



Office for Standards  
in Education

# Clifton Lodge School

## CONTENTS

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### [Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

### [Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

5. The suitability of the premises and accommodation

Does the school meet the requirements for registration?

What does the school need to do to comply with the regulations?

6. The quality of information for parents and other partners

Does the school meet the requirements for registration?

What does the school need to do to comply with the regulations?

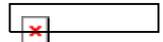
7. The effectiveness of the school's procedures for handling complaints

Does the school meet the requirements for registration?

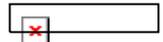
What does the school need to do to comply with the regulations?

School details

**Introduction and summary**

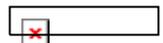


**Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**

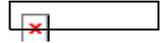


Clifton Lodge School is an independent school for boys aged between four and 13 years. There are 148 pupils on role. The co-proprietors are actively involved in the running of the school, as headteacher and a mathematics teacher. The academic head completes the senior management team. All full-time and most part-time teachers are graduates.

The school occupies a large Victorian detached house in a residential area of Ealing in West London. It offers a Christian-based education, but admits boys from other religious backgrounds. Pupils are prepared for common entrance and scholarship examinations, to enable most to transfer to senior schools of their choice after the age of 13.

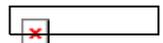
A distinctive feature of the school is the Clifton Lodge Choristers, which is formed of 22 boys from the school, who, after passing an audition, receive "choristerships." The boys practise daily, sing a weekly public choral assembly at the school and give recitals at a variety of other venues in this country and abroad.

### Summary of main findings



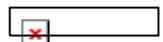
Clifton Lodge School enjoys high levels of academic success. It provides a broad and balanced curriculum which has a few restrictions for younger pupils but is enhanced by a good range of extra-curricular activities. The school timetable and routines run smoothly; pupils are polite and conduct themselves well around the school. The quality of teaching is overall consistently satisfactory and frequently it is good.

### What the school does well



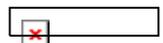
- pupils make good progress in their learning;
- many pupils reach high standards in their knowledge and understanding of mathematics;
- there is effective provision for the pupils' spiritual, moral and social development;
- there is a good programme of education trips and visits to the school by members of the wider community; and
- parents are kept well informed about school events and their children's progress.

### What the school must do in order to comply with the regulations



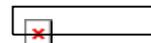
- assist the pupils to acquire an appreciation of, and respect for, their own and other cultures;
- ensure that appropriate medical checks are made on successful applicants for teaching posts prior to confirmation of their appointment;
- provide additional washbasins in the pupils' toilets;
- provide in its information to parents and prospective parents the name, address and telephone number of the registered office of the company which runs the school;
- include in this information details of the school's policy on, and arrangements for, discipline and exclusions; and
- draw up a written complaints procedure in line with the regulations, and make it clear that this is available to parents.
- draw up a three-year action plan for disabled access within affordable resources.

### Compliance with the regulations for registration

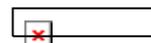


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## 1. The quality of education provided by the school



### The quality of the curriculum

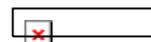


The curriculum for pupils in Years 2 to 8 is appropriately broad and balanced overall and covers the subjects of the National Curriculum, as well as religious education (RE). There are schemes of work for all subjects apart from personal, social and health education (PSHE) where there is a brief policy document. However, aspects of this area of the curriculum are interwoven throughout the written schemes of work for other subjects such as history, English, science and RE. French is taught throughout the school and Latin from Year 3 to Year 8. The planned curriculum coverage of citizenship is not so clearly defined, although it is touched upon in the written schemes of work for the humanities. Two afternoons a week are timetabled for games, with pupils participating in sports such as cricket, football, athletics and rugby.

In the Reception and Year 1 classes, literacy and numeracy are planned with reference to the National Literacy and Numeracy Strategies. There are schemes of work for art, physical education (PE) and music; the remainder of the curriculum is organised through termly topics such as: 'All about Me', 'Water' and 'Celebrations.' There is very clear coverage within these topics of RE and science. However, links with history and geography are more tenuous. The planned curriculum indicates a heavy reliance on worksheets. Overall, the curriculum for these younger pupils is restricted by a lack of space and large equipment.

The curriculum is supported by a good range of extra-curricular clubs which include sports, art, literary and drama activities. In addition there is a programme of educational trips and visits to the school by members of the wider community. The Clifton Lodge Choristers experience a rich programme of music, and perform both at home and abroad.

### The quality of the teaching and assessment



The quality of teaching is overall consistently satisfactory and frequently it is good; there are very few unsatisfactory features. All teaching, apart from that which takes place in the Reception and the Year 1 classes, is undertaken by subject specialists. The teachers know their pupils well and demonstrate a good level of subject expertise. The lessons have a clear structure and focus. Classes are well organised and managed and there is, overall, a very good response from the pupils. On those rare occasions when there are unsatisfactory aspects of lessons, there are too few opportunities for pupils to become engaged in the lesson. In such cases, more probing and challenging questions are required to help extend pupils' knowledge and understanding beyond simply giving a correct answer.

