

Saville House School

Independent School

Inspection Report

DCSF Registration Number	891/6008
Unique Reference Number	122926
Inspection number	342540
Inspection dates	1 July 2009
Reporting inspector	Mark Mumby 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

Saville House School is a non-denominational independent day school for boys and girls aged 3–11 years. It is privately owned and is located in the village of Mansfield Woodhouse. Although the school is not selective, prospective pupils visit the school for an interview and an assessment day, during which time staff assess a prospective pupil's suitability and individual needs in order that a formal offer of a place can be considered.

The school aims, *'to give your children a sound start in life, with traditional values, together with a good standard of education'*.

The school is registered for 180 pupils and there are currently 92 full-time pupils on roll. Thirty two children are in the Early Years Foundation Stage and the school receives funding for 26 of these children through the government Nursery Education Funding scheme. The school opened in 1951 and was last inspected by Ofsted in March 2007.

Evaluation of the school

Saville House School provides a good quality of education and the overall effectiveness of the Early Years Foundation Stage is good. The school meets all of the regulations for independent schools. It has continued to develop since the previous inspection and has made improvements in the way it tracks the progress pupils make. Pupils' behaviour around the school has also improved and is now outstanding, as is their spiritual, moral, social and cultural development. The good curriculum and teaching ensure that pupils make good progress and attain high standards by the time they leave. Parents are highly supportive of the school. This is reflected in the very favourable responses to the inspection questionnaire which the large majority of parents returned. Several parents took time to write comments or speak to inspectors about the school, praising its traditional values and family atmosphere.

Quality of education

The curriculum is good. It is based on the National Curriculum and curriculum guidance for the Early Years Foundation Stage. Effective use is made of a good range of nationally produced materials, for example, for the teaching of phonics to the youngest pupils. The teaching of French to all pupils from Kindergarten to Year 6 is a good feature. Specialist teachers for dance, speech, and singing, as well as French for the older pupils, ensure that standards attained in these subjects are high. Pupils are given good opportunities to develop these skills in a variety of ways including two annual productions and participation in a local speech and drama festival. A large majority of pupils are entered for London Academy of Music and Dramatic Art awards and achieve a high level of success, the majority attaining distinctions or merits in their examinations. There is satisfactory provision for physical education and the school participates in a range of competitive sports with other schools. Coverage of personal, social and health education (PSHE) is good, and this work is enhanced through the involvement of outside agencies. For example, working with the police to deliver the DARE programme is a strong feature for the oldest pupils. A variety of visits, including a residential visit for pupils in Years 3 to 6, is used to provide purposeful learning activities outside the school environment. A parent, who is a professional potter, provides good opportunities for pupils' creative development by working on projects with them in school.

Teaching and assessment are good throughout the school and pupils make good progress. Lessons are planned well with clear learning objectives which are shared with the pupils. Consequently, pupils understand what they are learning about. Most learning activities are carefully chosen to meet the learning objective. However, on a few occasions, these activities are not sufficiently well-matched to the objective, or the teacher talks too much about a wider range of expectations. As a result, the pace of the lesson slows and pupils do not make as much progress as they could. Teachers use questioning well, often aiming questions at specific pupils, to extend pupils' thinking. Occasionally, opportunities to draw on pupils' own ideas are missed because the teacher gives the pupils too much information, rather than asking them. There is a good focus on developing pupils' subject-specific vocabulary, such as when the teacher emphasised the use of appropriate terminology in a Year 3 mathematics lesson about shapes and angles. Lessons provide a good level of challenge for the majority of pupils, including the most able. Support for pupils who find learning difficult is good, both from their peers and from additional adults. Pupils' work is marked regularly, although the written guidance provided to help pupils improve is limited.

Pupils from Kindergarten to Year 6 have very good attitudes to their work and respond well to the teachers' high expectations. They benefit from the individual attention they receive in small classes. Routines, both in the classroom and around school, are well-established. However, pupils occasionally become a little over-exuberant in some lessons and call out their answers.

