



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Clifton Lodge School

March 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School	Clifton Lodge School			
DfE number	307/6066			
Address	Clifton Lodge School 8 Mattock Lane Ealing London W5 5BG			
Telephone number	020 8579 3662			
Email address	info@cliftonlodeschool.co.uk			
Head	Mr Michael Belsito			
Chair of proprietary body	Mrs Karen Nicholson			
Proprietor	Cognita Schools Ltd			
Age range	3 to 11			
Number of pupils on roll	117			
	EYFS	31	Pre-prep	33
	Prep	53		
Inspection dates	28 to 30 March 2023			

1. Background Information

About the school

- 1.1 Clifton Lodge School is an independent co-educational day school situated in Ealing. It was originally founded in 1979 as a school for male pupils and became co-educational in 2012. In 2008, the school became part of the Cognita Schools Ltd, who oversee the school. The school comprises three sections: the Early Years Foundation Stage (EYFS), for children aged 3 to 5 years; pre-prep, for pupils aged 5 to 7 years; and prep, for pupils aged 7 to 11 years.
- 1.2 The current head took up his position in September 2022.

What the school seeks to do

- 1.3 The school aims to produce scholarly pupils who love learning and are curious about what they do not yet know. It seeks to nurture pupils' talent while enabling them to tackle difficulties with what the school terms a 'growth mindset'. The school endeavours to develop character through understanding strengths and areas for development and learning how to put the school virtues into practice.

About the pupils

- 1.4 Most pupils come from local families representing a range of professional and business backgrounds. The school's own assessment data indicate that the ability of pupils on entry to the school is above average compared to those taking the same tests nationally. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, and other conditions, all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 20 pupils, all of whom receive additional support for their English. The school has identified 25 pupils as being the most able in the school's population, and the curriculum is modified for them and for nine other pupils because of their particular talents in art, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils' academic and non-academic achievements are excellent. They attain highly and make rapid progress from their starting points.
- Pupils display outstanding knowledge, skills and understanding across the curriculum.
- Pupils' attitudes towards learning and achievement are excellent. They are very keen to learn and to the best they can.
- Pupils' communication skills are advanced for their age.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' self-understanding, self-confidence and perseverance are outstanding.
- Pupils display advanced moral sensibilities.
- Pupils' social and collaborative skills are excellent.
- Pupils' appreciation of and respect for diversity are excellent.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that pupils always deepen their learning as much as they do typically by providing consistently high levels of challenge and enabling pupils to reach their own conclusions.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 The school's own assessment data show that attainment and progress over time are both excellent. By the time they reach the end of the Reception year, a higher proportion of children in the EYFS attain a good level of development than those in early years settings nationally, with school data indicating that high percentages of these children attain beyond national expectations. Data also indicate that all groups of pupils, including those with SEND or EAL and the most able, make typically rapid progress from starting points and attain well above national age-related expectations. Most leavers attain offers at their first choice of senior school, with several achieving academic and other scholarships. This is because leaders and staff set pupils what they term 'aspirational targets', and leaders utilize assessment data highly effectively to identify and fill any gaps in learning and provide appropriately

high levels of challenge. A very large majority of parents who responded to the pre-inspection questionnaire said that teaching enables their child to make progress. Similarly, most pupils who responded said that their skills and knowledge improve in most lessons. Inspection evidence supports these views. The school fully meets its aim to produce scholarly pupils and nurture their talent.