The pupils make good progress and acquire new knowledge and skills. There is an emphasis on whole-class teaching throughout and much of this is lively and delivered with enthusiasm. There are fewer opportunities for pupils to work independently or in pairs and groups, and the youngest pupils, in particular, would benefit from being involved in more practical activities.

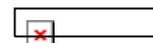
Teachers have high expectations of pupils' behaviour and learning, although in a few lessons, too much time is given for the completion of a task or activity. There is considerable and often appropriate use of worksheets. For example one used in a science lesson observed had diagrams which helped to focus the pupils on a well-structured and useful whole-class discussion. However, on other occasions, pupils copied out questions which were already printed on a worksheet. Lessons are, in the main, adequately resourced. However, the provision of more practical apparatus would support a more balanced range of activities, especially for the younger pupils.

There are satisfactory procedures for the monitoring and evaluation of the pupils' progress. Their performance is evaluated from Year 3 to Year 8 through internal examinations in all subjects. These take place twice a year. From Year 4 many of the pupils enter, and are successful in, the various levels of General Certificate of Secondary Education (GCSE) mathematics. In addition a range of teacher-prepared tests is administered. Monthly progress reports are completed for pupils in Reception and Years 1 and 2. These focus on literacy and numeracy, contain some useful comments by teachers and indicate to pupils targets for improvement. Pupils' work is marked regularly. Marking consists of encouraging comments, ticks and crosses and, in the best practice, targets for development.

***Does the school meet the requirements for registration?***

Yes.

**2. The spiritual, moral, social and cultural development of pupils**



There is good provision for pupils' spiritual, moral and social development. Pupils are encouraged to develop confidence in themselves and to respect others. In art and in some of the written work they are given opportunities to explore their feelings and emotions. Drama productions are a regular feature of school life. Assemblies contribute to pupils' knowledge and understanding of the scriptures and its relevance to their own lives.

Pupils are polite and conduct themselves well around the school. Older pupils undertake duties as monitors in the daily running of the school. They also participate in 'paired reading' with younger pupils. Pupils are taught to distinguish right from wrong, and to apply general moral principles to specific situations, for example, in writing about 'peer pressure'. They are encouraged to accept responsibility for their own behaviour and to be sensitive to the feelings of others.

Aspects of pupils' social development are identified in various subject and topic guidelines, for example, opportunities for team and paired work in PE and drama. Pupils are also involved in regular collections for charities, including a recent walk from which funds were raised for a local cancer support and information centre. Broader social awareness is also encouraged, for example in science where the need for careful stewardship of the environment is discussed.

The promotion of pupils' appreciation of their own and other cultures needs further development. Aspects of culture are addressed, for example through religious festivals, choral music, art and visits to the theatre, and some other cultures are studied in geography and history. The school's ethos is Christian-based and opportunities are sometimes taken for pupils to contribute from their own experiences of Divali and Eid, but the RE curriculum does not include the study of other major non-Christian faiths.

***Does the school meet the requirements for registration?***

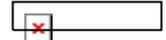
The school meets all the requirements but one.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- assist the pupils to acquire an appreciation of, and respect for, their own and other cultures (paragraph 2(e)).

### **3. The welfare, health and safety of the pupils**



The school gives a high priority to the health, safety and general welfare of its pupils. It is a well-ordered community with firmly-established routines. Written policies, which follow national guidelines, are in place to help ensure that pupils are not bullied, are safe from abuse, and are carefully supervised on educational visits. In addition there is a written policy to promote good behaviour which outlines clearly the sanctions to be adopted in the event of pupils misbehaving. Should pupils be involved in more serious disciplinary offences, parents are informed and written records are kept.

Good attention is given to ensuring a satisfactory level of fire safety. The proprietors have adapted the building to ensure that in the event of an emergency there is good access and clear exits from all levels of the building. There are regular fire drills which are clearly recorded with comments on their effectiveness and action points for improvement. The school has recently carried out a fire risk assessment and acted upon the identified points for action.

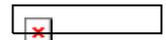
There is a clear First Aid policy which is displayed in the staff room, the office and the kitchen and is known to all members of staff, many of whom are qualified First Aiders. Arrangements are in place for dealing with minor illnesses and accidents, all of which are carefully logged. Where appropriate, pupils' individual allergies and medical requirements are noted and administered by office staff.

The school maintains appropriate admission and attendance records, but is not yet fulfilling its duties under the Disability Discrimination Act. The school needs to draw up a written plan covering a three-year period to increase over time the accessibility of the school premises and the curriculum to disabled pupils. This should be done within the resources that the school can afford.

#### ***Does the school meet the requirements for registration?***

Yes.

### **4. The suitability of the proprietor and staff**



The school is fully staffed to cover the teaching of the curriculum. All full-time members of staff and most part-timers are graduates. There are good procedures for inducting new members of staff.

Appointments of staff are accompanied by thorough checks on their previous employment history; character and professional references are also scrutinised. In addition, appropriate Criminal Records Bureau clearances are obtained. However, there is insufficient detail gathered about the medical fitness of successful applicants.

