



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

GHYLL ROYD SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Ghyll Royd School

Full Name of School	Ghyll Royd School
DfE Number	380/6017
EYFS Number	EY306499
Registered Charity Number	1070235
Address	Ghyll Royd School Greystone Manor Ilkley Road Burley-in-Wharfdale Ilkley West Yorkshire LS29 7HW United Kingdom
Telephone Number	01943 865575
Email Address	information@ghyllroydschool.co.uk
Head	Mr David Martin
Chair of Governors	Mr Adrian Mole
Age Range	2 to 11
Total Number of Pupils	104
Gender of Pupils	Mixed (69 boys; 35 girls)
Numbers by Age	0-2 (EYFS): 8 5-11: 60 3-5 (EYFS): 36
Number of Day Pupils	Total: 104
Head of EYFS Setting	Mrs Jane Snowden
EYFS Gender	Mixed
Inspection Dates	10 Feb 2015 to 13 Feb 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. This is the first ISI inspection.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and one other, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Beryl Fawcett

Mr Christopher Emmott

Miss Lucy Sumner

Reporting Inspector

Team Inspector (Head, ISA and IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ghyll Royd School and Pre-School is a small non-selective preparatory school for girls and boys from 2 to 11 years of age. Established in 1889, the school moved in 2000 into its current premises, a renovated manor house with extensive grounds on the outskirts of Ilkley. Originally the school admitted only boys but since January 2010 it has been co-educational. At the time of the inspection there were 104 pupils on roll. Provision for the Early Years Foundation Stage (EYFS) is for children from two to four years of age within the Pre-School and a Reception class for four to five-year-olds. Forty-four children were in the EYFS stage (30 boys, 14 girls) and 60 (36 boys, 24 girls) were in Years 1 to 6.
- 1.2 The school aims to develop pupils' individual talents, build their self-esteem and encourage their leadership skills. It seeks to offer a wide ranging curriculum and a broad extra-curriculum, giving every child the opportunity to broaden their knowledge and develop new skills and interests. The school aims to create a happy and supportive learning environment and to ensure that the contribution made by every child is recognised and valued. The school is a charitable trust that works with a governing body.
- 1.3 Since a previous Ofsted inspection, the Nursery for under two-year-olds was closed in May 2013. In September 2014 an acting head was appointed. The Reception class has been relocated onto the ground floor so that pupils can access outdoor learning more readily and a medical room has been established.
- 1.4 As judged by available performance data and observation of lessons and pupils' work, the ability profile of pupils in the main school is above average. The school identifies three pupils as having special needs and/or disabilities (SEND). One pupil has a statement of special educational needs. No pupils have English as an additional language.
- 1.5 The pupils come from predominantly white British families who represent a variety of occupational backgrounds and live within a 20-mile radius of the school.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and attainment is good. Based on a good curriculum and excellent extra-curricular provision, pupils demonstrate good levels of achievement in all areas of their work and are highly motivated and conscientious learners from the EYFS onwards. They speak confidently and with consideration, listen attentively and read with fluency and intonation. Their written work reflects appropriate levels of spelling, punctuation and grammar. Children of all abilities, including those with SEND and the more able, write creatively and with purpose. Pupils have good mathematical ability. Pupils' capabilities in information and communication technology (ICT) are constrained by resources and timetable allocation. Pupils sustain a good rate of progress when compared with those of similar ability. The pupils' attitudes to their academic studies are exemplary. They can articulate their targets and self-assess their performance with a maturity and confidence that reflects their developing independence.
- 2.2 Throughout the school, the personal development of each pupil is excellent and reflects the values and expectations expressed in the school's aims. Pupils' confidence, self-esteem and sense of justice are demonstrated in their thoughtful responses during assemblies and the way they relate to each other both in and out of the classroom. Pupils are able to articulate the school's charitable goals and convey a genuine appreciation of community values, as opposed to the simple pursuit of material gains. Pupils have excellent opportunities for spiritual, moral, social and cultural development. They acquire a broad general knowledge of, and respect for, traditional British values, develop a strong sense of right and wrong and accept responsibility for their own behaviour.
- 2.3 Leadership and management at all levels are good and are effective in the development of policies and the implementation of safeguarding. Strongly supported by the governing body, the school offers clear educational direction that is reflected in the quality of pupils' achievements and the high quality of their personal development. The new leadership team has enabled the school to continue as a secure institution in which pupils are well taught and very well cared for. The need for curriculum development has been identified appropriately and effective first steps have been taken to ascertain ways forward. The school is effective in recruiting, developing and supporting highly motivated members of staff who contribute strongly to the quality of the pupils' experience and are suitably trained in safeguarding and welfare, health and safety. Links with parents are very strong. The good partnerships that exist in the EYFS enable effective relationships to develop with parents, which are maintained as pupils progress through the school. The responses to the parents' questionnaires were overwhelmingly positive and show that parents are highly supportive of the school.

