

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### **Giggleswick Junior School**

The senior school was inspected at the same time and a separate report published.

Full Name of the School	<b>Giggleswick Junior School</b>
DCSF Number	<b>815/6011</b>
Registered Charity Number	<b>1109826</b>
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Headmaster	<b>Mr Mark Brotherton</b>
Chair of Governors	<b>Mr Martin O'Connell</b>
Age Range (of the whole school)	<b>3 to 11</b>
Gender	<b>Mixed</b>
Inspection Dates	<b>16<sup>th</sup> to 19<sup>th</sup> November 2009</b>
Head of Early Years Setting	<b>Miss Julie Middleton</b>
Early Years Age Range	<b>3 to 5</b>
Early Years Gender	<b>Mixed</b>
Early Years Foundation Stage Inspection Dates	<b>16<sup>th</sup> to 17<sup>th</sup> November 2009</b>

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Giggleswick Junior School was opened in September 2007. It educates boys and girls from age three to age eleven. The school was founded after the closure of Catteral Hall Preparatory School (Year 3 to Year 8) and Mill House School (Nursery to Year 2). The headmaster was appointed in April 2007 to oversee the re-structuring and opening of the new school. The junior school is housed in a new purpose-built building, with a dedicated Early Years' Unit for 3 to 5 year olds. In addition to this the school has a separate art room, library, science laboratory, music centre, sports pavilion, theatre and production facilities and extensive playing fields, all within Giggleswick School.
- 1.2 The school aims to work with parents and children to enrich the life of each pupil and to provide the best possible education for all, meeting individual needs and encouraging children spiritually, emotionally and socially to lead healthy, safe and fulfilled lives. It seeks to do this by 'providing a co-educational environment that nurtures outward looking, confident young people, a stimulating boarding community that offers many opportunities to boarders and non-boarders alike, inspiring learning and personal development inside and outside the classroom, personalised education with tailored support to enable maximum individual achievement and encouragement to explore the many avenues open to each boy or girl.'
- 1.3 At the time of the inspection, seventy-four pupils attended the school, of whom forty-six were boys and twenty-eight girls. Twenty-two children aged three to five were in the Early Years Foundation Stage (EYFS), nine were in Years 1 and 2; and forty-three were in Years 3 to 6. The boarding community operates seven days a week in term time. Six boys board every night and a small number of pupils board on a regular flexi-boarding basis.
- 1.4 Pupils come from a variety of backgrounds, with the majority of parents from business and professional backgrounds. Most day pupils live within a twenty mile radius of the school, though some travel considerably further; boarders range from the very local to those from much further afield. Parents have high expectations; most aspire to their children going on to Giggleswick School, but others consider entry to local selective independent day schools.
- 1.5 Pupils enter in all age groups and at all stages of the year. The school is non-selective, offering education to children of a broad ability range, subject only to the headmaster's agreement that the school is able to cater for the child's educational, physical and emotional needs. Data from a variety of standardised tests shows that the school's ability profile is above the national average overall, but with a wide range of ability.
- 1.6 Six pupils have been identified as having learning difficulties and/or disabilities (LDD) and they all receive specialist support. No pupil has a statement of special educational need (SEN). Almost all pupils are white British. The school has no pupils for whom English is not their principal language (EAL).
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.
- 1.8 See Section 7 for the report on the Early Years Foundation Stage.

