



Saville House School

Independent School

Inspection report

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| DfES Registration Number | 891/6008 |
| Unique Reference Number | 122926 |
| Inspection number | 296866 |
| Inspection dates | 15–16 March 2007 |
| Reporting inspector | Mrs Cecile Corfield |

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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

Saville House School has been established for over fifty years in an attractive Grade 2 listed building in Mansfield Woodhouse, Nottinghamshire. It merged with Mansfield Preparatory School in 2004. A Kindergarten and a Reception class are situated in a separate building nearby. This provision is not registered with the Early Years' inspectorate, although the school has notified the Department for Education and Skills of the merger. The school provides Foundation Stage and primary education for pupils aged three to eleven years. There are 112 pupils on roll. The school is non-selective and non-denominational. No pupil has a statement of special educational need.

Evaluation of the school

Saville House School meets all of the regulations for independent schools. It provides a good quality of education based on a well-planned curriculum and effective teaching. This provision ensures that pupils make good progress in their learning. Pupils enjoy school and have positive attitudes to their learning. They thrive in the school's family atmosphere. Behaviour in lessons is generally good but sometimes less so around the school and in the playground. Most parents report that they are happy with their children's progress and with how the school is run. Great care is taken to ensure the welfare, health and safety of pupils.

Quality of education

The quality of the curriculum throughout the school is good. Children get off to a good start in the Kindergarten and Reception class because the curriculum is carefully planned to provide a range of stimulating, creative, 'hands on' experiences which develop positive attitudes to learning. Planning is firmly based on the Foundation Stage curriculum, ensuring that it is broad and balanced. Resources are plentiful both indoors and for when pupils continue their learning outdoors. As pupils move from the Kindergarten to the Reception class, planning increasingly and successfully incorporates preparation for the study of National Curriculum subjects.

In Key Stages 1 and 2, the curriculum is firmly based on the National Curriculum and is extended effectively by specialist teaching in dance, speech and drama, French and, from Year 5, German. Personal, social and health education (PSHE) is given appropriate emphasis in all age groups. Pupils have two periods of physical education each week. Long-, medium- and short-term planning is thorough and conscientiously recorded. Extra-curricular activities include drama, sports and choirs. Pupils in Key Stage 2 enjoy the clubs; pupils in Key Stage 1 state that they would like these opportunities too.

The quality of teaching varies but is good overall and enables pupils to make good progress over time. Staff in the Kindergarten quickly establish positive relationships in a calm supportive atmosphere. They provide a good balance of adult- and child-led activities against a background of high expectations. Teachers get to know pupils well and plan activities that take individual pupils' learning forward. In the Reception class, work is particularly closely matched to pupils' needs. They benefit, for example, from a more structured approach to the teaching of phonics and from incisive questioning which really challenges them to think and work hard.

Most lessons in Key Stages 1 and 2 are conducted at a brisk pace and teachers manage pupils well. Teachers ensure that pupils listen and persevere with their tasks. In most lessons, planned work is well matched to pupils' abilities, and pupils make good progress. Daily planning is good overall, with clear learning objectives shared with pupils at the start of the lesson. Almost all lessons conclude with a useful summary of what has been learned. Plans indicate the extra provision for those pupils who need extra support. Pupils identified as having special educational needs have appropriate individual education plans which are reviewed regularly. However, there is little evidence of what will be provided to further challenge the higher-achieving pupils. In the small minority of satisfactory lessons, resources are not used as effectively or pupils are not challenged sufficiently. On the very few occasions when teaching is inadequate, pupils do not make the progress of which they are capable due to insufficient planning for the lesson or because the unacceptable behaviour of a minority is allowed to disrupt the lesson. Senior teachers undertake lesson observations, but these observations are not sufficiently rigorous to ensure the identification and dissemination of best practice.

Procedures for the assessment of pupils' progress are good. In the Foundation Stage, the recommended profile is completed efficiently. In Key Stage 1, National Curriculum teacher assessments take place at the end of the key stage. Throughout the school, there is continuous assessment based on teachers' good knowledge of their pupils' abilities together with reading tests. Pupils in Years 3 to 5 take end-of-year tests. Pupils in Year 6 take Key Stage national tests. The school has just introduced a useful tracking system to monitor pupils' progress over time. The quality of marking throughout the

school is good. It is comprehensive, regular and often informs pupils of how to improve their work. Most teachers give pupils immediate feedback on their work, which is both instructive and encouraging.

Spiritual, moral, social and cultural development of the pupils

The provision for pupils' spiritual, moral, social and cultural development is good. The attention given to pupils' spiritual development encourages them to acquire a set of values and beliefs. Pupils visit the local church for services for Christian festivals. After the harvest festival, gifts are distributed to the elderly in the community. Pupils raise funds for many charities worldwide. They realise that many are less fortunate than themselves.