The school has put in place a programme of regular assessments to monitor the progress made by pupils. These assessments have been sensibly planned to include assessments by teachers alongside national assessments which are externally marked. Consequently, the school has a good understanding of the progress made by pupils and this information is shared with parents through comprehensive reporting procedures.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils of all ages thoroughly enjoy their education and have excellent attitudes to their work. They are courteous and welcoming, and their behaviour is outstanding. Pupils develop a high level of self-confidence through effective PSHE lessons, assemblies and through the work of the school council. They are articulate, actively taking part in discussions, activities and performances. They are helpful and caring. For example, older pupils keep a watchful eye out for younger ones at break times. Pupils have a good understanding of right and wrong and show very good respect for one another and the adults who work with them. Pupils make a good contribution to the wider community through a wide range of charitable activities. For example, they participate in 'Purple Day' to raise funds for Jessie's Fund, Red Nose Day and the annual Harvest Festival when produce is distributed to local residents. Their performances each Christmas and summer provide a good opportunity for pupils to demonstrate their talents as they entertain members of the community. Pupils are keenly aware of other cultures and traditions, and are openly inquisitive, but respectful, tolerant and accepting of people who are different to them. An appreciation of spirituality is tangible in the school and is fostered through assemblies and times for quiet thinking and introspection.

Safeguarding pupils' welfare, health and safety

The provision for pupils' welfare, health and safety is good. The school has robust procedures in place to ensure that pupils are well cared for. For example, the school ensures that there is a sufficient number of staff with appropriate first-aid qualifications to cover the age range and the activities undertaken by the pupils in the school. All accidents are suitably recorded and reported to parents. Furthermore, the school analyses all accidents in order that preventative measures can be put in place to reduce the risks to the pupils. Fire risks have been considered appropriately and suitable arrangements for staff training and evacuation procedures have been put in place.

Pupils have a very good understanding about leading healthy lifestyles. They participate enthusiastically in a range of opportunities for physical exercise through the curriculum and at break times. They understand the importance of a healthy diet and enjoy the healthy snacks and drinks provided by the school. Pupils play sensibly and safely in the attractive grounds. They understand the rules and report that no bullying occurs. During the inspection, excellent attention was paid to sun safety. Pupils applied sunscreen, wore hats and took advantage of the shaded areas created for their safety.

The school has a good regard for the health and safety of pupils. However, the school is aware that some of its procedures for the updating of policies have not been as rigorous as they could be. The school takes good care to ensure that staff recruitment procedures are robust. All of the required checks are carried out and record keeping is in line with government regulations. The school has demonstrated particularly good practice by carrying out checks, over and above those required, for long-standing members of staff to ensure their suitability to work with children.

The school has prepared and implemented an accessibility plan and fully meets the requirements of the Disability Discrimination Act (2002).

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Activities are planned well to provide good coverage of the curriculum and ensure that the needs of each child are met. Teachers take good account of children's interests and use assessment well to monitor their progress. There is a good range of resources and displays are used well to celebrate children's work and promote learning. Consequently, the learning atmosphere is vibrant and there is always a good range of activities on offer, both inside and in the attractive outdoor area. There is a good balance between activities directed by the teacher and learning initiated by the children themselves. This provides for an appreciation of the learning that takes place and bolsters self-esteem and self-confidence in ways that encourage pupils to succeed. As a result, the children learn and develop well and achieve good standards in their learning.

Personal development and well-being are outstanding. The children thoroughly enjoy their learning and participate enthusiastically in activities. They relate very well to each other and to adults. Their behaviour is excellent. Good leadership and management of the Early Years Foundation Stage ensure that children's welfare, health and safety are good.

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.

- Raise the quality of teaching further by sharing the good practice that already exists in the school in order to enable pupils to make even better progress in their learning.
- Extend the opportunities for pupils to develop their skills in physical education.

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	Saville House School
DCSF number	891/6008
Unique reference number	122926
Type of school	Primary
Status	Independent
Date school opened	January 1951
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll (full-time pupils)	Boys: 44 Girls: 48 Total: 92
Annual fees (day pupils)	£3,600
Address of school	11 Church Street Mansfield Woodhouse Mansfield Nottinghamshire NG19 8AH
Telephone number	01623 625068
Fax number	01623 659983
Email address	savillehouse@hotmail.co.uk
Headteacher	Mrs J Nutter
Proprietor	Mrs S Mills and Mr R Everist
Reporting inspector	Mark Mumby HMI
Dates of inspection	1 July 2009