

Saville House School

11 Church Street, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 8AH

Inspection dates

9–11 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The proprietor and school leaders have ensured that all the independent school standards have been met. Since the last inspection, with support and challenge from the proprietor, leaders have implemented changes that have led to improvements in the quality of teaching, learning and the curriculum.
- The curriculum provides pupils with broad learning activities in different contexts. Termly topics help pupils increase their knowledge and understanding in a range of subjects. Some specialist subject teaching allows pupils to develop specific skills to a good standard.
- Leaders regularly monitor the quality of teaching and make checks on pupils' achievement. Subsequent discussions with staff ensure any necessary actions are taken to enable pupils to make good progress.
- Teachers assess pupils' work regularly so they have a clear picture of what pupils know, understand and can do. Pupils are challenged to think hard and use their skills and knowledge to solve problems and apply their reasoning, particularly in mathematics.
- Pupils' behaviour is good and they have positive attitudes to all aspects of school life. They appreciate the opportunities on offer and are well prepared for secondary school.
- Children in early years are eager to come to school. They enjoy their learning, make good progress and make a confident transition to key stage 1.
- Teachers plan interesting lessons so pupils are motivated and enthusiastic learners. By the end of key stage 2, pupils generally achieve the standards expected for their age in reading, writing and mathematics, and a few exceed these standards.
- Pupils develop a range of reading and writing skills. However, pupils do not routinely use their knowledge of phonics, spelling, punctuation and grammar in some subjects, and their work can lack accuracy.
- In subjects other than English, pupils are required too infrequently to write independently and develop their writing skills to the full. The presentation in pupils' books is not always of the highest standard.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Refine aspects of teaching and learning so that more pupils exceed the standards expected for their age, by:
 - ensuring that recent successful initiatives, including the new assessment system, are fully embedded so the improvements in pupils' achievements are sustained and extended
 - improving the teaching of phonics, spelling, grammar and punctuation so it is consistently effective throughout the school and pupils better acquire and apply these skills
 - teachers more often enabling pupils to develop their writing skills across a range of subjects
 - ensuring that handwriting in books is neat and pupils' work is all presented to the same good standard.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and co-headteachers have ensured that all the independent school standards have been met, including those that were previously unmet. Working from the recommendations from the last inspection report, leaders have implemented changes that have improved the curriculum and the quality of teaching.
- Leaders have promoted an ethos where all members of the school community are valued and have a voice. Positive relationships have allowed leaders to introduce changes in a way that has the support of all staff and has led to greater consistency in the way teachers work.
- Leaders evaluate the quality of provision through regular checks on the quality of teaching and pupils' progress. They identify aspects of the school's work that could be improved and hold regular discussions with staff to follow up agreed actions. The introduction of a new assessment system has enabled leaders to have a more precise view of pupils' achievement throughout the school.
- The curriculum has been reviewed and provides a framework that helps teachers to plan interesting, motivating and exciting learning. Based on the expectations of the national curriculum, learning is organised into themes and topics that help pupils to build their skills, knowledge and understanding in a range of subjects. The school provides a number of extra-curricular clubs to extend learning. The school actively encourages pupils to take part in drama, music and sporting events to further enrich their school experiences.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum, for example, in religious education (RE) and through assemblies. Pupils are respectful of others and demonstrate tolerance for those with religious beliefs or cultural backgrounds different from their own. British values are reflected in the school's ethos and pupils show a good understanding of the underlying principles of democracy, rule of law and mutual respect.
- Parents and carers are overwhelmingly supportive of the school and praise the school's promotion of 'old-fashioned values'. There is good communication with parents through regular reporting and opportunities for frequent informal discussion. All parents who responded to Ofsted's online questionnaire, Parent View, or who spoke with the inspector, would recommend the school.