2.(b) Action points**(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Define clearer leadership roles and develop effective monitoring systems to improve oversight and management of all aspects of the school's provision.
2. Implement rigorous systems of appraisal and continuous professional development.
3. Provide essential training to develop the effective use of ICT in teaching and learning.
4. Ensure that the good systems, policies and procedures used in the pre-school are extended across the EYFS, so that provision is uniform for all children.
5. In the EYFS, include a greater variety of outings and visitors to the school as part of the curriculum to enhance opportunities for children to learn and to experience the wider world.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 In accordance with the school's clearly communicated aims, pupils demonstrate good levels of achievement in all areas of their work and present themselves as highly motivated and conscientious learners. They speak confidently and with consideration, listen attentively and read with fluency and intonation. Their written work reflects appropriate levels of spelling, punctuation and grammar. Children of all abilities, including those identified and supported by the SEND co-ordinator (SENCO), write creatively and with purpose. The school's commitment to a challenging curriculum is evident in the pupils' good mathematical abilities and problem-solving strategies. There is a strong emphasis on applying skills to real life, scenarios such as using scale to interpret Ordnance Survey maps or investing their pocket money in a purchase at the class book shop and scrutinising their change. Enjoyment is at the heart of classroom practice and older pupils demonstrated their accrued knowledge on a circuit of mathematical problems, designed to challenge all abilities to the full and build on the strong working relationships that were evidenced throughout the group. Pupils' ICT capabilities are not as strong as levels of attainment observed in other areas and are constrained by resources and timetable allocation.
- 3.3 Gifted and talented children are further developed through individual support and carefully planned lessons that prepare work to meet the needs of pupils with different abilities. There is a consistent recognition of the pupils' individual achievements, which is reflected in the number of academic and sporting scholarships acquired. Individual and team performances at both local and national level are amongst the school's numerous successes. Pupils speak with genuine pride about representing their school and share in the success of their peers with equal enthusiasm.
- 3.4 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but it is judged to be good. Evidence of classroom observations, and the detailed scrutiny of pupils' work, confirm this evaluation of the pupils' attainment with some notable examples of individual excellence. Pupils sustain a good rate of progress when compared with those of similar, above average, ability. On leaving the school, a good proportion of pupils proceed to selective independent or high achieving maintained schools.
- 3.5 The pupils' attitudes to their academic studies are exemplary. They can articulate their targets and self-assess their performance with a maturity and confidence that reflects their developing independence. They are similarly enthusiastic and committed to their extra-curricular activities, which command a high level of participation and appreciation from both pupils and parents. Parents shared their pride in the way the children support each other throughout all school activities, further praising the older children for the way in which they nurture the younger pupils and serve as valued role models. Pupils expressed a wish to experience more ICT opportunities within school, including more hands-on experiences.

3.(b) The contribution of curricular and extra-curricular provision

- 3.6 The contribution of curricular and extra-curricular provision is good.