## 2. THE QUALITY OF EDUCATION

### The Educational Experience Provided

- 2.1 The educational experience provided, including that in the Early Years Foundation Stage (EYFS), is outstanding. The school meets its key aims of providing an environment that nurtures outward looking, confident pupils within a stimulating environment which inspires learning and personal development.
- 2.2 The school offers a broad curriculum, enhanced by the addition of French from nursery, drama as a discrete subject throughout the school and home economics from Year 6. These subjects are greatly enjoyed by the pupils and, together with the language and programme of culture, add to their cultural awareness and creative development. Pupils' education as a whole contributes effectively to their linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development. Their art work is of a high quality and enhances the school's public areas and classrooms. A detailed register is kept of those pupils requiring learning support, as well as those pupils who are gifted and talented. This provides a good resource for all staff. The learning support department oversees the provision for pupils experiencing difficulty and all teachers record both pupils' names and the support strategies recommended for them on short-term planning. These learning support measures are implemented well in lessons. In the older year groups, pupils are either withdrawn for specialist help, or supported within the classroom by their subject teachers. This additional help is well-targeted.
- 2.3 As pupils move through the school, they are able to take on positions of responsibility and speak with great pride of these roles. They volunteer to be librarians, are school council members, elected to this body by their peers, and represent the junior school on the environment committee. At the beginning of each term a Head of School is appointed for the term and his or her duties include showing prospective parents around the school, reading out citizenship awards in assembly and representing the school at functions within the Giggleswick community.
- 2.4 Within the curriculum, emphasis is placed on the acquisition of effective literacy and numeracy skills across all curriculum areas resulting in articulate and competent pupils, able to discuss their work confidently and write fluently about the subjects they study. High quality provision contributes to the development of pupils' musical skills, which they demonstrate on occasions such as concerts and celebratory events. Pupils enjoy excellent opportunities for physical development in games and PE and greatly enjoy the swimming lessons, which they receive from Nursery. They talk enthusiastically about the breadth of opportunities afforded to them and of their teams' success.
- 2.5 An extensive range of extra-curricular activities, from animal club to cookery and tennis is available to both day and boarding pupils and enriches pupils' education. Pupils talked of these with enthusiasm, valuing opportunities to develop skills or enjoy themselves. Pupils work enthusiastically in groups and teams which encourages social development. There is a strong sense of community as one Year 2 pupil said '*It's good working as a team.*'
- 2.6 Pupils are assessed in two ways; in class unit tests, and a standardised test package which generates results according to subject topics and records progress. The well-planned personal, social, health and citizenship (PSHCE) programme reflects the school's aims of inspiring learning and personal development both inside and outside the classroom. It is delivered throughout the school, partly in discrete lessons and partly in assemblies. It affords pupils the opportunity to investigate topics ranging from those of a personal nature, such as healthy eating and road safety, to those of global significance such as how pollution affects

the environment. Pupils are encouraged to question and to offer their opinions; for instance, a group of Year 1 and Year 2 pupils considered whether sweets should actually be called 'food', and during anti-bullying week a group of Year 6 pupils talked calmly and sensitively about the best way to discuss how to handle cyber-bullying. Pupils are given many opportunities to speak freely and commented on the literal and emotional meaning of David Livingstone wishing his heart to be buried in Africa.

- 2.7 Due attention is given to the transfer of pupils from one section of the school to the next; staff work particularly closely together to ensure a smooth transition from EYFS to Year 1, and from Year 6 to Year 7 so that pupils feel confident and look forward to the challenge of the senior school.
- 2.8 A detailed register is kept of those pupils requiring learning support, as well as those pupils who are gifted and talented. This provides a good resource for all staff. The learning support department oversees the provision for pupils experiencing difficulty and all teachers record both pupils' names and the support strategies recommended for them in short-term planning. These learning support measures are implemented well in lessons. In the older year groups, pupils are either withdrawn for specialist help, or supported within the classroom by their subject teachers. This additional help is well-targeted.
- 2.9 The school meets the regulatory requirements for the curriculum [Standard 1].