Governance

- The proprietor maintains a good overview of the school's provision. She does this by:
 - communicating frequently with the headteachers
 - carrying out annual appraisals of the headteachers and holding them to account for specific aspects of the school's performance
 - attending meetings and training sessions at the school
 - carrying out monitoring activities to check on the progress pupils are making
 - ensuring that the school meets the requirements of the independent school

standards.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured all staff are appropriately trained for their roles and are familiar with the most up-to-date government guidance. Risk assessments are carried out and updated when necessary to ensure pupils' safety in school and during off-site activities.
- Pupils learn how to keep themselves safe by recognising and managing risk. Pupils are aware of the possible dangers when using the internet and made reference to information films they had seen which helped them understand why they should not share personal information online.
- The school's safeguarding policy is available on the school website.

Quality of teaching, learning and assessment

Good

- Since the last inspection, the quality of teaching has improved. The recently introduced assessment system is helping teachers to keep a close watch on pupils' progress. Any pupils needing additional help, including those with special educational needs and/or disabilities (SEND), are identified quickly and individual support is given.
- Lessons are planned carefully to enable pupils to build on what they already know and can do. Pupils remember facts and information from previous lessons and this brings greater meaning to new learning. For example, in a geography lesson, pupils drew on their knowledge of earthquakes to suggest reasons why tsunamis occur. The teacher also provided a model to demonstrate the effects of a large wave hitting land. This fascinated pupils and enhanced their learning further.
- In many lessons, teachers encourage pupils to apply their skills and knowledge. They tackle these activities with enthusiasm and enjoy the challenges that make them think hard. In mathematics lessons in particular, teachers expect pupils to develop their reasoning skills. For example, older pupils were immersed in a number investigation where they used a limited range of digits, and they attempted to find a calculation that would give the target answer. They demonstrated both determination and perseverance as they refined and explained their thinking.
- Teachers have good subject knowledge and this enables them to extend learning in different areas of the curriculum. They use questioning effectively to check pupils' understanding and provide additional challenge, particularly for the most able pupils. Some subjects are taught to all classes by one teacher, for example, dance and computing. This ensures a good progression in learning. Specialist teaching is also available to pupils learning to play musical instruments.
- Parents are informed regularly about their child's progress through frequent informal discussion and via written reports.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and enthusiastic learners. They understand the value of their education and know that what they learn now will stand them in good stead when they are older. They try their best and are keen to participate in lessons.
- Pupils say the school is a safe place and that there is no bullying. They are confident teachers will help them to sort out any problems that may arise. They know about different types of bullying and know how this is different from 'falling out' or disagreeing with a friend.
- Pupils explain how they can keep themselves safe. They talked about road safety, and how older pupils pair up with younger pupils on school visits to show them the safe way to behave. Pupils know school rules and procedures help to keep them safe, for example, in holding regular fire drills.
- The school has an open culture where tolerance and respect for others are a priority. Relationships are good throughout the school and there is a calm and productive ethos.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and move about the school sensibly. They are polite and thoughtful in their relationships with others. Parents value the importance placed on good manners.
- School records show there are very few incidents of poor behaviour. Pupils understand and live up to the school's expectations for behaviour. Pupils show respect for each other, the school buildings and resources.
- Attendance is good because pupils enjoy coming to school. The school follows up absences quickly and thoroughly. Any requests for extended absences are discussed with parents on an individual basis.

Outcomes for pupils

Good

- All groups of pupils make good progress over time from their individual starting points. Pupils' workbooks show that most pupils are working at standards expected for their age in reading, writing and mathematics and a few exceed these expectations. Pupils develop skills and knowledge in a range of other subjects, producing work appropriate to their age.
- Mathematics books show that pupils are competent in their use of number and calculation. Over time, they show they can complete increasingly challenging tasks. They regularly apply reasoning to their work and solve problems using their mathematical skills and knowledge. Pupils are able to explain and justify their thinking.
- Pupils write for a range of purposes and learn about the features of different types of writing. The work of the most able pupils often shows a good use of vocabulary and is well structured. However, written work sometimes shows inaccuracies in pupils' use of

spelling, punctuation and grammar. Although work in books is set out consistently throughout the school, handwriting is not always neat and some work lacks care.

