

School inspection report

25 to 27 June 2024

Cleve House School

254 Wells Road

Knowle

Bristol

BS4 2PN

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	12
SCHOOL DETAILS	13
INFORMATION ABOUT THE SCHOOL.....	14
INSPECTION DETAILS	15

Summary of inspection findings

1. Leaders are highly effective in driving forward school improvement and promoting the wellbeing of pupils. This is underpinned by rigorous school self-evaluation, which enables areas for further development to be identified and addressed effectively. Leaders promote the school's aims in creating an environment in which pupils can thrive.
2. The newly formed advisory board is effective in providing challenge and support for leaders who manage a broad range of responsibilities. The advisory board ensures that leaders prioritise the management of health and safety. However, there is not a systematic approach to recording the regular health and safety checks that are carried out. This makes it harder for leaders, including the advisory board, to assure themselves fully that health and safety checks are managed effectively.
3. Pupils make good progress due to the highly individualised understanding staff have of their needs and the adaptations that are made in lessons to support their learning. Pupils who have special education needs and/or disabilities (SEND) make rapid progress due to the skilful and focused interventions by staff and the consistent focus on building pupils' self-esteem and self-confidence.
4. Children in the early years thrive due to the care and attention they receive from staff and the skilful way in which opportunities to learn are built upon children's interests. Children benefit from the close relationship between staff and parents who work effectively together to support the children's learning, enabling them to make good progress towards their early learning goals (ELGs).
5. Pupils develop high levels of self-confidence and self-esteem. Those who join the school having experienced heightened levels of anxiety respond positively to the empathy and kindness shown towards them by staff and develop the resilience to participate fully in their learning. This enables pupils to achieve well across the full range of subjects that they study.
6. Pupils demonstrate high levels of respect towards each other and understanding of difference. A culture of kindness is consistently promoted by staff. Pupils feel safe and secure at school and are confident that any concerns they might have will be addressed effectively by adults.
7. Pupils feel happy and safe at school. The safeguarding policy and processes are robust and are overseen by a suitably experienced safeguarding team. The advisory board is developing its systems of oversight to provide more effective support and challenge to leaders. Staff receive appropriate and regular safeguarding training and give high priority to their responsibility to safeguard the wellbeing of pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the advisory board has a systematic approach to assuring that school leaders fulfil their responsibilities to promote the health and safety of pupils at the school.

Section 1: Leadership and management, and governance

8. Leaders are effective in promoting the wellbeing of pupils, which is central to the school's mission. Leaders actively promote the school's core values. Pupils model very positive attitudes to learning and demonstrate high levels of resilience and self-esteem. Pupils embody the character traits promoted through 'The Cleve Way' and convey a sense of happiness with their school experience. Leaders oversee the effective implementation of policies and engage appropriately with specialist external agencies when required. Leaders meet the requirements of the Equality Act 2010.
9. The school's self-evaluation process enables leaders to identify strengths and address areas for development within the school. Leaders are committed to school improvement and strengthening systems that will safeguard pupils and further promote their wellbeing. The recently formed advisory board has the suitable knowledge and skills to be able to provide support to leaders. The board has identified the need to support leaders in managing their workload while also providing the assurances that the board needs to check that health and safety procedures are robust by developing more efficient systems for recording health and safety checks.
10. Leaders have put in place a balanced curriculum. Leaders ensure that teaching enables pupils successfully to acquire knowledge and develop their skills and understanding. Pupils demonstrate an eagerness to learn and respond willingly to their teachers' high expectations. Adjustments to the delivery of the curriculum enable most pupils fully to access learning, supported by leaders' promotion of equality, diversity and inclusion.
11. Pupils make good and, in the case of those who have SEND, rapid progress due to the impact of teachers' assessment of their understanding and the adaptations that are made to ensure concepts are fully understood. Pupils who leave the school at the end of Year 6 are successful in gaining places at their senior schools of choice, including some with selective entry requirements.
12. Pupils' learning is further enriched through a range of extra-curricular activities. Pupils from across the primary years benefit from a range of opportunities to develop their interests in the performing arts, both at school and within the wider community. Senior pupils gain high levels of understanding of how food is sourced from helping tend animals and growing crops at a farm which resulted, last year, in them providing Christmas dinner for their sister school.
13. Leaders regularly undertake analysis of academic data to track pupils' progress across the school. This informs the guidance leaders provide to enable staff to address gaps in pupils' learning by putting in place suitable interventions which support pupils' good progress.
14. Leaders in the early years support staff in meeting children's needs effectively. Leaders ensure that teaching and learning opportunities are carefully planned so that children make good progress supported by staff who have a clear understanding of individual children's interests and motivations to learn. Staff communicate effectively with parents to support children's development. Children achieve a secure level of development by the end of Reception.
15. Pupils feel very safe at school and willingly speak to adults if they have a concern. Leaders promote an understanding amongst pupils of the benefits of mental and physical health.
16. Leaders ensure that staff have a detailed individualised knowledge of pupils which supports high levels of social and emotional development. Children in the early years thrive due to the very