### **Pupils' Learning and Achievements**

- 2.10 The quality of learning and achievement is outstanding. This fulfils the school's aims to enrich the life of every pupil and to provide the best possible education for all. Pupils are encouraged to achieve their potential within an environment in which they are happy and secure.
- 2.11 Throughout the school, pupils receive an outstanding grounding in knowledge, skills and understanding which they learn to apply in all subjects. They show high levels of creative and critical thinking, and are articulate and confident speakers. Literacy standards are good and pupils receive constructive advice as to how to improve. They write in a variety of genres and also write imaginatively. They are confident mathematicians and most proficient in their use of information and communications technology (ICT).
- 2.12 Different subjects and curriculum areas reveal no significant difference in relative attainment between groups of pupils. By the end of the EYFS, all pupils are achieving or exceeding the Early Learning Goals. They make rapid progress, and achievement for all abilities is outstanding. Pupils co-operate exceedingly well throughout the school. They work enthusiastically in pairs and in groups, both in the classroom and in practical work around the grounds. Many examples of this were seen; in Year 6 art pupils worked in groups to design aboriginal sculptures on the theme of earth, sea and fire. Pupils in Years 1 and 2 worked in groups discussing food and healthy eating. During strings practice and full orchestra, pupils showed excellent musicianship and worked together well.
- 2.13 The pupils achieve high standards in a wide range of activities outside the classroom. The strings group played *The Minuet* by Lully with great professionalism. Well over two-thirds of the pupils have been successful in external music competitions, many achieving merits or distinctions. Two boys have been selected for the national children's orchestra. Recent productions such as *The Wind in the Willows* gave the opportunity to every child in Year 1 to Year 6 to participate. The competitive sports programme is extensive with numerous matches and competitions for boys and girls of almost every age group. Pupils are enthusiastic and feel proud that they have so many opportunities of representing the school.

- 2.14 Pupils' skills in note-taking, study and organisation are exceptionally well developed throughout the school, as was seen in Year 5 work on the rain forest, which included detailed art work, creative and factual writing, photographs and 3D models. The presentation of work is exemplary.
- 2.15 From an early age, pupils settle to their lessons and apply themselves really well. They show genuine interest in their studies, persevere and remain sharply focused. They enjoy their work and gain real satisfaction from it. During a games session two teams, randomly chosen and of mixed age and ability, were pitched against one other to see who could score the highest number of home runs for their team in a game of Danish longball.
- 2.16 Pupils' enthusiasm was evident throughout the inspection.

### **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.17 Pupils' spiritual, moral, social and cultural development is outstanding, from EYFS onwards. Pupils, parents and staff all contribute to the ethos of the school and its Christian values.
- 2.18 Pupils have a highly-developed spiritual awareness, which is shown in the appreciation of the natural beauty of their environment, their outstanding artistic and creative displays, and their participation in a variety of musical events and cultural experiences, in which they are strongly encouraged. Assemblies provide the opportunity for pupils and staff to come together. This time is used to reinforce the school's spiritual and social awareness through a short time of collective worship, the shared celebration of various sporting results, the celebration of achievement of pupils during the past week and the issuing of daily reminders. Pupils experience a sense of wonder in many ways, for instance from the space and beauty around them, and from the sense of adventure and discovery in their learning experiences. They also develop self-confidence and take pride in their achievements through musical and dramatic performances.
- 2.19 The pupils' moral development is outstanding; pupils have a strong moral code, which is upheld by staff and permeates daily life. They develop their independent thinking and consider world issues, along with an understanding of the needs of other countries. Charity events continue throughout the year and closely involve pupils, parents and staff. Pupils regularly discuss matters of the moment in form time and assemblies encourage them to think about the effect of their actions on other people.
- 2.20 Pupils demonstrate outstanding social awareness as they share facilities and feel that they are all a valued part of a caring school. Older pupils show consideration for younger pupils and the house system enables team spirit to develop. Behaviour within and around the school is of a consistently high standard. A relaxed yet respectful relationship between pupils and staff allows them to share the common goals of a joy of learning and doing their best, whatever the task. Through the PSHCE course, pupils' personal development is enhanced as they learn about public institutions and services, the wider community and how they should respond in difficult situations. These experiences allow them to share the joy of learning and fulfilment.
- 2.21 The level of understanding, tolerance and harmony throughout the school is outstanding. The Christian ethos is evident in the school, alongside studies of other world religions. Pupils have an excellent appreciation of different cultures and this is apparent in art, design technology (DT), music, geography, and through a wide range of planned activities. Years 3 to 6 have a timetabled culture lesson in which they study four languages on a carousel basis, these are Spanish, Urdu, German and Mandarin. Pupils' experiences are further enhanced by

a wide range of extended and day visits and through the opportunity to participate in music and drama competitions.

