



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

GHYLL ROYD SCHOOL

FEBRUARY 2018



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SCHOOL'S DETAILS

School	Ghyll Royd School			
DfE number	380/6017			
Registered charity number	1070235			
Address	Ghyll Royd School Greystone Manor Ilkley Road Burley-in-Wharfedale West Yorkshire LS29 7HW			
Telephone number	01943 865575			
Email address	information@ghyllroydschool.co.uk			
Headteacher	Mr David Martin			
Chair of governors	Mr Phil Stephenson			
Age range	2 to 11			
Number of pupils on roll	110			
	Boys	69	Girls	41
	EYFS	35	5-11	75
Inspection dates	7 to 8 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Ghyll Royd School is a small non-selective independent day school for girls and boys aged from 2 to 11 years.
- 1.2 Established in 1889, the school moved to its current premises in 2000. Since January 2010, the school has been co-educational. The school is a charitable trust that is administered by a board of governors.
- 1.3 A new chair of governors has been appointed since the previous inspection. Other changes include a new school management structure, with the appointment of a deputy head, new phase leaders and a bursar. The school has invested in new information technology, including laptops, tablet computers and interactive whiteboards. The Reception and pre-school classrooms have been co-located to create an EYFS base. There are classroom bases for pupils aged 5 to 11.

What the school seeks to do

- 1.4 The school seeks to provide exceptional education in a nurturing and stimulating environment, where every child is valued, encouraged and challenged to succeed. The school promotes six core values known as the 'six Cs': care and courtesy, consideration and cooperation, creativity and challenge.

About the pupils

- 1.5 Pupils come from predominately white British families, from a range of professional backgrounds, mostly within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate the ability profile of the school is above or well above average. The school has identified ten pupils as having special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia and other conditions. One pupil is identified as having English as an additional language and no pupils have an education, health and care plan.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 in the relevant section of the report 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 full regulations 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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school measures attainment using national curriculum tests. In the years 2016 to 2017, the results were well above the national average for maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils in most areas; good behaviour is promoted; bullying is prevented so far as reasonably practicable; most health and safety requirements are met and 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.
- 2.8 The school does not pay sufficient regard to current statutory guidance, specifically Keeping Children Safe in Education 2016. In particular, it has not made barred list checks, sought suitable references or checked for prohibition from teaching or from management consistently prior to appointment of staff or proprietors. It has not ensured that fire risk assessments are carried out regularly or that these assessments, together with the fire prevention policy, are reviewed regularly, nor that all actions from its last risk assessment in 2012 have been fully implemented.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 8-11 and 13-16], 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. The standards relating to safeguarding [paragraph 7(a) and 7(b)] and parts of the standards relating to fire safety [paragraph 12] are not met.**

Action point 1

- **the school must ensure that all required checks for new staff and proprietors are made prior to appointment, including barred list checks and prohibition from teaching and management checks, and that suitable references are obtained and checked prior to appointment [paragraph 7(a) and 7(b)].**

Action point 2

- the school must ensure that it implements all outstanding actions from its last fire risk assessment, that it produces an up-to-date fire risk assessment which it reviews regularly and that it reviews regularly its fire risk (prevention) policy [paragraph 12].

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

- 2.10 The school does not make all appropriate checks prior to appointment to ensure the suitability of staff and proprietors, specifically Disclosure and Barring Service (DBS) checks. The single central register does not include all required information relating to staff and proprietors.
- 2.11 The school does not employ supply staff.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 to 21 are not all met.**

Action point 3

- the school must ensure that appropriate DBS checks to ensure the suitability of staff are carried out prior to or as soon as practicable after a person beginning to work in the school [paragraph 18(2)(d)] and that appropriate DBS checks are carried out to ensure the suitability of proprietors [paragraph 20(5)(b)(i)].

Action point 4

- the school must ensure that DBS checks and barred list checks are recorded appropriately in the single central register [paragraph 21(3)(a)(ii) and 21(3)(a)(v)].

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] are met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management actively promote the well-being of the pupils.

2.20 The proprietor does not ensure that persons with leadership and management responsibilities demonstrate the skills and knowledge to fulfil their responsibilities to ensure that all of the independent school standards are met.

2.21 The standard relating to leadership and management of the school in paragraph 34(1)(c) is met but those in paragraphs 34(1)(a) and 34(b) are not met.

Action point 5

- **the proprietor must ensure that persons with leadership and management responsibilities at the school develop the skills and knowledge they need to enable them to fulfil their responsibilities effectively so that the Independent School Standards are met consistently [paragraph 34(1)(a) and 34(1)(b)].**

3. INSPECTION EVIDENCE

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

Inspectors

Mr Keith Morrow

Reporting inspector

Mrs Samantha Gibbons

Compliance team inspector (Deputy head, IAPS school)