- 3.6 Pupils exhibit advanced knowledge, skills and understanding across the range of subjects. Artwork by children in the EYFS is highly developed for their age, featuring very careful and controlled use of colour and shape. Young pupils showed creativity and a developing ability to express themselves artistically, such as through adventurous clay sculptures of trees of different shapes and sizes. Older children can recite the days of the week in the correct order. They correctly identify which days had been yesterday and would be tomorrow. In a music lesson, older children could tell the difference between staccato and legato. The youngest pupils express accurate and confident understanding of proper nouns. Books demonstrate pupils' excellent subject knowledge, such as, in science, about the nervous system, and in geography, the countries of Eastern Europe. Other pupils in the middle of the school demonstrated very sensible reasoning about the facts they had previously learned about the Wars of the Roses and how these related to subsequent historical events. The oldest pupils' books exhibit advanced subject knowledge across the whole range of subjects. For example, pupils record scientific information clearly, making effective use of diagrams, accurate use of scientific notation and calculations using the correct units. A few pupils who responded to the questionnaire disagreed that most lessons are interesting. Inspectors found that typically lessons provided pupils with challenge, but occasionally, by providing conclusions or set methods, teaching prevented pupils from deepening their learning or exploring their own solutions.
- 3.7 Pupils' attitudes to learning are a strength of the school. They are very highly motivated to learn and succeed. For example, the youngest children worked with much care to complete their various letter-formation activities and were very proud to show what they had done to staff. During all registrations seen, pupils concentrated well and demonstrated an eagerness to participate in the day ahead. In all lessons seen, pupils concentrated extremely well and were highly engaged with the topic, consistently demonstrating a diligent approach to learning. Pupils who spoke to the inspectors referred to the school's 'virtue' of 'wisdom', saying that they wanted to be good students and do their best. Pupils develop aspirational attitudes because they experience typically very dynamic, pacey and enthusiastic teaching that motivates and excites them. The school fully meets its aim to produce pupils who love learning and are curious about what they do not yet know.
- 3.8 Pupils' communication skills are outstanding. The youngest children were very able to match simple sounds to letters, such as 'a', 'e', 'f', 'h', and 'k'. Children's letter formation is very clear for their age. They speak very confidently to staff and each other. In a lesson about the relationship between letters and sounds, the more able children were able to suggest how the use of different letters would change particular words, such as how 'ship' could change to 'shop', and 'shop' could change to 'stop'. In an English lesson, young pupils were able to explain fluently and write down clearly how characters from a Roald Dahl novel might feel in certain situations. Older pupils' books demonstrate highly developed reading skills. For example, pupils are able to identify with precision different forms of persuasive writing as they appear in texts. Pupils' writing makes use of powerful vocabulary and conventions of the styles of writing being attempted, such as in the pupils' own creations of myths. Pupils' communication skills improve as a result of feedback, including in English books, which identifies strengths and areas for improvement extremely clearly and precisely.
- 3.9 Pupils demonstrate advanced mathematical skills and understanding for their age. For example, children in the EYFS counted up to 16 very fluently and confidently during registration. The youngest pupils correctly identified mathematical symbols when working on capacity. Other young pupils demonstrated excellent understanding of different prefixes and units of measurement, for example, by offering sensible hypotheses of which objects were more likely to have mass of one gramme, and by reading thermometers correctly, including those without numerals. Older pupils were able to extrapolate relevant data from geographical graphs to create accurate dual bar charts. Pupils' books

contain work of high quality in all areas of mathematics. Pupils' mathematical understanding strengthens through the use of visual examples, along with very clear questioning referring to real-life examples of mathematical scenarios. Questions also feature a high level of challenge, and teachers insist on the correct use of pertinent mathematical vocabulary, such as 'Celsius'.