The school's provision for moral development is good and enables pupils to tell right from wrong. Good work and behaviour, effort and helpfulness are rewarded in the Friday assembly each week. Staff choose stories or topics carefully to illustrate particular moral issues in literacy and PSHE lessons. This helps pupils to develop a clear awareness of the effect their actions have on themselves and others. Pupils gain knowledge of public institutions and services in Britain through citizenship lessons in Key Stage 2. For example, the school council visited the local council chambers and all had an opportunity to try on the mayoral chain. Older pupils discuss rules and laws and learn about local and central government.

Pupils' social development is good overall. Behaviour in lessons is good, but a small minority of pupils misbehave at break times and are not always as polite as they could be. A further review of the school's behaviour management policy would be appropriate. In most lessons, teachers provide regular opportunities for pupils to co-operate in pairs or small groups. Pupils are very willing to take on class responsibilities, performing their duties diligently. Furthermore, the emphasis placed on developing effective speaking and listening skills promotes pupils' self-confidence and self-esteem. Pupils in Year 6 state that they have been well-prepared for their secondary education.

Provision for pupils' cultural development is good. They participate in the richness of world cultures through history, geography, religious education and PSHE. For example, pupils in Year 6 have studied everyday life in India. Pupils study the major world faiths, and have recently looked at festivals such as the Hannukah, Eid and Divali. Pupils in Key Stage 1 learn about the clothes and foods of other cultures.

Welfare, health and safety of the pupils

Provision for the pupils' welfare, health and safety is good. The pastoral care given to pupils is a real strength throughout the school. All staff take great care to get to know pupils well in order that they can respond effectively to their individual needs. They present positive role models for pupils and let them know that they are valued and respected. Consequently they usually receive the same from pupils in return. There are well understood procedures to ensure pupils' welfare, health and safety. Staff are mindful of potential risks both inside and outside the building and take appropriate steps to minimize these. Supervision of pupils is good. Pupils are developing their own awareness of how to keep safe and make healthy choices. They say with confidence that their teachers will be there to help them with any problems.

Suitability of the proprietor and staff

All staff have been subject to satisfactory clearance with the Criminal Records Bureau. For new staff, the school carries out appropriate checks on identity, medical fitness, previous employment history and qualifications.

School's premises and accommodation

The school's premises and accommodation are suitable for purpose. The school is housed in an attractive Grade 2 listed building over three hundred years old. The Foundation Stage is situated in separate premises a short distance away. These premises are suitable for the age range. The main building provides suitably-sized classrooms and dining facilities. Spacious other buildings are being renovated to provide further accommodation for art, science and physical education. Good use is made of the parish hall nearby for school events. The school uses the parish field twice a week for games.

The school provides a colourful and attractive learning environment. The accommodation in both premises is enhanced by stimulating displays of pupils' work. The school is well maintained, clean and tidy.

Provision of information for parents, carers and others

The school provides a good range of information for parents and prospective parents. There is an informative, detailed prospectus, which gives a good flavour of life at the school. The school has recently introduced a useful report on each pupil's progress which will be provided for parents each month. There are informative notice boards and many attractive photographic displays of pupils' activities around the school. Parents have two meetings with teachers each year and receive an annual report. The vast majority of parents who responded to the pre-inspection questionnaire expressed a high degree of satisfaction with their children's education. The school has sent out its own questionnaires to parents and pupils, and, after careful analysis, put into

practice some useful suggestions for improvement, such as providing the regular progress reports.

Procedures for handling complaints

The procedures comply fully with the regulations and specify clear time scales for the informal and formal stages of the resolution of any complaint.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

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

- include in lesson planning details of how higher-achieving pupils will be challenged
- develop greater consistency of approach when dealing with pupils' behaviour
- continue to develop tracking procedures to monitor progress from entry to the Kindergarten to the end of Key Stage 2
- undertake lesson observations more rigorously.

School details

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| Name of school | Saville House School |
| DfES number | 891/6008 |
| Unique reference number | 122926 |
| Type of school | Primary day school |
| Status | Independent |
| Date school opened | 1951 |
| Age range of pupils | 3 – 11 years |
| Gender of pupils | Mixed |
| Number on roll (full-time pupils) | Boys: 59 Girls: 53 Total: 112 |
| Number on roll (part-time pupils) | Boys: 8 Girls: 7 Total: 15 |
| Annual fees (day pupils) | £ 2,800 |
| Address of school | 11 Church Street Mansfield Woodhouse NG19 8AH |
| Telephone number | 01623 625068 |
| Fax number | 01623 420940 |
| Email address | savillehouse@webandmail.co.uk |
| Headteacher | Mrs J Nutter |
| Proprietor | Mrs S Mills |
| Reporting inspector | Ms C Corfield |
| Dates of inspection | 15–16 March 2007 |