- 3.7 The curriculum is effective in its coverage of the requisite areas of learning, including personal, social, health and citizenship education (PSHCE), which features as timetabled lessons within the curriculum and reflects the school's aim and ethos and encourages respect for other people. It is suitable for all ages, abilities and needs, including pupils with SEND and the more able. All of the provisions set out within the statement of special educational need are fully adhered to and all steps are taken to ensure a fully inclusive educational experience is provided. The school seeks to provide a challenging curriculum and, with this in mind, English and mathematics have been audited recently and this has provided the impetus for further curriculum development linked to the quality of teaching. The innovative, self-directed approach of the Learning Challenge has been adopted. It is quickly becoming embedded across the whole school and broadens the range of topics that are offered through a cross-curricular approach incorporating science, history, geography and art.
- 3.8 The curriculum covers a good range of creative, aesthetic and sporting activity, with specialist teaching in art, French, music and physical education (PE). Life skills are well developed through activities such as first aid, cooking, woodwork, a drugs alcohol workshop, e-safety and external speakers. The natural school environment and its extensive grounds constitute an integral part of the learning environment.
- 3.9 The school meets its aim to provide a broad extra-curricular programme for children of all ages to develop new interests and hobbies. The pupils benefit from a carefully considered and balanced, extra-curricular programme which complements the curriculum with an excellent range of activities that is extensive for a school of this size. In addition to regular clubs, it includes a wide and interesting range of sporting activities that are strongly appreciated by the pupils. A local school's sports partnership enables all pupils in Years 3 to 6 to take part competitively in a range of sports ranging from netball to football, basketball and swimming throughout the year and a local harriers club organises monthly cross-country races for maintained and independent schools in which all children from Reception to Year 6 are encouraged to take part.
- 3.10 Pupils are allocated to three houses and represent their house in regular assemblies, a wide variety of events and competitions, including the house music festival, sports' day, the swimming gala and a general knowledge quiz. The allocation of house buddies allows age groups to mix effortlessly and support each other.
- 3.11 The school has a wide range of links with the community that contribute strongly to pupils' growth and development. These include links with local schools that allow access to a variety of events in the community, involvement in the local carnival and carol concert and the local speech and drama festival. Links with a revival centre in Uganda have been well developed through regularly planned assemblies when the local parish priest reports to the children on progress at the centre. All children in Years 3 to 6 have been allocated a pupil at the school in the revival centre. They have written to them this year and speak of this with interest.
- 3.12 A suitable range of educational visits and trips extend pupils' knowledge and understanding and have included a village survey by pupils in Years 1 and 2.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is good.