- 3.10 Pupils demonstrate well-developed information and communication technology (ICT) skills and confidence in using ICT devices. These were shown through, for example, sophisticated group research projects and presentations on themes such as the Panama Canal and 'Planning for a banquet'. Pupils' presentations are extremely well structured, with much care taken over the content of each slide. Younger pupils' work demonstrates assured use of painting and other apps, such as to create their own versions of pointillism pictures, as well as very well structured and presented research projects on themes such as leaves. Pupils make excellent use of resources on the school's virtual learning environment to select relevant information to include in their presentations. Pupils stated that they used their own personal dashboards to help identify their strengths and how they could improve their work. Leaders provide pupils with their own devices from Year 3 upwards and enable pupils to practise their ICT skills constantly.
- 3.11 Pupils exhibit advanced study skills. For instance, pupils in the middle of the school offered intelligent explanations about different sources that might constitute reliable historical evidence. They showed sophisticated understanding of the usefulness and limitations of different types of evidence, including Shakespeare's play and pictorial representations of Richard III. In a geography lesson, older pupils hypothesised about Captain Cook's possible plans for future journeys based on those he had completed. Most parents who responded to the questionnaire said that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence supports this view. Staff typically make highly effective use of probing questioning and provide pupils with very clear explanations of what is expected from them. They often provide pupils with opportunities to direct their own learning and research.
- 3.12 Pupils have achieved outstanding success in sports for the size of the school. There has been individual success in cross country, with pupils attaining the fastest time in the borough and representing the local authority in the London Youth Games. Three pupils have reached national fencing championship finals, with one winning the overall under-10 competition. In football, several pupils play for the Brentford FC youth team, while others have won the under-9 Harrow football league. Others achieve success with football, netball and rugby clubs, sustained by the support and coaching they receive at school. All pupils who have taken ABRSM music examinations in recent years have been awarded merits or distinctions. Similarly, all entrants to LAMDA examinations have passed, with almost all pupils attaining distinctions or merits. A Clifton Lodge pupil won the Cognita junior art competition in 2022.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-confidence and self-understanding are excellent. For example, younger children in the EYFS are very at ease and confident to join in the various phonics activities. Similarly, older children settle into their classroom and engage with the pre-registration activities very confidently and happily, demonstrating a very strong sense of security. Younger pupils are confident to express how they feel about their learning during the day. Pupils who spoke to the inspectors were confident in expressing their feelings and perspectives. They commented favourably on how the school enabled them to identify their own strengths and areas for development. Pupils' books contain much thoughtful self-reflection about their own performance and how to improve it. Older pupils explained to the inspectors how they would use 'the learning pit' to change the way they thought about things in order to succeed. Pupils explained, 'If you give up, you might be really close to your goal but if you give up, you give up the chance of the achievement'. Pupils' confidence and readiness to persevere stem from

staff's very warm relationships with pupils, characterised by a preponderance of praise and encouragement. Leaders and staff promote an atmosphere where it is acceptable to not succeed first time, but that success will come with more application and fortitude. Most parents who responded to the questionnaire agreed that the school helps their child to be confident and independent, and all pupils who responded said that their teachers are supportive. The school fully meets its aim to enable pupils to tackle difficulties with what the school terms a 'growth mindset'.

- 3.15 Pupils display outstanding moral behaviour and values. Behaviour seen throughout the inspection across the school was uniformly excellent. Pupils who spoke to the inspectors conveyed with passion and in depth why certain moral values and behaviours, such as kindness and respect, were significant to them. For example, pupils talked about the importance of integrity, which they explained as 'doing the right thing' even if not rewarded. Pupils also spoke about the importance of good character and demonstrated a willingness to challenge disrespectful or unkind behaviour. They also conveyed that it was important to be fair and listen to both sides in any disagreement. In a history lesson about Richard III, pupils in the middle of the school spoke with feeling about how it was not fair for someone to be accused of something without evidence. Leaders successfully promote the school 'virtues': love, integrity, wisdom, fortitude, justice, self-control'. Staff have high expectations of pupils' behaviour and model courtesy and respect in their interactions with pupils. The school fully meets its aim to develop character and enabling pupils to put the school 'virtues' into practice.
- 3.16 Pupils display advanced social skills. Pupils collaborated with each other extremely well in all lessons seen. For example, the youngest pupils helped each other and were very careful not to injure each other accidentally during a cutting and sticking activity. Older pupils maintained entirely respectful discussions while sharing opposing or diverging points of views with each other. During break and lunch times, pupils shared equipment and played very happily with each other. The oldest pupils maintained highly collaborative discussions when exploring ideas about the plot structure of *Percy Jackson and the Lightning Thief*. In a physical education (PE) lesson, during a game of hand hockey, pupils worked highly effectively as a team in order to score goals, readily accepting decisions made by the referee. Staff model consistently high expectations of pupils' social interactions. All parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Inspection evidence supports this view.
- 3.17 Pupils exhibit a deep appreciation of diversity and respect for those of different backgrounds and cultures to their own. For example, during registration, young non-Muslim pupils expressed an understanding that Muslims fast in Ramadan and that diverse cultural ways of life were important and should be respected. Older pupils who spoke to the inspectors conveyed a deep appreciation of the existence of diverse cultures, family structures and beliefs. They expressed with passion how everyone had rights and how important it was that these were recognised and upheld. They said that the world would be a poorer place without diversity and expressed how much they appreciated being part of a varied and diverse community. All parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. Leaders and staff promote and model inclusive attitudes consistently and highly effectively.
- 3.18 Pupils demonstrate very strong spiritual awareness for their age. For example, pupils in the middle of the school confidently and thoughtfully debated whether Good Friday should be called 'Good Friday' or 'Bad Friday', identifying that Jesus sacrificed his life to be what they termed 'a bridge between God and people', but that suffering and death could not be described as 'good'. Pupils also showed substantial respect for different spiritual ideas, using phrases such as, 'If I were Christian, I would think...' Some pupils who professed themselves to be Christian expressed admiration for aspects of Islam. Pupils also exhibit excellent appreciation of non-material aspects of life. Older pupils who took part in a choir rehearsal during the inspection reflected deeply about how they could enhance the audience's response to the music that they were preparing. Art displayed around the school exhibits

