



ISI

Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

CLEVE HOUSE SCHOOL

JUNE 2017



School's details

School	Cleve House School			
DfE Number	801/6005			
Address	254 Wells Road Knowle Bristol BS4 2PN			
Telephone number	0117 977 7218			
Email address	clevehouseschool@btconnect.com			
Headteacher	Mr Craig Wardle			
Proprietor	Mr Craig Wardle			
Age range	2 to 11			
Number of pupils on roll	82			
	Boys	39	Girls	43
	EYFS	43	Juniors	39
Pupils' ability	The school's own assessment indicates that the ability of pupils on entry is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 7. One has a statement of special educational needs or an education, health and care (EHC) plan. They require support with mild learning difficulties and sensory impairment. No pupils have English as an additional language (EAL).			
History of the school	The school opened in 1937 and moved to its current premises in 1947. The current proprietor bought the school in 2015.			
Ownership and governing structure	The school is owned by the head who governs with the support of the Senior Leadership Team.			
School structure	There is one form of pupils in each year group from Nursery to Year 4. Pupils in years 5 and 6 learn together in the same class.			
Other useful information	The EYFS is referred to as Little Cleve Nursery and accepts children from the age of 2. This setting is not registered.			

Inspection dates

21 to 22 June 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, relevant requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1

Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The standards relating to arrangements made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance are not met because the school has not ensured that the checks regarding prohibition from teaching, prohibition from management, barred list, those regarding employment history and references have not always been attained prior to appointment. The school has not checked that all staff who have contact with pupils aged 8 and under are not disqualified by association. The deputy designated safeguarding lead has not been trained to an appropriate level in accordance with local safeguarding children board requirements.

The standard[s] relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010] and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraphs 7 [safeguarding] are not met.

Action point 1

- the school must ensure that all recruitment checks required prior to appointment are made within appropriate timescales. [Part 3, paragraph 7(a) and 7 (b)]

Action point 2

- the school must ensure that all staff with designated safeguarding leadership roles are trained to an appropriate level in accordance with local requirements. [Part 3, paragraph 7(a) and 7 (b)]

PART 4**Suitability of staff, supply staff, and proprietors**

A register is kept as required. The school makes certain checks to ensure the suitability of staff, supply staff, and proprietors but it does not check the suitability of any person living or having lived overseas or confirm the person's identity prior to appointment.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met but those in paragraph 18 [suitability of staff] is not met.

Action point 3

- the school must ensure that it carries out appropriate checks to confirm the suitability of staff from overseas and the identity of all persons appointed to the school. [Part 4, paragraph 18]

PART 5**Premises of and accommodation at schools**

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6**Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8

Quality of leadership in and management of schools

The proprietor actively promotes the well-being of the pupils but does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met.

The standard relating to leadership and management of the school in sub-paragraph 34 (1)(c) is met but those in sub-paragraphs 34 (1)(a) and (b) [knowledge and skills/ fulfilment of responsibilities] are not met.

Action point 4

- **the school must ensure that those who govern and lead the school develop the skills and knowledge they need to fulfil their responsibilities so that the required staffing checks are undertaken prior to appointment to enable the standards to be consistently met [Part 8, paragraph 34 (1) (a) and (b)]**

ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the proprietor. They attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Ms Juliet Jaggs

Reporting inspector

Mr Jonathan Onions

Compliance team inspector (Head of department, IAPS school)