- 3.14 The most effective teaching is planned thoroughly and in accordance with the agreed curriculum programme. An emphasis is firmly placed on promoting confident and independent learners who have inquisitive minds and high standards of behaviour. The explicit communication of each pupil's targets, together with their consistent reference during lessons, has provided focus and motivation for every child. Pupils can confidently self-assess their performance against personal targets and articulate their next steps towards raising attainment. There are, however, some inconsistencies: in a small amount of less effective teaching observed, progress was slower, due to the pupils' passive role and subsequent reduced engagement in the learning objective.
- 3.15 The re-appraisal of teaching methods has served to produce more innovation within the classroom environment. In a younger class, a pupil's birthday was used as the basis for preparing celebratory treats for the class, while exploring aspects of planning, calculation, sequencing and design, together with a much appreciated sharing and tasting plenary. Such an example of excellent teaching reflects the school's commitment to raising standards, together with effective curriculum development with an agreed focus on numeracy and literacy. In mathematics, teachers and pupils were observed using their 'working wall' as an additional teaching and learning tool. Children were able to explain the significance of the wall and often referred to it during collaboration with their peers and class teacher. The recent introduction of a comprehensive marking and feedback policy is having a significant impact upon the quality of the pupils' well-marked books in all classes within the school.
- 3.16 Teachers demonstrate good subject knowledge throughout the curriculum and are making extensive use of their comprehensive assessment data. The school has an established combination of tracking tools that facilitate analysis of progress and summative judgements based on standardised measures. Class teachers, in partnership with the SENCO, monitor children with specific learning needs closely. Individual education plans are prepared, where appropriate, and reviewed at regular intervals. The school works in partnership with outside agencies, both to inform and support its own staff and to make sure that every child receives their full entitlement. Thus pupils with SEND, and those who are more able, are suitably provided for within the timetable and make good progress that reflects the school's detailed understanding of individual needs. Pupils and cohorts are tracked against national programmes of study and teachers review their class data at appropriate intervals and specifically at the termly pupils' progress meetings.
- 3.17 The use of ICT in the classroom is limited across both key stages and the teaching staff lack training and co-ordination. Interactive whiteboards are available in most classrooms but there were few examples where ICT was fully integrated into the teaching and learning experience.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Throughout the whole school, the personal development of each pupil is excellent and reflects the values and expectations expressed in the school's aims. Pupils' confidence, self-esteem and sense of justice are demonstrated in their thoughtful responses during assemblies and the way they relate to each other both in and out of the classroom. Pupils are able to articulate the school's charitable goals and convey a genuine appreciation of community values, as opposed to the simple pursuit of material gains.
- 4.3 Assemblies are child focused, celebrate success and encourage performance and responsibility. Pupils have excellent opportunities for spiritual reflection. During a recent assembly, pupils reflected upon the true value of a loving relationship within the context of the traditional Valentine's Day preparations. The youngest pupils were observed meditating during a lesson on Buddhism, which subsequently helped them to relax and regain focus after a busy activity.
- 4.4 Through the school's PHSCE programme and within their wider experience, the children develop a strong sense of right and wrong. As they progress through the school, pupils acquire a broad general knowledge of, and respect for, the British values of the rule of law and democracy and public institutions and services in England. Pupils were able to articulate the importance of charity work and how it raises their appreciation of the many things they take for granted, such as their health and the care they receive from their friends and family. They have a genuine understanding of the need to protect their environment and are working towards their silver accreditation Eco Award.
- 4.5 The social development of the children is excellent. They have exemplary manners and are consistently courteous in their dealings with each other and adults. They accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in the school and beyond. Friendships exist across the age ranges and when they come together for games, which include pupils from Year 3 through to Year 6, they integrate and adapt comfortably, supporting each other and respecting their differences. Parents spoke of the support their children have for each other and how keen they are to celebrate the successes of their peers. The youngest children look up to the older ones and value the kindness and care they display. Older pupils spoke confidently of how they resolve disputes and the appropriate use of adult intervention if required. Pupils communicate effectively and are able to empathise with their peers to enable strong and lasting friendships.
- 4.6 The need for tolerance and harmony between different cultural traditions is well understood. Throughout the school, pupils develop a good understanding and respect for Western cultural traditions and their own and other cultures. Older pupils were able to express their appreciation of their own culture and how history had impacted on their present lives. They speak confidently about Christian values, their appreciation of other faiths and the need for building lasting friendships. They recounted the sacrifices of those who lost their lives in the two World Wars and the need to try to become effective peacemakers. The oldest pupils spoke of their recent visit to a local mosque in a very mature manner about the misrepresentation

of Muslims through extremism and how everyone needs to play their part in building a peaceful world.

