, while also supporting all areas of development. Children who have special educational needs and/or disabilities (SEND) are fully included and benefit from tailored approaches and thoughtfully handled transitions from one activity to another. On the whole, information sharing between staff and parents about children's learning is positive.
65. Children demonstrate positive behaviour and engagement across the setting. Staff maintain a calm environment where clear expectations are reinforced consistently. Children show increasing independence in routines, respond appropriately to guidance and co-operate with their peers. Children remain focused, interested and motivated during adult-led and self-chosen tasks. The atmosphere that staff create is respectful and supportive, contributing to children's sense of security and belonging.
66. Children are supported to develop confidence, resilience and self-awareness. Staff encourage children to make choices and express preferences, which promotes their independence. Staff introduce emotional vocabulary and model respectful interactions, which helps children to begin to recognise and understand different emotions.
67. Leaders demonstrate a clear understanding of their statutory responsibilities and implement effective systems for safeguarding, curriculum delivery and staff development. Leaders ensure that information from staff supervisions inform training and ongoing improvements across the provision.
68. Leaders ensure that the setting is maintained securely, and routines such as toileting, handwashing and sleep are managed with care. Risk assessments and daily safety checks completed by staff help them to address potential hazards. Children are supervised attentively, and staff follow procedures that promote welfare and minimise risk.

Quality of education

69. The quality of education is good.
70. Staff ensure that the curriculum is well-sequenced and that planning contains clear developmental goals. Staff implement a range of age-appropriate activities that are engaging, purposeful and responsive to children's emerging interests. Staff assess children's progress regularly and identify next steps that build on what children know and can do.
71. Where children have additional needs, staff work in close partnership with parents and external professionals. Children are supported effectively through a range of successful strategies, including the use of simplified language, peer modelling and emotional literacy activities.

72. Staff have recently completed training in how to promote physical development, which has strengthened provision in this prime area of learning. Staff support children's co-ordination well through climbing, balancing and water play. Children needing targeted physical support are guided by staff through activities such as focused movement games, which help to build their core strength. Staff plan opportunities for babies to practise skills, including crawling and climbing, and older children are helped to develop their fine-motor skills as they learn to use tools and make marks during their play.
73. Staff engage children in songs, stories and conversation, encouraging them to listen, respond and describe what they are doing. This supports their communication and language development well. Children join in with songs such as 'Old MacDonald' or 'Hickory Dickory Dock', matching actions to lyrics, imitating animal sounds and taking turns with enthusiasm. During creative and sensory activities, staff introduce descriptive words and ask open questions. This supports sustained attention and vocabulary growth.
74. Children benefit from wider enrichment experiences, particularly in the pre-Reception phase, including outdoor learning, French and performing arts. These sessions provide variety, promote confidence and help prepare children for the next stage of learning.

Behaviour and attitudes

75. Behaviour and attitudes are good.
76. Staff promote high expectations for behaviour through calm, consistent routines. Children respond well to familiar signals and instructions. For example, when staff ring the bell, children stop what they are doing, listen and join their peers on the carpet. Children follow routines, such as handwashing, preparing for snack time and tidying up, with increasing independence. Staff use visual cues, praise and gentle redirection to support positive behaviour.
77. Children receive sensitive support with their emotions. Staff recognise signs that children are unsettled or tired and respond with reassurance and comfort. Children are supported to identify emotions using stories and colour symbols, helping them understand terms such as 'happy', 'sad' or 'worried'. Routines, such as story time or transitions, are handled with care, helping children feel secure and calm.
78. Positive reinforcement is used effectively. Staff praise sharing, turn-taking and helpful behaviour. Children are encouraged to be kind and considerate. Familiar routines are accompanied by songs, which support participation and reinforce expectations. For instance, when tidying up or sitting on the carpet in a circle, children sing the 'tidy up' or 'make a circle' songs. These practices help children develop confidence and an understanding of expectations.
79. Children engage well in both indoor and outdoor play. They sustain focus on chosen activities and show enjoyment in their learning. For instance, children maintain attention and enthusiasm as they pour water through sieves, roll cars down ramps, carefully navigate balancing or climbing activities and engage in imaginary play. During adult-led activities, children listen attentively and respond positively to staff. They move safely around the environment and show co-operation when playing with peers.