- 2.22 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

### **The Quality of Teaching (Including Assessment)**

- 2.23 The quality of teaching is outstanding with the majority of lessons taught to the highest standards, meeting the needs of pupils of all abilities well. The outstanding teaching in the EYFS has a significant impact on children's learning and development.
- 2.24 Teachers know their pupils extremely well; they are committed to them and provide them with generous levels of individual help which, in keeping with the school's aims, enable pupils to set high standards in all they undertake. In their replies to the pre-inspection questionnaire, parents strongly agreed that the teaching helped their children to make progress, promoted worthwhile attitudes and values, and achieved high standards of behaviour, so encouraging pupils to achieve very well overall and fulfil their potential.
- 2.25 Teaching at all stages demonstrates considerable subject expertise, knowledge and understanding. Teachers use a variety of methods of questioning to good effect, encouraging pupils to think for themselves. In a Year 5 English lesson pupils creatively ordered pictures to construct a logical story line. Inspirational teaching in a mixed age range music lesson heightened pupils' creative experience and achievement. The enthusiasm in sports teaching is evident in team games and in successful results in numerous fixtures against local schools. Pupils are challenged to perform at a high level by contributing to team performance, while striving to achieve their personal best results as well.
- 2.26 Teaching is carefully and thoroughly planned and academic time is used well. The best lessons have good pace and challenging content, which capture pupils' interest and enjoyment, and successfully foster responsible behaviour. For example, Year 6 pupils were fully engaged in doing mathematics on the interactive whiteboard when shorter activities kept the pace of the lesson brisk, and maximum use was made of the available time. Sequencing clues were clearly displayed in a Year 5 English lesson based on the book *The Invention of Hugo Cabret* allowing pupils to refer to information while completing a practical task.
- 2.27 Teachers know and understand their pupils well. They are assisted by the detailed information available to them on the school network, and through discussion either informally or at staff meetings. This provides useful opportunity for dialogue and shared practice. In most cases teachers use their knowledge effectively to provide work for pupils of different levels of ability. The tasks set for the more able pupils are a mix of outcome base and challenging problems. Short term planning provides well for pupils with LDD or who are gifted and talented.



- 2.28 Standardised testing scores and the analysis of standardised assessment data inform planning in the classroom and underpin improvement in teaching standards. Results in mathematics and English are organised on the school network, along with pupil profiles, and this data is used for reporting to and communicating with parents. Teachers access this information regularly and find that it is a valuable resource for individual target setting. A clear system of target setting in many subjects shows pupils the way forward. Marking is positive for all pupils, and sufficient guidance is given to the pupils of all abilities to encourage them to plan for their own improvement. Teachers make frequent checks in lessons that pupils understand material and are ready to progress further.
- 2.29 A diverse range of standardised test results, mark sheets, continuous class test and assessment records, combined with a thorough reporting system are discussed at school staff meetings where targets are set for pupil attainment. These targets are monitored by the subject specialists who are ultimately responsible for personal achievement and reporting to parents in the various subject areas. Assessment in the EYFS is extremely efficient and is used effectively in planning in the next stages of learning for all children.
- 2.30 The school meets the regulatory requirements for teaching [Standard 1].