- 4.7 The preparations the pupils receive in readiness for their transfer to secondary school and the high quality of their personal development leave them suitably equipped to be valued members of their new school communities.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In line with the school's aims, class teachers provide excellent support and guidance for the children in their care. They know their pupils well and have good strategies to encourage them to do their best, whether in lessons or extra-curricular activities and in turn the pupils openly acknowledge the support and care they receive. Relationships between staff and pupils and amongst the pupils themselves are excellent and promote the strong sense of community within which pupils feel safe.
- 4.10 Pupils are encouraged to develop healthy eating habits and are helped in this by the high quality of school meals which all say they enjoy. They have many opportunities for regular exercise in the extensive school grounds and extra-curricular activities which include sport and cross-country running.
- 4.11 The school actively promotes good behaviour and pupils speak confidently about their school in which they feel safe and where bullying and harassment are not tolerated. Pupils with SEND or who are gifted and talented receive careful support so that they are included and can participate appropriately in all that their class undertakes. The school actively seeks the views of its pupils through the school council. The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The school's aim to provide a stimulating and safe work and play environment is achieved. A meticulous approach has seen considerable review of the safeguarding and child protection policy to meet new requirements and staff are appropriately trained in child protection. The single central register of appointments is thoroughly maintained. The school buildings and site are regularly monitored and all precautions taken against fire and other hazards.
- 4.14 Effective arrangements to ensure health and safety include medical and first aid policies that are well written and careful provision is made for pupils who are ill or injured or who have SEND. Regular health and safety and safeguarding updates are provided to staff and governors via meetings and bulletins.
- 4.15 The admission and attendance registers are correctly maintained and are properly stored for the required time.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governors provide effective oversight, including of the EYFS, in line with the school's aims and fully discharge their responsibilities for education, finance, accommodation, staff and resources. A relatively new governing body has provided clear oversight, based on an understanding of what has been required to establish a stable and viable school. Thus the recent activity of the governors has centred round strong, effective discharge of financial and management responsibilities. In realisation of the need for a new focus, educational expertise has been introduced into the governing body to strengthen their responsibilities for education and standards, and now offers clear oversight for safeguarding and is set to provide oversight for a wider educational remit.
- 5.3 Governors who live close to the school have good insight into its working, three of whom are frequently in the school and in a position to monitor the day-to-day running of the school. They keep their colleagues well informed and provide the head with support and offer stimulus for growth.
- 5.4 Statutory requirements are well understood and the governors discharge their responsibilities with thoroughness, including a significant recent review of safeguarding and child protection and an annual review of safeguarding, which is considered and endorsed by the governing body as a whole.

5.(b) Leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents and others, is good.
- 5.6 Leadership and management at all levels are effective, in line with the school's aims, and the discharge of its responsibilities, particularly the development of good policies and the implementation of safeguarding, is diligent. Clear educational direction is reflected in the effectiveness of the pupils' education and the high quality of their personal development, both of which are particularly well managed by all the teaching staff. The senior leadership is well respected and trusted by staff, pupils and parents and has enabled the school to continue as a secure institution in which pupils are well taught. In a very short time since its appointment in September 2014, and in close collaboration with the governors, the senior leadership team has paid clear attention to regulatory requirements and shown commitment to ensuring compliance, including through effective self-evaluation. The senior leadership team undertakes the analysis of the key stage data and set whole-school targets in line with the school's baseline assessments.
- 5.7 The need for curriculum development has been identified appropriately and effective first steps have been taken to ascertain ways forward, through a commissioned review of the provision of mathematics and English which has influenced the embryonic school development plan.