positive relationships they develop with staff. The self-confidence of pupils in older year groups is enhanced by the many opportunities they have to act as positive role models for their younger peers.

17. Leaders ensure that the required information is made available to parents. Parents are kept informed of pupils' progress through informative reports. The school is involved in the annual review of education, health and care plans of pupils who have SEND and provides an annual statement of account of expenditure to the local authority as required. An appropriate policy is in place for the management of complaints. Leaders' highly proactive interactions with parents result in the prompt resolution of any issues raised.

The extent to which the school meets Standards relating to leadership and management, and governance

- 18. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

19. Leaders plan the curriculum so that it is balanced and has due regard to pupils' ages and abilities. Teachers adapt lessons to pupils' needs and interests so that pupils develop their knowledge, skills and understanding, make good progress and gain places at local senior schools, including those with selective entry requirements. Lessons regularly focus on the development of life skills, for instance when older pupils planned a trip to a local shop in order to purchase items for a healthy meal. This activity involved writing a persuasive letter, planning their route using online tools, budgeting, and engaging positively with members of the public.
20. The curriculum is enriched by a range of extra-curricular activities, educational visits and special events. Pupils develop team-building and life skills during residential trips and whilst participating in sports, undertaking woodland activities and helping on a local farm. They enhance their public speaking and debating skills through participating in events such as the Bristol schools' speech and drama Eisteddfod.
21. Teachers plan lessons that help pupils to build on their previous knowledge. Learning support staff are deployed well and interact skilfully with pupils to help correct misconceptions and deepen their understanding. Pupils' digital skills are developed effectively across the curriculum. Pupils are well supported in enhancing their literacy skills as a result of an effective approach to the teaching of phonics in the early years and the priority given by teachers to promoting regular reading across the school.
22. Pupils make good progress with their numeracy skills due to skilful teaching and timely interventions that effectively address gaps in pupils' knowledge, skills and understanding. Teachers' suitable use of technical language enables pupils to use scientific terminology appropriately when writing about experiments they have undertaken. Pupils' creative and artistic skills are enhanced across the curriculum, such as the use of 'drawing club' to develop imaginative writing and numeracy skills in the early years and the high energy dance club attended by pupils across the age range.
23. Staff actively promote positive attitudes towards learning amongst pupils, in line with the school's aims and values. Pupils demonstrate a focused determination to achieve to the best of their ability. Pupils' motivation to learn is enhanced by staff's highly developed understanding of the needs of each child and the positive, supportive relationship both between adults and pupils and between the pupils themselves.
24. Teachers' verbal and written feedback supports pupils' progress well. Teachers recognise pupils' achievement and endeavour and, in many cases, provide useful guidance for pupils to improve their work. Pupils' progress is tracked and, when gaps in learning are identified, suitable interventions are put in place. Leaders enable teachers and teaching assistants to develop suitable skills to be able to adapt teaching and learning to the differing needs of pupils. Pupils who have SEND are promptly identified and appropriate support enables them to make rapid progress.
25. Children in the early years foundation stage (EYFS) are skilfully supported by staff in making good progress towards ELGs. Knowledgeable staff tailor learning opportunities to the needs and interests of individual children. Communication and language skills are skilfully developed by staff in response to children's interests, such as when they created a train out of construction bricks and staff scaffolded the children's vocabulary through effective questioning. The positive relationship

between school and home enhances children's engagement in learning and supports the children's achievement of their ELGs by the end of the Reception year.