### **3. THE QUALITY OF CARE AND RELATIONSHIPS**

#### **The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils**

- 3.1 The quality of pastoral care and the attention given to pupils' welfare, health and safety is outstanding throughout the school, including in the EYFS, in accordance with the school's aims and ethos. The caring and friendly environment is a major strength of the school and means that pupils feel valued. Parents are extremely happy with the care, help and guidance given to their children. The children comment on feeling safe and secure at school, and know that they can turn to adults for help and support. As a matter of course, staff eat with pupils at lunch time in the main school dining room where they have their own designated area.
- 3.2 The quality of relationships between staff and pupils, and amongst pupils, is extremely high. Throughout the school, adults provide very good role models for pupils because they work harmoniously together. Regular meetings to discuss pupils' welfare are held; information about pupils is shared and appropriate help or support is planned, if necessary. The medical care available to pupils is outstanding.
- 3.3 The organisation and structure of the system for pastoral care is outstanding, including the measures which promote very good self discipline and behaviour in all areas of the school's life. Form teachers have special responsibility for the children in their care, the house system extends this further with staff being responsible for each house. Pupils in the older classes care and take responsibility for those who are younger. For example, pupils in Year 6 escort younger classes into assembly. Very effective support and guidance is given to all pupils, from the youngest to the most senior. The system of rewards and sanctions is very clear and benefits the teaching environment.
- 3.4 Pupils are extremely supportive and considerate towards each other both in lessons and at play, within and between age groups. Staff are proud of the pupils. Bullying in any form is not tolerated. Should a concern arise, it is dealt with swiftly, fairly and effectively. Pupils feel secure and confident, and know they can trust their teachers to help them resolve any concerns they may have.
- 3.5 Pupils are encouraged to adopt healthy eating habits and take regular exercise. School meals are nutritious and balanced with a range of choice. Meals are enjoyed by all. Provision for taking healthy exercise within the curriculum through games, swimming and physical exercise sessions is substantial.
- 3.6 The general provision for health and safety of pupils, staff and visitors is very effective and well organised. The school takes its responsibilities very seriously; it gives careful regard to all legal obligations and guidelines and a full range of policies is in place. There are four school matrons and a number of first aiders. Accident records are kept correctly, and the school benefits from a well-equipped sick-bay in the boarding house for those who may become ill during the school day. The school ensures that all reasonable measures to reduce risk from fire and other hazards have been taken. Risk assessments are undertaken in all areas of the school and those for the health and safety of pupils on school trips are comprehensive and detailed. The school's health and safety committee meets once a term to deal with issues. Careful consideration has been given to access for those with disabilities. The school fulfils its duties under the Special Educational Needs and Disability Act (SENDA). The school has suitable child protection measures in place; the child protection policy is comprehensive and all staff receive regular and appropriate training. Admissions and attendance registers are well maintained.