- 5.8 Nevertheless, further developments are inhibited by limitations in the current arrangements for the organisation and management of the school. Both the senior leaders have a teaching commitment which makes considerable demands on their time and does not support the demands of running a school. Most lines of responsibility lead to the head and at present there is little devolution of roles and responsibilities to share the load and establish systems to carry work forward, monitor performance and provide appraisal associated with the promotion of professional development.
- 5.9 The school is effective in recruiting, developing and supporting highly-motivated members of staff, including loyal and hard-working secretarial support staff and committed kitchen staff. They contribute strongly to the quality of the pupils' experience and are suitably trained in safeguarding and welfare, health and safety.
- 5.10 Links with parents are very strong. The good partnerships that exist in the EYFS enable effective relationships to develop with parents, which are maintained as pupils progress through the school. The responses to the parents' questionnaires are overwhelmingly positive and show that parents are highly supportive of the school. They are particularly happy with the standard of behaviour, the range of the curriculum and enrichment activities, and the quality of the care given to the pupils.
- 5.11 Throughout the school, including in the EYFS, relationships with parents are characterised by open and easy communication based on an in-depth knowledge of and genuine care for pupils and their families. Staff are readily available to speak to parents at the start and end of each day or to answer queries via a homework book. A suitable procedure for dealing with parental complaints is in place and any parental concerns are handled with care.
- 5.12 There are many opportunities for parents to be involved in the work and progress of their children. There is a comprehensive programme of social and information giving events. In addition, parents are always welcome at the school to attend assemblies, matches, plays, performances and other special occasions. The thriving Ghyll Royd Parent Teacher Association exists to raise funds for extra resources to enhance the all-round educational experience of pupils. This is achieved through a selection of social events for both parents and children held throughout the school year. Most recently, it has contributed to interactive whiteboards, laptops, tablets and the Phonics Bug and Bug Club online reading scheme and books. Each class has a parent representative which fosters a strong sense of community in the school and contributes to the family atmosphere that pervades.
- 5.13 A comprehensive and informative website, a series of open mornings and a parents' handbook provide all current and prospective parents and pupils with detailed information about the school. Further information is available through weekly newsletters that celebrate the many activities that happen at the school: the termly *Ghyll Royd News*, information evenings and a detailed calendar of events. Parents are kept well informed of their child's progress through interim and full, detailed annual reports, which are available online and are complemented by regular parents' meetings. Reports are clear, concise and include targets for the future.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes good provision in meeting the needs of the range of children who attend. Teaching is consistently good and sometimes outstanding. All children respond well to the staff's high expectations and challenges to become enthusiastic, active and motivated learners who are well prepared for the next stage in their development. Through regular observation, assessment and the accurate identification of individual needs and development, children of all ages and abilities, including those with SEND, make good, often excellent, progress in meeting the expected levels of learning.
- 6.2 Educational programmes are well adapted to allow children of all ages, including the two-year-olds, to pursue their interests. The broad curriculum provides a wide range of experiences, delivered through a good balance of adult-led and child-initiated activities. Across the EYFS, children benefit from being taught PE, music and French by specialist teachers, whilst those in Reception enjoy a weekly swimming lesson. The classrooms are stimulating and well organised, with a good range of accessible, age-appropriate resources. Programmable interactive toys and iPads provide children of all ages with good opportunities to experience and use technology. The curriculum is further enhanced by good outdoor provision and a range of extra-curricular activities for children in Reception. Fewer opportunities exist for outings and visitors into school, to promote the development of the children's understanding of the wider community.
- 6.3 From the start, staff work very closely with parents to help children settle and gather useful information about children's care needs, interests and levels of development. Parents are kept informed of their children's progress through daily contact with staff and, in Pre-School, via an online portfolio. Parents are encouraged to share what children are achieving at home to help inform assessment and planning. They receive regular reports of their children's progress, followed up with parents' meetings. However, reports of children's achievement at the end of the EYFS do not always contain full details of their progress against the Early Learning Goals and characteristics of effective learning.
- 6.4 In interviews and pre-inspection questionnaire responses, parents of EYFS children expressed their strong support for the school. They are pleased with the progress their children are making and appreciate the support given by staff to children and parents.

6.(b) The contribution of the early years provision to children's well-being

- 6.5 The contribution of the EYFS provision to children's well-being is good. Children of all ages, including the very youngest, form appropriate bonds and secure emotional attachments with their key person and other staff members. Children are warmly welcomed by their carers on arrival each day; they separate happily from their parents and eagerly join in activities. Staff place a high priority on helping children develop an understanding of how to keep themselves and those around them safe.

