

# **Inspection report**

## **Cleve House School**

**Independent school**

**DfES ref no: 801/6005**

**Inspection under Section 162A of the Education Act 2002**

**Dates of inspection:**

**10 - 13 October 2005**

## **INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection**

This inspection was carried out by the Office for Standards in Education under Section 162A 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**

Cleve House School is an independent non-selective school for boys and girls aged three to eleven years. It was established on its present site, a very large Victorian house, in 1948, having had several homes during the war years. The school is on a residential road ten minutes walk from Bristol city centre. The current proprietors, who are joint headteachers, took over the running of the school in 1987.

The school aims to create a *'stable, caring environment where... every child is treated as an individual.'*

### **Summary of main findings**

Cleve House School is a good school where pupils are well taught and the curriculum meets their needs. The staff know all the pupils very well and care for them in a firm but kind manner. The pupils' behaviour is exemplary; they know what is expected of them, comply with the rules willingly and apply themselves industriously to their work. The staff work very effectively together to create a purposeful atmosphere in which the contributions of all are valued. There is strong emphasis on the personal development of the pupils.

### **What the school does well:**

- it provides effective teaching which enables the pupils to make good progress;
- it successfully promotes the personal development of the pupils;
- it encourages the pupils to behave extremely well;
- it provides very good support for pupils who need additional help; and
- it prepares pupils very well for the next stage of their education.

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

- maintain the attendance registers as noted in section 3 of this report.

## **Next Steps**

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

- increase the provision for information and communication technology (ICT) throughout the curriculum; and
- identify more clearly what is to be taught in religious education (RE) as distinct from personal, social and health education (PSHE).

# **COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION**

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

### **The quality of the curriculum**

The curriculum is broad and reasonably well balanced. It is interesting and is carefully planned, each element building successfully on what the pupils already know and can do. There are schemes of work for all subjects which are based on the National Curriculum. The schemes are clearly defined and include all the core and foundation subjects of the National Curriculum and in addition PSHE. The scheme of work for art includes elements of design and technology and is adequate to provide the pupils with access to the subject. The RE scheme is taught through reference to the PSHE scheme and does not have specific enough plans for all year groups. It would be useful for the school to identify more clearly what is to be taught in RE as distinct from PSHE. The PSHE curriculum is comprehensive and contributes significantly to the pupils' development.

ICT is not taught consistently. Currently the scheme of work only relates to one year group. The school is increasing its resource base for ICT and this subject has been identified as a priority for development.

The Foundation Stage is fully implemented for the Kindergarten, Pre-Preparatory and Preparatory pupils. The provision is thoughtfully planned, takes full account of the pupils' needs and is matched to their ages and stages of development.

The curriculum is appropriate to the ages and abilities of the pupils. Extended tasks or more difficult questions are provided for the more able. The provision made for those pupils who have learning difficulties is a strength of the school, and the pupils make very good progress. This either takes the form of class support or withdrawal for an individual or a small group of pupils by the special educational needs co-ordinator (SENCO). Individual education plans of very good quality are written for each pupil which contain suitably broad objectives and clear targets, which are reviewed half-termly. Homework in the form of reading is given from the Preparatory class onwards, and from Form 2 more formal homework is given daily. This supports and extends the curriculum.

In many curriculum areas the pupils are enabled to develop and extend their speaking, listening, literacy and numeracy skills. For example, Form 4 pupils read their own Haiku poems to the class, this was followed by listening to a story read by the teacher. Finally a brisk mental mathematics session tested their knowledge of tables.

The curriculum is extended and enhanced by a suitable programme of after-school clubs which includes art, board games, construction, choir and ball games. The choir is for Forms 4 to 6 and is very well taught by a specialist teacher. In the board games club for younger pupils seen during the inspection they fully understood the rules and applied them consistently and fairly. A programme of educational visits to

museums, galleries and places of interest, including Downing Street and HMS Victory, further complements the curriculum.