The extent to which the school meets Standards relating to the quality of education, training and recreation

26. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

27. Leaders' promotion of pupils' wellbeing contributes significantly to the school's stated aim to support pupils' growth in confidence. Pupils develop high levels of self-esteem. Pupils feel safe at school and are confident that there will always be a trusted adult they can turn to who will listen and respond helpfully if they disclose a concern.
28. A comprehensive personal, social, health and economic (PSHE) education programme is in place. Through the curriculum and wider opportunities pupils explore different cultures and traditions. There is a suitable curriculum for relationship and sex education lessons. Pupils exhibit high levels of respect and tolerance towards each other which also contributes towards the harmonious nature of the school community.
29. The school's values are actively promoted by staff and contribute to pupils' clear understanding of what are right and wrong choices. Pupils demonstrate high standards of behaviour both within lessons and outside the classroom. A sense of calm and purposeful learning characterises lessons.
30. Pupils' spiritual understanding is enhanced through thoughtful, age-appropriate assemblies. Senior pupils learn about the circle of life on the school farm.
31. The management of behaviour incidents is effective. Pupils are encouraged consistently to make right choices in the way they behave. Pupils can identify different types of bullying. Bullying is rare. Leaders have robust measures in place to follow up potential incidents of bullying. Pupils are confident that concerns they raise are dealt with promptly and robustly.
32. Pupils learn about the importance of physical and mental health in supporting positive wellbeing. They regularly exercise through the course of the school week. They swim and play racquet sports throughout the school year. Pupils understand which food types will contribute towards their physical health. In the early years, children learnt about the importance of oral hygiene during a health and hygiene day. Pupils' emotional wellbeing is carefully monitored by staff who have a thorough understanding of the needs of individuals and respond effectively when pupils require support.
33. Leaders deploy staff effectively in order that pupils are appropriately supervised both whilst on the school site and when they are learning off-site. The school premises are suitably maintained. Leaders ensure that appropriate health and safety measures are in place and recognise the need to systematically record checks that have been undertaken. Appropriate precautions are taken to safeguard the school community from the risk of fire, which includes suitable training for staff and regular fire evacuation practices. Suitable arrangements are in place for pupils who require first aid or who are unwell, including access to appropriate medical accommodation.
34. Arrangements for the admission of pupils and the recording and monitoring of their attendance are appropriate. Unexplained absences are quickly addressed, and the local authority is notified promptly in the event that a pupil joins or leaves the school at non-standard times. Pupils who were often absent from school before attending Cleve House now have higher levels of attendance due to the supportive care they receive from school staff. Child protection files are sent to destination schools in accordance with statutory guidance.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

35. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

36. Pupils consistently demonstrate respect towards each other and the wider community. Leaders actively foster understanding and tolerance of difference through the curriculum, wall displays, assemblies and a wide range of literature available in the school library. Visits by religious leaders give pupils an insight into the different beliefs and traditions that are celebrated in multi-cultural Britain.
37. British values are promoted throughout the curriculum. Pupils visited a polling station during council elections to understand how candidates seek election to local government while others experience democracy first hand as national pupil parliament members. Pupils learn about institutions and people that provide services to British society through visits by local politicians and members of the ambulance service. Older pupils learn about how laws protect people through discussions about human rights legislation and the part played by the equality act. They learnt about the consequences that can result from right and wrong choices during a visit by a barrister.
38. Children in the early years experience a range of activities that support the effective development of social and communication skills. Boys and girls collaborated effectively when taking turns whilst pouring water using different containers and when spontaneously creating an imaginative story together involving a hungry dinosaur visiting Barbie's home.
39. Pupils understand what it means to be a citizen and learn about ways to contribute positively to society. Pupils across the school participate in activities such as litter picking and contributing to school council discussions. Older pupils engage in peer mentoring. Pupils are active in supporting local, national and global communities. Pupils ran their own stalls during a 'Cleve in the Community' event in support of those affected by the war in Ukraine.
40. The PSHE programme of study promotes pupils' knowledge and understanding of how positive economic wellbeing will enable them to thrive in their future lives. Pupils develop their understanding of money in maths lessons. Children in the early years learn about money and apply their learning when visiting a local shop to buy fruit. Older pupils learn to be young entrepreneurs and explore financial aspects of business such as gross and net profits.
41. Pupils are well prepared for their next stage in education. Younger pupils form strong relationships with their older peers and their teachers through peer mentoring activities and regular interactions in lessons, in the playground and in after school clubs. Moving-up days are well planned and support the smooth transition between year groups. Individual support is given to pupils preparing to transition to their senior schools. Age-appropriate career guidance is provided for Year 6 and 7 pupils enabling them to understand different careers they might pursue in later life.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

42. All the relevant Standards are met.

Safeguarding

43. Leaders place high priority on the safeguarding of pupils. Members of the designated safeguarding leadership team have appropriate training and status within the school in order to be able to fulfil their responsibilities effectively. Those with responsibility for safeguarding liaise appropriately with external agencies when issues arise. The school's safeguarding policy reflects the latest statutory guidance and can be accessed from the website.
44. The advisory board has suitable expertise to be able to check that safeguarding arrangements are in line with current guidance. Safeguarding procedures are implemented rigorously.
45. Staff undergo a robust safeguarding training programme as part of their induction to the school. Further training takes place for all staff at regular intervals. This helps keep safeguarding at the forefront of everyone's mind. Staff take their duty to safeguard pupils seriously and are clear about how to recognise and report issues, including low-level concerns.
46. Pupils know who to turn to if they have a concern and trust that they will be well cared for by members of staff. The curriculum supports pupils in understanding about dangers they might encounter, including those online, and how to mitigate them. Parents are provided with regular updates so they can work with the school to optimise pupils' safety.
47. Leaders with responsibility for recruitment receive appropriate training. They undertake requisite pre-employment checks in a timely way and a suitable central register of appointments is kept. Leaders are working to ensure references provided for staff joining the school are standardised in the information they require and the way in which they are recorded.
48. The school follows suitable policy and procedures with regard to children missing or absent from education.

The extent to which the school meets Standards relating to safeguarding

- 49. All the relevant Standards are met.**

School details

School	Cleve House School
Department for Education number	801/6005
Address	Cleve House School 254 Wells Road Knowle Bristol BS4 2PN
Phone number	0117 977 7218
Email address	office@clevehouseschool.com
Website	www.clevehouseschool.com
Proprietor	Cleve House Limited
Headteacher	Mrs Clare Fraser
Age range	2–16
Number of pupils	65
Date of previous inspection	March 2020

Information about the school

50. Cleve House is an independent co-educational school for pupils aged 2 to 16. It is located in Knowle, Bristol. The school has operated in association with Wotton House International School, in Gloucestershire, since 2023, whilst retaining its individual registration. The proprietor of Cleve House became a joint proprietor and co-manager of the school with the proprietor of Wotton House in September 2023. The school has an advisory board. The school comprises an early years setting, a junior school and a class of pupils in the secondary school, in Year 7.
51. The school has identified 15 pupils as having special educational needs and/or disabilities. Seven pupils in the school have an education, health and care (EHC) plan. Four pupils have English as an additional language (EAL) and they receive extra support.
52. The school aims to develop confident, resilient pupils with a positive attitude to learning in an environment that is full of joy, empathy and opportunity.

Inspection details

Inspection dates

25 to 27 June 2024

53. A team of two inspectors visited the school for two and a half days.

54. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of the advisory board
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

55. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net