- 3.7 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

### **The Quality of Links with Parents and the Community**

- 3.8 The quality of links with parents and the community is outstanding.
- 3.9 From their responses to the pre-inspection questionnaire, the majority of parents are highly satisfied with the education and support provided for their children. Parents particularly value the fact that the pupils' education is enhanced by the excellent variety of extra-curricular activities and the very strong links with the local community which make an important contribution to the wider education of pupils.
- 3.10 Parents have many opportunities to be involved in the life of the school. Thoughtful planning enables boarding pupils' parents to participate in school activities as dates of events are, where possible, chosen to coincide with exeats. Parents are regularly invited into school to attend school functions, including events such as concerts, sporting fixtures, bonfire and fireworks night and the champagne and strawberry evening. Parents with particular skills share their work experiences; pupils have recently enjoyed learning about the role of the fire brigade and the life of a vet and a dentist, enlivening the curriculum. The Parents Association is an active body, enthusiastically supporting the school by organising events to welcome new parents and social occasions to which all parents are invited. They also raised funds to benefit the school, for instance to improve the comfort of seating in the hall.
- 3.11 Information to parents is detailed and regular. The informative weekly newsletter is available either in hard copy or via e- mail and helps all parents to keep in touch with current and forthcoming school events. The school publication *Chronicle* reports the year's many and varied events and celebrates the successes in text and photographs. Parents of current and prospective pupils have all the information they need about the school. The web site contains much useful information about the Giggleswick foundation in general. This is supported by a parents' handbook distributed annually to all junior school parents. This is very informative, is clear about routines, lists such items as required uniform, contains school policies and gives useful contact details.
- 3.12 The 'home-school book' used in Years 1 and 2, and the homework diary, allow for useful, often daily, informal contact between the school and parents. From Year 1 to Year 6 full written reports are sent twice yearly, at the end of the autumn and summer terms, with briefer reports, covering all subjects, provided in the spring term. Reports give helpful information and the best contain targets for the future. In addition, monthly effort reports are sent out. Explanation of the gradings accompanies all reports. The reporting system affords parents full information on how their child is progressing. Parents' evenings are held each autumn, when parents have the opportunity to speak to teachers and discuss any concerns they may have about their children.
- 3.13 The school has a clear and appropriate complaints policy and handles concerns with due care. Parents indicated that minor matters are dealt with informally by class teachers. In the parental questionnaire parents commented on how approachable the staff and the headmaster are and said that their concerns, when they arise, are dealt with sympathetically and resolution was achieved speedily.
- 3.14 The school has a number of valued links with the local community and is active in maintaining these. They were instrumental in saving the *Settle Toy Library* which is now housed in the school. The local Horticultural Society Show is hosted on site. Beaver group meetings are held in school and pupils go into Settle for events such as the turning on of the

Christmas lights. They also participate in national charitable fund raising days such as *Children in Need* and *Jeans for Genes*. The decision as to which charity to support is made by the pupils on the school council. Pupils also visit local places of interest and importance, such as Ingleborough for geographical field trips, to enhance their learning as well as benefitting from visitors coming into school to share their skills.

- 3.15 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

### **The Quality of Boarding Education**

- 3.16 The quality of boarding is outstanding. The caring pastoral principles that underpin boarding reflect those of the junior school.
- 3.17 Relationships are positive. Pupils have considerable confidence in the boarding staff and feel they are able to discuss concerns with any of them. Junior boarders are happy, well-looked after and enjoy boarding. The values of friendship and fellowship pervade throughout the boarding house so that senior boarders encourage the juniors and welcome integration in activities and recreation. Boarders respond with great delight to the reward system where ‘credits’ are earned for spontaneous acts of responsibility and service to the boarding house. They can make recommendations for improvement using a confidential suggestions box that is centrally placed in the common area.
- 3.18 Well-established routines provide good opportunities for the boarders to participate in a wide range of activities, which they say are fun and enjoyable. Senior prep time allows junior boarders to enjoy varied activities like swimming, table tennis, cookery and indoor football. Weekend entertainment includes talent shows, bingo and quiz nights.
- 3.19 The boarding accommodation is good, with large, well-appointed and comfortable dormitories, whilst the junior common room provides a dedicated space for recreation, hobbies, reading and board games. Boarders enjoy an adequate and nutritious lunch with the day pupils in the dining room, and also have dedicated routines for breakfast, tea and supper in the school dining room.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 The quality of governance is outstanding. All governors are highly committed to the good of the pupils, the school and its continuing development. Governors ensure that the school's aims are being met and that a high quality of education is being provided.
- 4.2 The board benefits from the wide experience and professional backgrounds of its members. It has a clearly defined structure with highly effective and supportive sub-committees. This enables it to operate efficiently in its oversight of the school. Governors are particularly successful in keeping abreast of new legislation and in securing the necessary financial resources for school development. The outcome of this is effective educational provision and considerable ongoing investment in general resources, staffing and school buildings. Governors are also appropriately involved in the educational development of the school. They have excellent oversight and awareness of both child protection issues and their responsibilities regarding health and safety.
- 4.3 Effective communication with the headmaster of the junior school ensures that the governors and headmaster of Giggleswick have a particularly good insight into the working of the school. Governors visit the school and regularly attend school events. As a result of the well-developed communications system governors are able to play a leading rather than supportive role in many aspects of school life providing excellent advice and good levels of challenge.

