

Milverton House School

Independent School

Inspection Report

DCSF Registration Number	937/6091
Unique Reference Number	125789
Inspection number	329431
Inspection dates	12 November 2008
Reporting inspector	Marian Harker HMI

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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Milverton House is an independent day school for boys and girls from three to eleven years of age. It is part of the Chamberlain group of schools. The school is situated on a purpose built site, near the centre of Nuneaton, which has been developed to accommodate the needs of the pupils. The school aims to '*provide a caring and stimulating environment to enable pupils to achieve their full academic and personal potential.*' There are currently 168 full-time pupils on roll. Pupils who attend the school come from a wide area and represent a variety of cultural backgrounds. The current headmaster has been in post for two years and the school was last inspected in April 2005. The school has an Early Years registration and this provision was inspected in June 2008.

Evaluation of the school

Milverton House provides a good standard of education for its pupils, both in the Early Years Foundation Stage (EYFS) and throughout the school. Provision for pupils' spiritual, moral, social and cultural development is outstanding and behaviour is excellent. Pupils enjoy coming to school very much and most parents hold the school in high regard. The school meets all the requirements for registration and has addressed the regulations that were not met at the last inspection.

Quality of education

The quality of the curriculum across the school and in the EYFS is good. Pupils benefit from a wide range of additional activities which enable individuals to achieve high standards in such aspects as sport, information and communication technology (ICT), and French. Participation in sporting competitions provides good opportunities for physical education (PE). These activities complement the good provision for sport within the curriculum. Curricular planning is good and robust plans are in place for all subjects. However, schemes of work do not always indicate how the most able pupils will be challenged. There is an appropriate emphasis given to the teaching of basic skills and reading in particular is well resourced. Parents are given helpful guidance to ensure a consistent approach throughout the school. The school's provision for ICT has been enhanced since the last inspection with the development of an ICT

suite and interactive resources. Pupils report that they particularly enjoy ICT and would appreciate more lessons. The good curriculum for personal, social and health education ensures that pupils have a secure understanding of their rights and responsibilities and understand how to stay healthy and safe. Visits are sensibly planned to complement work in school and pupils talk enthusiastically about visits. In particular, the Year 6 pupils are looking forward to their visit to Normandy to enable them to practise their French speaking skills. Visitors into school, such as the local Health Visitor and Fire Officer, talk to the pupils about staying healthy and keeping safe.

The quality of teaching and assessment is good throughout the school. The school has a detailed assessment system that tracks individual progress through regular formal and informal assessments. However, assessment records and reports do not always clearly indicate the amount of progress made by pupils as they move through the school. A few parents reported that they would appreciate more information regarding the progress made by their children. Work seen in lessons and pupils' books confirms that pupils make good progress, particularly in basic skills. During the inspection, the quality of teaching observed ranged from satisfactory to outstanding. Most lessons move at a brisk pace and teachers have high expectations of behaviour and the amount of work to be covered. Pupils respond well to this and their excellent attitudes and obvious pride are reflected in the purposeful atmosphere and very well presented work throughout the school. In most lessons, probing questions are used effectively to check understanding and extend learning. However, on occasions, pupils are not sufficiently encouraged to think and learn independently to enable them to make as much progress as they could. This is particularly the case for the most able pupils.

Class teachers know their pupils very well. Consequently, pupils receive a lot of support with their learning. Pupils with learning difficulties and/or disabilities are quickly identified and receive good support in lessons and consequently make good progress. Teachers' marking frequently provides helpful comments to inform pupils about how to improve their work. As a result, pupils have a clear understanding of what they are trying to achieve and they make good progress. Homework is regularly set to consolidate basic skills and extend learning.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of all the pupils is outstanding. Personal development is a strength because teachers successfully nurture the abilities of each pupil through praise and high quality care. In addition, pupils are given opportunities to develop a broad range of skills, for example, through participation in the Nuneaton Festival of Arts. One parent commented, 'My daughter has been encouraged and supported by the school to build her confidence.' Pupils are articulate, well-mannered and proud of their school. They are enthusiastic about their achievements, particularly raising money for charity. Pupils recently raised a substantial sum of money for the Royal Society for the Prevention of Cruelty to Animals (RSPCA) and participate regularly in fund raising for local and national charities. Pupils' behaviour both in lessons and in the playground is outstanding. A