Personal development

80. The personal development of children is good.
81. Children form good relationships with familiar adults. Staff get to know children well. They support children to settle through close observation and sensitive interactions. For example, children who are new to the setting are supported with comfort, stories and encouragement to join in, helping them to settle calmly. On the whole, the key-person system works well. However, communication with some families about this is not fully effective, as some parents are unaware who their child's key person is. This means that on occasion, partnership working to support some children's development and wellbeing is less successful.
82. Staff encourage independence and choice throughout the day. Children choose where to play, manage their own belongings and make simple decisions. For example, they remove their own socks for sensory play, choose plate colours at snack time and decide which stories or songs to sing. Interactions between staff and children are nurturing and respectful. For instance, staff seek permission before supporting with personal care, promoting dignity and respect.
83. Mealtimes are sociable and well managed. Staff are aware of dietary needs and work closely with families to provide appropriate meals. Children are encouraged to feed themselves and they use cutlery confidently. The routine is calm and supports children to eat with confidence while being appropriately supervised.
84. Children learn about difference and respect. Staff help children to talk about their own identities and children begin to understand that others may have different backgrounds, interests and needs. Staff support children to recognise that they may look, speak or live differently from their friends and that this is both normal and something to be valued.

Leadership and management

85. Leadership and management are good.
86. Leaders have a clear overview of the curriculum, staffing and routines. They maintain high ratios and deploy staff effectively to meet children's needs. Observations and supervisions are used to identify staff strengths and areas for development. For example, recent training priorities have included a focus on outdoor learning and support for children who have SEND.
87. Recruitment and induction procedures are thorough. All staff complete safeguarding and first aid training. New staff receive a structured induction covering health and safety, curriculum expectations and care practices, and are assigned a mentor to support them in their role. Ongoing professional development ensures all statutory training is up to date.
88. Staff wellbeing is valued. Leaders maintain an open-door culture and ensure supervisions address wellbeing and workload. Staff contribute to decision-making about room organisation and planning. Leaders carefully manage staff workload by ensuring that cover is in place for times when staff need to write reports or undertake planning and preparation.
89. Leaders, including governors, maintain oversight of the registered setting provision. For example, leaders track children's progress, review safeguarding patterns and ensure that documentation is

maintained. Governors review aspects of the provision through internal meetings with staff, such as reviewing safeguarding with the designated safeguarding lead.

Safeguarding

90. Safeguarding is effective.

91. Safeguarding arrangements are effective. Staff know how to recognise signs of harm and act on concerns appropriately. Concerns are recorded promptly and reviewed in weekly meetings. Where necessary, issues are referred to the appropriate agencies. Leaders ensure safeguarding policies reflect the procedures of the Local Safeguarding Partners, including clear guidance on the steps to take if concerns arise about the conduct of a member of staff. All staff receive safeguarding training that includes how to recognise and respond to inappropriate behaviour or conduct from colleagues.

92. The setting is secure and well maintained. Entry systems are controlled, and collection procedures are clear. Staff understand and follow the setting's clear policy on the use of mobile phones, cameras and other electronic devices. Personal devices are stored securely, and only designated equipment is used for documentation, in line with online school policy.

Recommended next steps

The proprietor/leaders should:

- strengthen communication with parents, ensuring that all parents are familiar with their child's key person, to enable more effective information sharing to support each child's learning, development and wellbeing.

The extent to which the school meets the requirements of the early years foundation stage

93. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Belmont Grosvenor School
Department for Education number	815/6017
Registered early years number	EY340593
Registered charity number	962198
Address	Belmont Grosvenor School Swarcliffe Hall Birstwith Harrogate HG3 2JG
Phone number	01423 771029
Email address	admin@belmontgrosvenor.co.uk
Website	www.belmontgrosvenor.co.uk
Proprietor	Belmont-Birklands School Trust Ltd
Chair	Mrs Charlie Brooksbank
Headteacher	Mrs Sian de Gracia
Age range	3 months to 11 years
Number of pupils	141
Number of children in the early years registered setting	61
Date of previous inspection	14 to 15 September 2022

Information about the school

94. 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 is owned by a charitable trust overseen by a board of governors. Since the last inspection, a new headteacher was appointed in September 2024 and a new chair of governors was elected in September 2023.
95. There are eight children in the early years comprising one Reception class. There is also a separate early years setting which is registered with Ofsted for children under five years of age.
96. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
97. The school has identified no pupils for whom English is an additional language (EAL) at the school.
98. The school states its aims are 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 wellbeing 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 and to make a positive contribution to society.

Inspection details

Inspection dates

10 to 12 June 2025

99. A team of three inspectors visited the school for two and a half days.

100. 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

101. 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