### **The quality of teaching and assessment**

The quality of teaching is good and in some cases very good, enabling pupils to gain new knowledge and increase their understanding and skills. They are making good and, at times, very good progress. Pupils enjoy learning and demonstrate this through their questioning and written work, showing their understanding during lessons. They are encouraged to think for themselves, show interest in their work and respond enthusiastically to the staff who set a brisk pace to lessons. Pupils use their previous knowledge very effectively. They generally listen with rapt attention and interest. They are given appropriate opportunities for developing research and investigative skills, for example in geography and science. In a Form 6 lesson on division, pupils demonstrated that they had a secure knowledge of mathematics when they were encouraged to find different ways of dividing numbers.

The behaviour of the pupils is exemplary throughout the school. This contributes to their successful learning and achievement. There is very good specialist teaching for music, physical education (PE), and for pupils who need additional help. The staff are all well qualified for the roles they have in the school. Their subject knowledge is good. They know the pupils very well and take this knowledge into consideration when planning the work. Ongoing teacher assessment in lessons informs each stage of the teaching and this enables the pupils to increase their progress. The staff generally plan their lessons carefully and share with pupils what they are going to learn during the lesson. The school has sufficient resources which are used effectively to support learning.

Pupils' progress is monitored rigorously throughout the school. The resulting information is carefully recorded and is used in preparing further work. Teachers frequently check on pupils' progress through formal and informal tests. Records are kept to measure progress and to identify any gaps in knowledge. During lessons teachers check on how much has been learnt. Pupils' work is marked and some guidance given on how the work could be improved. This aspect could be extended. Detailed written reports, which are clear and evaluative and give a good picture of each pupil, are available to parents at the end of the summer term. The school also provides additional reports for different age groups at the end of the spring and autumn terms. Parents have the opportunity for meetings with staff informally at the end of the school day and in a more formal consultation. Pupils' progress in the Foundation Stage is very well recorded in their profiles. Pupils take part in the national testing arrangements at the ages of seven and eleven and achieve good results. All pupils in last year's Form 6 gained entry to local independent schools of their choice.

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

Yes.

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

The provision made for the spiritual, moral, social and cultural development of the pupils is a strength of the school. The PSHE programme plays a key role in enabling the pupils to develop self-knowledge, self-esteem and self-confidence. During 'circle time' pupils in Form 4, for example, discuss the different ways they are affected by change, while in Forms 5 and 6 pupils consider respect for property and how rules and laws affect them. Pupils can distinguish right from wrong. RE and history lessons provide pupils with well-judged opportunities to reflect upon their own lives and those of others. Form 6 pupils, for example, produced very reflective work on what it might have been like to have been in the Titanic disaster.

The behaviour policy encourages the development of self-discipline, initiative and responsibility. It sets out clearly the expectation that pupils will be well-mannered at all times, both towards each other and to adults. Rules are sensible and staff value and respect the pupils and set a consistent example. Pupils' behaviour is exemplary. In the playground before school, at playtimes and lunchtime the pupils are very considerate of each other. When a pupil joins the school at a later stage they are given a 'friend' who helps the new pupil to adjust and settle in. For example, a Form 6 pupil said that he came from another school in Form 5 and really settled down at the school quickly.

In each class there are rewards such as class points. Some pupils have helped set their own targets for improvement such as 'being nice to others in the playground'. Pupils are aware that there are others less fortunate than themselves and they help raise money for charity, recently for the 'Tiny Lives' appeal. Older pupils take on responsibility as team captains, librarians and helping the younger pupils with their lunch boxes. Form 6 pupils report that they like being at the school and enjoy their lessons, even though they work hard.

The citizenship programme taught to older pupils provides them with a broad general knowledge of public institutions and services in England. The study of history enables pupils to consider major events and topics such as the Suffragette movement, giving them some insight into how our public institutions have developed. In a very good assembly Form 6 enacted the fight women had to get the vote and how this was opposed for many years.

The pupils gain a very good appreciation of and respect for their own and other cultures, for example, through the study of different religions, and how each celebrates their festivals. Form 4 pupils study Sikhism and benefit from an interesting display of artefacts, photographs and books. In music, pupils consider compositions from different historical periods and the use of beat and rhythm from different cultures. As part of their RE studies pupils visit a local church.

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

Yes.

