

Cleve House School

Independent school standard inspection report

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Cleve House School is an independent, non-selective school for boys and girls aged from three to eleven years of age. There are currently 98 pupils on roll. The Early Years Foundation Stage consists of the Kindergarten, Pre-Prep and Prep classes. The majority of pupils join the Kindergarten just before their third birthday and stay until the end of Form 6. A total of 21 children are in receipt of government funding. No pupils have a statement of special educational needs. A supervised early morning drop off is available from 7.45am and there is provision for a supervised late stay each day until 5.30pm.

The school was first established during the 1930s and had several temporary homes during the war years. In 1948, it moved to its current site, a very large Victorian property on a residential road, ten minutes walk from Bristol city centre. In 1992, the school's facilities were extended to provide a Kindergarten class and in 2002, a large school hall was built. The school's facilities were further extended in 2003 with the purchase of the neighbouring property to provide a music room and enhance the Early Years Foundation Stage provision.

The aim of the school is to create 'a stable, caring environment where every child is treated as an individual'. The current proprietors are the joint headteachers, who took over the running of the school in 1987. The last Ofsted inspection took place in January 2009. Following this, a monitoring visit took place in November 2009.

Evaluation of the school

Cleve House School is a good school which successfully meets its aims. The quality of education is good. The curriculum and teaching and learning are good and taken together with pupils' positive attitudes towards learning, this ensures that pupils make good progress. Pupils' spiritual, moral, social and cultural development is good and there is good promotion of pupils' welfare, health and safety. Children in the Early Years Foundation Stage make good progress. Safeguarding arrangements are good and all staff have received appropriate training in child protection.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Quality of education

The quality of the curriculum is good. The Early Years Foundation Stage has been significantly improved since the last inspection. Particular attention has been given to developing the outdoor area to improve the opportunities for children's learning.

Policies, schemes of work and teachers' planning are based on the National Curriculum. All regulatory requirements for the curriculum are met and this is an improvement since the last inspection. The plans in place suitably identify the learning needs of all pupils, including disabled pupils and those with special educational needs. This ensures lessons are planned appropriately and pupils are challenged effectively. Good cross-curricular work successfully extends and supports pupils' learning. For example, Form 4 pupils used information and communication technology (ICT) resources to carry out independent research on castles and to learn about the Bayeux Tapestry. A range of extra-curricular clubs are held each week and are well attended. These include story club, choir and art.

Pupils' learning is supported well through many outings and visitors to the school. The annual Form 6 trips to London to visit the Imperial War Museum, Downing Street and the London Eye are eagerly anticipated by all pupils. Children in the Early Years Foundation Stage regularly visit places within the community, such as the post office and library to help them learn about the local area. Visitors to the school have included a children's author and illustrator, a drumming workshop, the emergency services and a drama group. Pupils enjoyed developing investigative skills when a 'CSI Kids' group visited and the school's library was turned into a crime scene. As part of topic work on the Second World War, Form 6 pupils have carried out personal interviews with local war veterans and asked probing questions, such as 'Do you remember the Dunkirk evacuation?' These experiences successfully inspire pupils and help to support their learning.

The changes to the Early Years Foundation Stage curriculum have resulted from robust monitoring and regular review meetings with relevant staff, including the headteachers and representatives of external agencies. However, in Key Stages 1 and 2, teachers with specialist subject knowledge do not play a key role in reviewing the curriculum and working to improve and enhance its delivery.

Teaching and assessment are good. When children start at the school, careful assessments are carried out to identify individual learning needs and inform curriculum planning. Early Years Foundation Stage assessment is thorough and good partnership working ensures parents and carers are fully involved in the assessment process. The learning environment for children in the Early Years Foundation Stage is colourful, welcoming and stimulating. Staff know the children well and there is a busy, purposeful atmosphere evident with good relationships between children and staff. This provides a very positive start to children's learning and a happy, purposeful introduction to the school environment.

For older pupils, teachers plan lessons effectively and engage pupils' interests well with tasks set to match individual need. A good example of this was seen in a Form 1

literacy lesson, where the lesson objective to sequence the story of Rumpelstiltskin was adapted three different ways to match pupils' individual abilities.

Teachers know the pupils well and there is a very positive atmosphere in all lessons. This enables pupils to confidently seek help when they need it. Good attention is given towards supporting pupils' learning through revision techniques and development of problem-solving strategies. As a result, pupils have very positive attitudes towards learning and are motivated to succeed. This is evident in pupils' overall good progress.

Regular tracking is carried out by all teachers to ensure pupils' ongoing progress. Small class sizes and relevant levels of challenge also contribute to the pupils' good progress. Strong links with the special educational needs coordinator ensure any pupils identified as requiring additional support in their learning achieve well with relevant personalised teaching and regular timetabled support sessions. The vast majority of lessons observed during the inspection were good.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good. Pupils are caring and courteous to one another. They greet adults and their peers politely and show respect for others. Behaviour is good and staff manage any low-level disruption well. Pupils care about the society in which they live and regularly take part in fund-raising activities. Children in the Early Years Foundation Stage recently learnt about the role of guide dogs and there are many charitable events organised throughout the school. For example, pupils have participated in fund-raising events to raise money for an Indian orphanage.

Pupils develop very positive attitudes towards learning and their personal development is good. From the Early Years Foundation Stage, children arrive at school enthusiastically and are keen to learn and socialise with their friends. Pupils described the school as 'brilliant' and 'amazing' and that 'lessons are fun'. This is reflected in their very good attendance. Good attention is given towards promoting pupils' confidence and self-esteem. As a result, pupils believe in themselves and have high aspirations to achieve well. This is reflected in a comment made by a parent who stated, 'This is an amazing school that prepares children holistically for the future.'