- 6.6 Staff act as good role models, leading by example, so that children are well mannered and considerate to others. Behaviour is managed very well and children demonstrate excellent self-control, with only the odd behaviour lapse. As staff encourage children to take turns, they play cooperatively and understand the need to share.
- 6.7 There is a keen focus on independence and children are encouraged to try to do things for themselves. Children are developing an understanding of how to keep themselves healthy through daily routines, such as washing their hands before eating, and are able to say why it is important. Children are able to say why it is important to run around and get fresh air in order to be healthy. All snacks and food provided are wholesome and nutritious. The family approach to lunchtime and the excellent care of the children promote social interaction and language development.
- 6.8 Smooth transitions take place at each point of transfer. There is a systematic approach to introducing the children to their new teachers and environments, so that children are well prepared and make the moves with confidence. As children move within Pre-School or on to Reception, there is a thorough handover of information and learning and development records. However, systems for transferring similar relevant data and key information from Reception to Year 1 are not so well established and, therefore, planning for the start of Year 1 is not always based on children's individual levels of attainment and needs.

6.(c) The leadership and management of the early years provision

- 6.9 Leadership and management in the early years require improvement. Governance is effective in its support for the EYFS. Leaders and managers have a secure understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the EYFS and maintain a welcoming and safe environment. Effective policies and procedures to keep children safe are understood and well implemented by staff who are appropriately trained. Recruitment processes are robust and ensure that all adults working with children are suitable. All staff are aware of the importance of risk management and conduct regular risk assessments of areas used by the children.
- 6.10 The day-to-day running of the EYFS is ably managed by the phase and Pre-School leaders, who work hard to strengthen links between the provision for the youngest children and those in Reception. They have a good, secure understanding of the learning and development requirements of the EYFS and are continually evaluating their daily practice and the activities they provide. Leaders have a limited oversight of the EYFS setting as a whole, however, as it lacks cohesiveness. Systems, policies and procedures are not always used consistently across the age groups to create a uniform provision for children and coherent information for parents. Systems for recording attainment at the end of the EYFS are not sufficiently robust to ensure that records are complete and that data obtained can be analysed to evaluate the curriculum provision.
- 6.11 A system for performance management is in place and a programme of regular one-to-one supervisions for staff is in the early stages of development. Staff access training regularly and this helps to enhance care practice but is not always fully focused on further improving the quality of teaching and outcomes for children.

- 6.12 Effective partnerships with parents ensure that all children's needs, including those with SEND, are fully met. Through regular consultation with external agencies, appropriate interventions are secured.

6.(d) The overall quality and standards of the early years provision

- 6.13 The overall quality and standards of the early years provision require improvement. Children of all ages and abilities, including those with SEND, make good, and often excellent, progress and achieve well in their learning and personal development relative to their starting points. Those children who do not make good progress are identified and monitored, and receive the necessary support. All children, including the youngest, are very well supported in the achievement of mathematical, communication and language skills. As they make marks and are able to say what they mean, the youngest children are beginning to understand that print carries meaning. Children in Reception use good mathematical language to discuss 'more' or 'less' and carry out simple calculations.
- 6.14 Children display the characteristics of effective learning throughout activities and across the curriculum. They are very enthusiastic and are given a wide range of interesting and stimulating opportunities to play and explore, including sessions with the specialist music teacher which are enjoyed by children of all ages. Children's personal, social and emotional development is very good. They are secure and engage happily in their learning. They enjoy coming to school. Children enjoy being given responsibilities such as returning the register to the office. They are able to make choices. Children of all ages participate willingly in activities, and work and play in harmony.
- 6.15 Children's well-being is effectively promoted as all safeguarding and welfare requirements are met. Systems for evaluating practice and securing continuous development are in their infancy. Since the previous Ofsted inspection, the setting has responded well to the recommendation regarding outdoor provision for Reception.

Compliance with statutory requirements for children under three

- 6.16 In order to meet the requirements of the Childcare Act 2006, those responsible for the regulatory provision must:
- give Year 1 teachers a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning; and
 - share the result of the Profile with parents and carers and explain to them when and how they can discuss the Profile with the teacher who completed it.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.