Leadership and management priorities are identified in a development plan that has appropriate

headings. This is reviewed annually. It includes suggestions for staff development and ways in which heads of department and senior management can consult on important issues. There are generic job descriptions for all staff.

***Does the school meet the requirements for registration?***

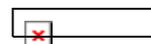
The school meets all but one of the regulations.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that appropriate medical checks are made on successful applicants to teaching posts prior to confirmation of their appointment (paragraph 4(c)).

**5. The suitability of the premises and accommodation**



Overall, the premises and accommodation are suitable for their purpose. The school has, for the last ten years, been housed in a large double-fronted, four-storied building which has undergone considerable adaptation and improvement. The building comprises nine classrooms and specialist teaching areas for music, art, information and communication technology and science. In addition there is a separate staff room, library, kitchen, offices and a dining room. The small hall, which is used for assemblies, limits the opportunities for the teaching of PE, movement and drama. There is a recently resurfaced playground with colourful markings for games. This is used for PE lessons and is adequate in size for the numbers on roll. The school makes use of nearby facilities for the teaching of games and for swimming.

In most of the classrooms there is satisfactory space for the current number of pupils. Accommodation for the Reception and Year 1 pupils is adequate for the number on roll, but restricts the provision for frequent and spontaneous structured learning using large equipment and apparatus. There is, for example, no separate outside play area where sand and water facilities and large wheeled toys could be used. There is no role-play area where these younger pupils could further develop their social, linguistic and mathematical skills.

The building is well maintained and in good decorative order. Examples of children's work are displayed in classrooms and around the school. Washroom facilities for all the pupils are situated on the lowest level of the building. These are also well maintained and hygienic, but to fully meet the requirements, more washbasins need to be installed.

***Does the school meet the requirements for registration?***

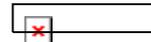
The school complies with all but one of the requirements.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide additional washbasins in the pupils' toilets (paragraph 5(k)).

## 6. The quality of information for parents and other partners



The school provides a range of helpful information for parents of pupils and prospective pupils. The attractively presented brochure contains clear statements of the school's ethos and aims, together with details of the curriculum and extra-curricular activities such as clubs and excursions. It provides basic information about such matters as uniform, homework and lunches. Contact and local details, including a website address, are also included, although the name, telephone number and registered address of the company formed by the proprietors to run the school are not given. In addition more detailed information is required on arrangements for discipline and exclusions in the information provided for prospective parents.

Parents are kept well informed regarding significant events in the life of the school by letter, termly calendars and reviews, including a colour-printed annual report with photographs and written contributions from pupils. Neatly displayed notice boards at the entrance to the school are also effective in communicating information about the school to the wider community, as well as parents.

Nine out of ten parents who returned the inspection questionnaire feel well informed about their child's progress. They receive suitably detailed written reports three times a year, the best of which contain 'next steps for learning'. Teachers' comments cover pupils' academic, social and personal development. There are opportunities for parents to discuss their children's progress at meetings with the teachers.

### ***Does the school meet the requirements for registration?***

No.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide in its information to parents and prospective parents, the name, address and telephone number of the registered office of the company which runs the school (paragraph 6(2)(b)); and
- include in this information details of the school's policy on, and arrangements for, discipline and exclusions (paragraph 6(2)(e)); and
- when a complaints procedure is drawn up, ensure that parents and prospective parents are made aware of its availability and of the number of complaints made in the previous year.

## 7. The effectiveness of the school's procedures for handling complaints



The school has no written procedure for handling complaints. A significant minority of the parents who returned the questionnaire expressed a lack of understanding of how complaints are handled. Further inspection evidence, including written and personal representations to inspectors, indicate a very urgent need for the school to produce and implement a formal complaints procedure which meets all the requirements of the regulations.

### ***Does the school meet the requirements for registration?***

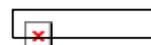
No.

**What does the school need to do to comply with the regulations?**

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- draw up a written complaints procedure in line with the regulations paragraphs 7(a) - 7(l)).

**School details**



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Name of school:	Clifton Lodge School		
DfES ref number:	307/6066		
Type of school:	Boys' Preparatory		
Status:	Independent		
Age range of pupils:	4 - 13 years		
Gender of pupils:	Boys		
Number on roll (full-time pupils):	Boys 148,	Girls ,	Total 148
Number on roll (part-time pupils):	Boys ,	Girls ,	Total 0
Number of boarders:	Boys ,	Girls ,	Total 0
Number of pupils with a statement of special educational need:	Boys ,	Girls ,	Total 0
Annual fees (day pupils):	Juniors £7,140; Seniors £7,800		
Annual fees (boarders):	N/A		
Address of school:	8 Mattock Lane Ealing London W5 5BG		
E-mail address:	Cliftonlodge@btinternet.com		
Telephone number:	020 8579 3662		
Fax number:	020 8810 1332		
Headteacher:	Mr D A P Blumlein		
Proprietor:	BMCM Ltd		
Chair of the governing body:	N/A		
Lead Inspector:	Mr Gordon Turner		
Dates of inspection:	10 - 13 May 2004		

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