There are some opportunities for pupils to develop responsibility within the school, although these are fairly limited in scope. Pupils enjoy helping at social events and greeting visitors, but there is currently neither a school council nor other opportunities for pupils to take on roles of responsibility.

Pupils learn about institutions within the United Kingdom through the curriculum and through visits to places of cultural interest. For example, older pupils learn about local government. All pupils are currently learning about the Royal Family in preparation for the Diamond Jubilee celebrations and there is an Olympic theme evident throughout the school. This gives pupils a strong sense of citizenship and

many interesting activities have been explored in Form 5 associated with the British Empire. Pupils have strong morals and clearly understand right from wrong. Regular personal, social and health education lessons help pupils develop awareness of the needs of others.

All pupils develop a good understanding of other faiths and religions through a well-planned programme of music, art, religious education and weekly assemblies. For example, Form 2 created colourful, eye-catching artwork based on a Maori theme.

Welfare, health and safety of pupils

The provision for the welfare, health and safety of pupils is good. Safeguarding arrangements are now robust and all staff regularly update their knowledge through relevant training in child protection and first aid. The vast majority of pupils confirm how much they enjoy school and feel safe at school. Checks on the recruitment of new staff are thorough and there are appropriate policies for behaviour, anti-bullying, fire, first aid and child protection. All pay due regard to national guidance and are well understood by staff.

Particularly good support is given towards addressing pupils' welfare needs. Care plans are in place for individual pupils and staff and parents and carers work closely together to ensure that these plans are met. This was recognised by parents and carers in the questionnaire, when some expressed how satisfied they were that pupils' personal needs were met very well.

The headteachers carry out comprehensive risk assessments and safety checks on all aspects of the premises and school activities. Pupils regularly practise evacuation procedures and express how confident they feel in approaching staff for help and support. A very few pupils expressed concerns about behavioural issues, and these have been addressed with school staff. Inspectors noted all pupils being polite and courteous to one another. Supervision arrangements are good. The school meets the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

The procedures for vetting staff and carrying out suitability checks meet all requirements. Recruitment procedures are rigorous and regular checks on staff are carried out to ensure that they remain suitable to work with children. The school has a single central register which contains all the required information.

Premises and accommodation at the school

The school's premises are maintained to a satisfactory standard and provide a safe and secure environment for pupils. Specialist rooms, such as the art room, library and music room, extend the learning environment and provide additional teaching space. Classrooms are generally well equipped, although in some classes, particularly Form 6, the furniture is very old but in an adequate condition.

Provision of information

All of the required information is provided, or made available to parents, carers and others. There are regular opportunities for parents and carers to receive information about their child's attainment and progress through reports and parents' meetings. The school operates a highly effective open-door policy and the headteachers are particularly welcoming and accessible to all parents and carers. The school's website is updated regularly and gives a clear indication of pupils' activities.

A significant majority of the parent and carer questionnaires were overwhelmingly positive. One parent expressed the view of many by stating, 'Cleve House School is an excellent school and has given our son a great start.' The small number of less positive comments from parents and carers referred to the management of behaviour within school. During the inspection, inspectors noted pupils' behaviour to be consistently good and managed effectively. During a meeting with parents and carers, there were no concerns raised regarding pupils' behaviour.

Manner in which complaints are to be handled

The school's complaints procedure meets requirements.

Compliance with regulatory requirements

The proprietors have ensured that the school meets all The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- enable all teachers in Key Stages 1 and 2 to be more closely involved in curriculum development
- increase opportunities within the school for pupils to hold positions of responsibility.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent		
Type of school	Primary		
Date school opened	1930s		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 46	Girls: 37	Total: 83
Number on roll (part-time pupils)	Boys: 4	Girls: 11	Total: 15
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,685 per annum		
Address of school	254 Wells Road Bristol BS4 2PN		
Telephone number	0117 977 7218		
Email address	clevehouseschool@btconnect.com		
Headteachers	Mr David Lawson Mrs Elaine Lawson		
Proprietors	Mr David Lawson Mrs Elaine Lawson		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 May 2012

Dear Pupils

Inspection of Cleve House School, Bristol BS4 2PN

Thank you for making the inspection team so welcome when we visited your school. We thoroughly enjoyed meeting you and would like to share with you what we found out about your school. We judged that Cleve House School is a good school. These are the main reasons why we judged the school to be good.

- You all behave well and develop strong relationships with your friends and teachers. This has a very positive impact on your learning and your obvious enjoyment of school.
- You make good progress in your learning as your teachers know you very well and support your individual needs in classes.
- Your parents and carers say how much they appreciate the way in which the school looks after you and helps you to enjoy your learning.
- The wide range of extra-curricular clubs, outings and activities you participate in helps to extend your learning and broaden your skills.
- Good procedures are in place to support your health and welfare and staff are very caring towards you and provide a safe environment.

All schools need to develop and improve and I have asked the headteachers to provide more ways for some form teachers to be more actively involved in developing the range of lessons that you have. Also, we noted that there are few opportunities for you to take on roles of responsibility within the school and we have asked the headteachers to look at ways to develop this.

Thank you once again for all your help. It was a pleasure meeting you all and I wish you well for the future.

Yours sincerely

Jo Caswell
Her Majesty's Inspector