### **The Quality of Leadership and Management**

- 4.4 The quality of leadership and management throughout the school, including in the EYFS is outstanding, enabling the school to fully meet its aims. Structures are clear and comprehensive.
- 4.5 Leadership and management are strong and effective across the whole range of school activity, exercised always in a considerate and sensitive manner. They provide a caring and clear vision which, coupled with the determination and commitment that characterises it, has enabled the junior school to become firmly established and, in particular, to deliver a first class education for all its pupils, to enrich the life of each and every pupil and to develop talent, passion and commitment that will enable pupils to find confidence through individual achievement and team success. There is a distinctive family ethos in the school. All staff feel involved in the school and part of its success and growth.
- 4.6 The school's development plan is comprehensive; it is based on a thorough evaluation of current provision and is the result of extensive consultation. There are clear policy documents in place which provide detailed and appropriate guidance for staff and pupils and give parents a clear understanding of the school's processes.
- 4.7 The school is aware that, now it has grown, it is time to review the next tier of management. Responsibility for the school's processes currently fall entirely to the headmaster.
- 4.8 The school is highly successful in securing, supporting and motivating staff. Recruitment procedures are efficient and safe, and all checks on staff and visitors are applied fully and correctly. Procedures for the monitoring of teaching and learning, and for professional review have been efficiently established. Induction for staff new to the school and for those who are newly qualified are excellent. The school pays careful attention to the development

of its staff. All teachers are part of a thorough and regular appraisal system. This helps to determine the priorities for additional professional development.

- 4.9 Routine administration is outstanding. Financial management by the bursar and his staff is detailed and clear. The needs of the school are thoroughly analysed; priorities are set, effectively planned for and carried through so that provision for material and human resources and accommodation is extremely good. The atmosphere in the school office is warm and welcoming towards visitors, staff, parents and pupils. Requests and enquiries are treated with courtesy and consideration, which matches the school's ethos. Grounds and premises are meticulously maintained. Cleaners and caterers, maintenance and grounds staff take a great pride in the school and feel a share in its success.
- 4.10 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

## **5. CONCLUSIONS AND NEXT STEPS**

### **Overall Conclusions**

- 5.1 Giggleswick Junior School meets its aims and aspirations exceedingly well and provides an outstanding quality of education for its pupils. The school prepares pupils extremely well for the next stage of their education through an outstanding educational experience and through outstanding teaching. This enables pupils to learn and achieve to a high level. Leadership and management are outstanding, supporting the aims of the school and giving it a clear educational direction. The school is aware of the need to develop a new tier of management to assist the headmaster. Staff meet formally and informally to initiate changes and development within the curriculum. Relationships between staff and pupils and amongst pupils are outstanding, with a high degree of mutual respect promoting exemplary behaviour. Pupils are polite and courteous. They develop self-confidence, a sense of responsibility for themselves and others, and values and beliefs. The school community is underpinned by strong family and Christian values which contribute to the outstanding quality of the pastoral care, the spiritual, moral, social and cultural development of pupils and links with parents and the community.
- 5.2 The school, which opened in 2007, has become an intrinsic and valued part of the Giggleswick community.
- 5.3 The school meets all the regulatory requirements.

### **Next Steps**

- 5.4 In order to improve the school's high quality provision still further, it should take the following action:
1. strengthen the management of the school to enable the headmaster to share the responsibility of the demands of a growing school with delegated staff.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 16<sup>th</sup> to 19<sup>th</sup> November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the medical centre. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on the 16<sup>th</sup> and 17<sup>th</sup> November 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work and held discussions with staff. Comments from parents and carers were considered, and the inspector examined a range of documentation made available by the school.
- 6.3 National Minimum Boarding Standards were inspected by a team of three Ofsted inspectors over four days.