a strong appreciation of features such as colour and composition. Pupils expressed thoughtful views about the ways that art had meaning and how music could affect one's emotions.

- 3.19 Pupils demonstrate strong decision-making skills. Younger pupils were able to express confidently and creatively their preferred topic of choice should they write a book. Pupils who spoke to the inspectors conveyed their view that people should have the ability to make decisions and solve any problems for themselves as much as possible, exhibiting the confidence to take on this responsibility. In some lessons seen, pupils were able to identify what they wanted to find out more about and what the focus of their learning should be. Older pupils spoke to the inspectors maturely about how they considered their future schools and how they weighed up what they termed 'the pros and cons' about each possibility.
- 3.20 Pupils contribute very well to the school and wider community. Pupils support each other through a range of roles, such as buddying up with pupils and children from other year groups, acting as house captains and monitors of different descriptions. Pupils in the school and eco councils represent the views of their peers and suggest ways of improving the life of the school, such as enhancing playground equipment and checking that lights in empty classrooms were turned off, and having an anti-bullying week. Pupils regularly visit local care homes and have chosen various charities to support, ranging from those supporting victims of the earthquake in Turkey and of the war in Ukraine to the *Samaritans' shoebox appeal* and *Comic Relief*. The oldest pupils expressed how much they enjoyed their various roles and responsibilities, particularly supporting the children in the EYFS, saying that sometimes they chose to go and help them during their morning break.
- 3.21 Pupils' understanding of how to stay safe and keep healthy is excellent. For example, older pupils' electronic presentations about e-safety demonstrate very strong understanding of key dangers and how to avoid them. Pupils of different ages explained very articulately the strategies that they used to keep themselves safe when online. PSHE books exhibit much understanding of the importance of a balanced diet and of getting sufficient sleep. They also demonstrate that pupils have an excellent awareness of signs that friendships might be going wrong and of what to do if this situation arose. Pupils talked intelligently about the strategies they used to support their own mental health, such as moderating their breathing when experiencing stress, and referring to leaders' recently introduced 'zones of regulation' to take control of their emotions. All pupils who responded to the questionnaire said that they understand how to stay safe online and agreed that the school teaches them about safety. The personal, social, health and economic education (PSHE) programme includes well-designed tasks that encourage reflection and so deepen pupils' knowledge and understanding of how to keep healthy and stay safe.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a representative of the proprietary body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Steven Popper	Reporting inspector
Mr Richard White	Compliance team inspector (Former bursar, IAPS and ISBA school)
Mr Ian Senior	Team inspector (Deputy head, HMC, GSA and IAPS school)