- In discussion, pupils show they have a good understanding of what they have learned in different subjects. They make connections between different aspects of learning and draw on their own knowledge and experience. For example, pupils wrote about a night in an Anderson shelter to demonstrate their understanding of the history topic, as well as their writing skills. Written work in subjects other than English is not always at the same depth, and does not give pupils the opportunity to show what they have learned.
- Pupils generally read well for their age. They enjoy reading and have a good understanding of the text, particularly older pupils who can answer questions using examples from the text to support their answers. Pupils have a range of successful strategies for tackling unfamiliar words, for example, using a dictionary or breaking down the word into its different sounds. However, younger pupils are tentative when using their phonic knowledge and this hampers the fluency of their reading.

Early years provision

Good

- Leaders have a clear overview of provision in early years. Children's progress is tracked carefully and regular reviews ensure individuals are supported with specific aspects of their learning. Most children achieve a good level of development at the end of their Reception Year.
- Children join the school with skills and knowledge broadly typical for their age and make good progress in early years. They are received warmly by staff and settle quickly. Their enjoyment is evident, as was demonstrated by the youngest children running through the school gates on arrival at school, eager to join their classmates.
- Early years staff communicate well with parents. Regular communication, often through informal discussions, ensures parents receive detailed information about their child's progress, and this is much valued by parents. Staff also welcome information from parents about their children's learning and development at home. This supports well the school's assessments.
- Learning is planned through topics and children enjoy the linked activities. For example, a group of children looked at toy mini-beasts closely. They identified insects and spiders and talked about their different features. They were particularly excited to learn how to use magnifiers to see in greater detail.
- Adults encourage children's language development through discussion and conversation. This promotes vocabulary, observation skills and more general understanding of the world around them. The development of children's early mathematical and reading skills, including phonics, are also woven through the topic where appropriate.
- Children behave well and learn to work safely and cooperatively with others. Adults set clear expectations and children feel secure within the well-established class routines.
- Leaders have ensured that all safeguarding and welfare requirements are in place.

School details

Unique reference number	122926
DfE registration number	891/6008
Inspection number	10094047

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Number of part-time pupils	6
Proprietor	Susan Mills
Headteacher	Claire See
Annual fees (day pupils)	£5,475
Telephone number	01623 625068
Website	www.savillehouseschool.co.uk
Email address	office@savillehouse.co.uk
Date of previous inspection	26–28 September 2017

Information about this school

- Saville House is an independent day school situated in Mansfield Woodhouse.
- The number on roll has decreased since the last inspection, when there were 57 pupils on roll. There are currently no Year 6 pupils attending the school.
- A small proportion of pupils are identified as having special educational needs and/or disabilities (SEND), but none has an education, health and care plan. The school does not receive additional funding for pupils with SEND.
- This inspection also included a progress monitoring inspection to check on the progress made by the school since it was judged to require improvement in September 2017.

Information about this inspection

- The inspector observed learning in all classes during the inspection and observed pupils at other times of the school day. She also reviewed a sample of pupils' books alongside school leaders and considered a range of assessment information relating to pupils' academic progress.
- The inspector held meetings with the proprietor and school leaders. She also spoke informally with staff, pupils and a number of parents.
- A range of documentation was reviewed by the inspector, including policies, safeguarding records, and the school's self-evaluation and improvement plan.
- The inspector carried out activities to check the school's compliance with the independent school standards. She reviewed a range of information specifically relating to previously unmet standards.
- The inspector considered 21 responses to Ofsted's online survey, Parent View, and took into account eight responses to the online staff survey. There were no responses to the pupil online questionnaire.

Inspection team

Jane Salt, lead inspector

Ofsted Inspector

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