### **List of Inspectors**

Mrs Karin Kelly	Reporting Inspector
Mrs Jane Disley	Headmistress, IAPS school
Mr Clive Holder	Deputy Headmaster, IAPS school
Mrs Sandra Gordon	Early Years Lead Inspector



## **7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)**

- 7.1 The Early Years Foundation Stage (EYFS) setting is accommodated in its own unit within Giggleswick junior school. It is surrounded by extensive grounds. At present one three year old attends full-time and seventeen attend part-time. Four children aged four to five years attend full-time. Twenty children are in receipt of Early Years funding. Children are from diverse backgrounds. Five children require support with learning and none have English as an additional language. After school care is provided daily.
- 7.2 This is a highly effective setting. All aspects of provision are outstanding in most respects. The stimulating teaching and excellent partnerships with a range of providers ensure children's individual needs are met exceptionally well. Children are safe, secure and fully integrated into the wider school community. Leadership and management of the setting are outstanding and driven by excellent self-evaluation that strongly underpins practice and guides future development effectively. Excellent relationships exist with parents who are highly supportive of the school. Significant investment in accommodation has considerably enhanced learning environments.
- 7.3 Exemplary leadership and management demonstrate clear vision, sharp direction, high aspirations and a continual striving for success. The competent implementation of school policy ensures children are safeguarded well. Experienced, efficient, suitably qualified staff are managed proficiently. The high priority given to the continuous assessment of risk emphasises the importance afforded to children's safety. Adults update their skills often and use their expanding expertise to influence the high quality outcomes evident throughout the setting. Through regular and robust self-evaluation involving adults, parents, children and other partners, areas for expansion are identified. These lead to continuous improvement and guide a comprehensive development plan. The strong commitment adults show to equality and diversity is reflected in their success in ensuring all children achieve well and are provided for according to need. The highly effective relationships with parents and external agencies add a valuable dimension to understanding all aspects of children's development.
- 7.4 Outstanding adult provision is evident in a vibrant environment that reflects children's interests. Adults' planning is excellent and highly efficient use is made of daily observations to adapt future learning. The results of meticulous and thorough assessment in the medium and long term are analysed and used productively to monitor individual progress and need and adapt provision accordingly. Lack of an overview of assessment makes it difficult to see the annual programme of tasks. Teaching is based on a thorough understanding of how young children learn. Highly motivational and challenging tasks cultivate inquisitive and independent minds and promote progress in learning and self development. Children's experiences are enriched by adults' imaginative presentation of activities. Adults follow school policies meticulously to raise children's awareness of health and safety. Key people support and guide children extremely well and relationships between adults and children throughout the setting are excellent.
- 7.5 Most children make at least good, and the majority make outstanding, progress in all areas in relation to their starting points. They are confident, curious learners who communicate effectively with staff and one another. They demonstrate high levels of independence and concentration when engaged both in activities directed by adults and in those they choose themselves. Children are happy, secure and eager to achieve. Their behaviour as they listened to each other and the teacher in a French lesson was exemplary. The sound skills children acquire in ICT, numeracy and problem-solving lay a valuable foundation for future learning. Children's eager involvement, with their parents, in planning topics and recording

their learning journeys contributes significantly to their rapid progress. The children are developing a strong understanding of the importance of safety, fitness and personal care. They explain how to stay out of danger, they wash their hands before eating and explain the benefits of choosing healthy foods at snack and meal times.

### **What the Setting Should Do to Improve**

- 7.6 The Early Years Foundation Stage should take the following action to continue to build upon the present excellent practice:
1. provide a clear, brief summary of all assessment procedures throughout the EYFS.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.