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

There is good provision for the welfare, health and safety of the pupils. The school has devised and implemented well-thought out policies and procedures including behaviour, anti-bullying, health and safety of pupils on activities outside the school and child protection. The child protection officer is due to attend training later this term. The school has made effective provision to ensure fire safety at the school: the fire officer has visited, a detailed fire risk assessment has been carried out and all fire appliances are checked annually. Regular fire drills are held and accurately documented. A large number of staff are trained in First Aid and well-stocked First Aid boxes are located around the school. Pupils are well supervised at all times when on school premises. The admission register is kept according to regulations. However, the attendance registers are not always marked at the beginning of each session. The school fulfils its duties under the Disability Discrimination Act 2002.

***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 fully with the Independent Schools Standards Regulations 2003 the school should:*

- *maintain the attendance registers according to the Education (Pupil Registration) Regulations 1995 (paragraph 3(9)).*

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

The school has appropriate procedures for the appointment of staff. They have all been checked for their suitability to work with children. Staff are well qualified and there is a good balance of age and experience within the team. The joint proprietors both teach at the school.

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

Yes.

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

The school is sited in two adjacent houses which have been modified effectively to provide suitable accommodation for the numbers and ages of the pupils. All

classrooms are adequate in size for the number in the class. The younger pupils are suitably housed on the ground floor in very good quality rooms. These are light, airy and adequate in size both for the numbers of pupils and the delivery of the curriculum. A recently built and very well appointed activity area is used by all the pupils on a rota basis.

Forms 1 to 6 are housed in a variety of classrooms on the ground, first and second floors of the two houses. Additionally, these classes and the Preparatory class benefit from access to two activity rooms used for the teaching of art and science. The activity room on the ground floor contains several computers, some of which have been acquired recently. In addition there is a specialist music room. A library is sited on the first floor and is easily accessible for all classes. Also on the first floor is a well-equipped room used by the SENCO for the teaching of individual pupils. A detached hall of very good quality provides accommodation for PE and assembly and is also used at lunchtime for the pupils to eat their packed lunches.

All areas of the school are in pristine condition and are spotlessly clean. Throughout the school there are excellent displays of pupils' work from many curriculum areas. These contribute significantly to the quality of the learning environment. Both staff and the pupils clearly take a pride in their school.

The provision of outdoor space is sufficient to allow the pupils to play safely and it is of very good quality. One area has a safety surface and is fenced off. This is used by the youngest pupils for outdoor play and by other pupils on a rota basis. Playtimes and lunchtimes are staggered so that the younger and older pupils have ample space to play safely. Off-site provision is made for swimming and games.

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

Yes.

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

Parents and prospective parents are given a wide range of information. The school has an attractive, informative prospectus, which includes all the relevant information. In addition, a parents' file contains policies and procedures, including the complaints policy. Regular newsletters are sent out and a notice board keeps parents up to date. The school provides two written reports for parents of pupils from Form 3 onwards, which are very detailed and give them a good picture of the progress their children are making at the school. Parents have the opportunity for a consultation meeting with the staff. Parents of younger pupils have one written report and two meetings with staff during the year. Parents of pupils in Form 6 have additional consultation meetings with the headteachers to assist them in their choice of next school for their children.

A large number of parents responded to the questionnaire sent out before the inspection and expressed a high degree of satisfaction with the school. A small number of parents were unaware of the school's procedures for dealing with complaints. The school is shortly to send out a copy to all parents.



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

Yes.

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

The school has recently devised a suitable complaints procedure. It is short and simple to follow and sets out a range of appropriate steps for handling both formal and informal complaints.

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

Yes.

## SCHOOL DETAILS

Name of school:	Cleve House School		
DfES Number:	801/6005		
Type of school:	Primary		
Status:	Independent		
Age range of pupils:	3 -11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys: 58	Girls: 65	Total: 123
Number on roll (part-time pupils):	Boys: 1	Girls: 5	Total: 6
Annual fees (day pupils):	£3,885		
Address of school:	254,Wells Road Knowle Bristol BS4 2PN		
Telephone number:	0117 9777218		
Fax number:	0117 9773915		
Email address:	<a href="mailto:Clevehouse@btconnect.com">Clevehouse@btconnect.com</a>		
Headteacher:	Mr & Mrs D Lawson		
Proprietor:	Mr & Mrs D Lawson		
Reporting Inspector:	Mrs Jill Bainton		
Date of inspection:	10 - 13 October 2005		

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