few parents reported their concerns regarding behaviour, however, this was not evident during the inspection. Pupils report that they enjoy coming to school and have many friends. They increasingly develop a sense of responsibility as they undertake jobs such as playground pals, prefects and head pupil. Older pupils help and play with the younger ones at playtimes and lunchtimes, contributing to their self-esteem and sense of school community. Pupils have good social skills and manners, particularly in the dining room. Older pupils, many of whom sit external examinations, and their parents, receive helpful guidance which along with their good basic skills prepares them well for moving to the next stage of their education. This is a harmonious school community where everyone is respected. Pupils have a good understanding of different cultures, which is fostered through assemblies and the religious education curriculum. Attendance is above national averages for primary schools. The school council provides a good opportunity for pupils to influence the life of the school and they are good ambassadors for the school. Some of the older pupils report that they would like to have the opportunity to make an even greater contribution to the life of the school.

Safeguarding pupils' welfare, health and safety

The provision for the welfare, health and safety of the pupils is good. Procedures to ensure their safety are robust and all the required policies are in place. Staff supervise the pupils vigilantly during lessons and when playing outside. There is a suitable fire risk policy, and fire evacuations and staff training are carried out regularly. Good procedures for first aid are in place and a generous number of adults have been appropriately trained. In addition, all Year 6 pupils undertake first-aid training. The designated staff for child protection have undergone training to the required standard and all staff have received appropriate training. Pupils report that they feel safe and well looked after in school. They particularly appreciate the confidential 'I need to talk box' which enables them to express any concerns they have to a member of staff. The school encourages pupils to stay healthy, particularly through the good PE curriculum and tasty school dinners. One pupil commented, 'the cook makes great dinners, there is a wide variety of choice and they are always healthy'. The school meets its requirements in respect of the Disability Discrimination Act and all of the regulations in respect of the checks it makes on prospective employees with regard to their identity and suitability to work with children.

Effectiveness of the Early Years Foundation Stage

As a result of the good progress children make from their starting points on entry to school, most of them reach standards that are at or above the levels expected by the end of the EYFS. Children achieve well across all areas of learning, although their performance is stronger in creative development and literacy. Parents rightly feel that their children settle quickly into the pre-preparatory class, this is because the staff are caring and have established clear routines and expectations. As a result, children learn to behave well and ensure others' and their own safety. The strong focus on their personal development effectively contributes to good relationships and children's self-confidence as learners. The personal development and well-being of the children in the EYFS is outstanding. Adults provide a range of opportunities for

children to enjoy and learn, both individually as well as with others. Occasionally, there is not enough balance between activities that are chosen by children and those that are led by adults. As a result, opportunities for pupils to learn independently and make personal choices are sometimes missed. This also means that, at times, the more able children in the EYFS are not sufficiently challenged. Regular checks are made of children at work to record their progress and these are used to plan the next steps in their learning. Leadership and management are good. The EYFS leader has clear plans for improving resources for learning and the outdoor provision has improved since the last inspection. However, the full use of the foundation stage profile data to maintain a precise overview of children's progress is yet to be made.

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.

- Develop curriculum plans across the school to ensure that the most able pupils are suitably challenged.
- Further develop a wider range of teaching methods to encourage pupils across the school, to think and learn independently.
- Develop assessment records that clearly indicate the amount of progress made by all the pupils.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	✓			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Milverton House School
DCSF number	937/6091
Unique reference number	125789
Type of school	Day
Status	Independent
Date school opened	1985
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll (full-time pupils)	Boys: 91 Girls: 77 Total: 168
Annual fees (day pupils)	£4,800
Address of school	Park Street Nuneaton Warwickshire CV11 4NS
Telephone number	0247664 1722
Fax number	0247637 4708
Email address	opipe@milvertonschool.com
Headteacher	Mr O Pipe
Proprietor	Mr S Chamberlain
Reporting inspector	Marian Harker HMI
Dates of inspection	12 November 2008