

The Villa

54 Lyndhurst Grove, London SE15 5AH

Inspection dates

5–7 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- The new headteacher leads the school with determination. Since the previous inspection, she has ensured that the good quality of education has been maintained.
- The director of The Villa School and Nursery Ltd and headteacher have ensured that all the independent school standards are met. This includes the statutory requirements of the early years.
- The quality of teaching, learning and assessment is good. Pupils make consistently strong progress in English, mathematics and other subjects.
- Pupils' behaviour is impeccable. They are courteous, well mannered and respectful. Pupils display exceptional attitudes to learning, which makes a positive difference to their progress.
- Pupils learn and grow in confidence in a caring and nurturing environment. Pupils are independent and successful learners. They are exceptionally well cared for and feel safe at school.
- Leaders promote pupils' spiritual, moral, social and cultural development effectively. Pupils are well prepared for their future lives in modern Britain.
- The school's creative curriculum motivates pupils in their learning. They make good gains in their knowledge, understanding and skills in a wide range of subjects.
- Pupils are not challenged consistently in mathematics. Opportunities provided for pupils to deepen their mathematical understanding are inconsistent across the school.
- Children are happy, safe and settled in early years. Teaching is effective overall. However, teachers do not enable all children to develop their number skills well enough or encourage them to explore and solve problems.

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?

- Improve the quality of teaching and learning in mathematics by ensuring that:
 - teachers provide pupils with work that is sufficiently challenging
 - pupils have more opportunities to apply their mathematical skills in problem solving and develop their reasoning skills.
- Strengthen the quality of teaching in early years by ensuring that adults provide children with learning activities that extend their understanding of number and help them to explore and solve problems.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and director have ensured that all the independent school standards are met.
- The headteacher leads the school with determination, and ensures that all staff share her vision for the school. She has successfully eliminated weaker teaching. As a result, the quality of teaching and learning is consistently good across the school and pupils make strong progress in their learning. She has identified the right priorities to ensure that the school continues to improve.
- Staff morale is high. Teachers appreciate the opportunities they have for their own professional development and involvement in decision making. Leaders have created a positive environment in the school, where teachers are encouraged to take risks and be creative in their teaching approaches.
- Parents are overwhelmingly positive about leaders' work. They recognise and appreciate the caring and nurturing environment that leaders have developed. Typical comments from parents include, 'The staff have created a warm and loving environment. Children have fun while they learn and thrive.'
- The topic-based approach to the curriculum includes a range of stimulating learning opportunities that have strong links between subjects. For example, as part of their topic on 'Flying High', pupils in Year 2 learned about the planets in the solar system, designed and made hot-air balloons and wrote Greek myths. There are many opportunities for pupils to develop their speaking and listening skills, such as in the end-of-year performance of 'Jack and the Beanstalk'. Specialist teachers in subjects such as French and music enthuse pupils in their learning. This helps pupils to develop an enjoyment of learning and make good progress across the curriculum.
- Learning is enriched beyond the classroom through extra-curricular activities. These include clubs, educational visits and opportunities to explore the local woodland areas. Events such as 'Aspiration Day', when pupils dress to reflect the career or job they may wish to pursue in the future, inspire pupils to learn and be successful. All this helps to promote pupils' personal development well.
- The school's work to promote pupils' spiritual, moral, social and cultural development is effective. British values are taught in a variety of ways, such as through the curriculum and in assemblies. For example, pupils learn to treat others as they want to be treated, and learn about the importance of developing mutual respect for each other.

The school's application to make a material change to its registration

- Leaders have made an application to the Department for Education (DfE) to increase the number of children in the early years foundation stage. Inspection evidence suggests that the school would continue to meet the statutory requirements for early years if the registration authority approves this material change.

- Safeguarding and welfare requirements are met. The building is spacious and can comfortably accommodate the increase in numbers. Staff are well qualified and the ratio of adults to children is in accordance with early years statutory requirements.
- Teaching is good and effectively promotes children's learning and development in all areas of the early years curriculum.

Governance

- There are no formal arrangements for governance. The director holds leaders to account by meeting with them on a regular basis. He checks how well the school is progressing against targets set for improvements.
- The director seeks and acts on professional advice from experts in the field of education to ensure that the school provides a good quality of education and that the independent school standards are met.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained in a range of safeguarding matters to ensure pupils' safety and well-being. Staff know the school's procedures well and know what to do if they have any concerns about a pupil. They follow the school's procedures by keeping detailed records, where necessary.
- Leaders have created a strong culture of safety. Systems are well embedded. For example, the use of different coloured lanyards shows that adults have been vetted in accordance with the latest statutory guidance. Leaders regularly update staff and parents on safeguarding issues in the local community.
- Pupils have a very good understanding of how to keep to themselves safe in a range of situations. For example, as part of the topic 'Fire, Fire', pupils learned how to use electrical appliances safely in the home and how to prevent fire hazards. Pupils know the dangers associated with talking to strangers. They are taught how to keep themselves safe when using the internet and talk extremely knowledgeably about online safety.
- The school's safeguarding policy is reviewed annually and reflects the latest statutory guidance. It is made available to parents on the school's website.

Quality of teaching, learning and assessment

Good

- Leaders and teachers check on pupils' progress and attainment effectively in reading, writing and mathematics from their individual starting points. This information is used well to plan activities to meet pupils' needs. Consequently, pupils make consistently strong progress in these and other subjects.
- Teachers demonstrate good subject knowledge. This is evident in the way they use explanations and questioning to support pupils to make good gains in their learning.
- Teachers have high expectations of what pupils can do and achieve. Teachers use their checks on pupils well to plan learning that meets the needs of pupils of different abilities.

However, leaders agree that sometimes pupils are not challenged sufficiently in mathematics.

- Pupils and teachers have good relationships with each other. Pupils learn in an engaging and caring environment. This boosts pupils' self-confidence and motivates them to achieve well.
- The teaching of reading is effective. Pupils read accurately and fluently and use their phonics knowledge well to sound out unfamiliar words. They demonstrate a good understanding of the texts they read. Pupils are given opportunities to reflect on their favourite books by writing reviews, which they do effectively.
- Teachers provide pupils with opportunities to write for a purpose, in a range of styles and in different subjects. Pupils are motivated and encouraged to be imaginative in their written work. They develop good ideas for writing across a range of genres. Pupils use their spelling, grammar and punctuation skills correctly to write for different purposes. They are encouraged to spell unfamiliar words independently. All of this contributes to the strong progress pupils make in developing good writing skills.
- The teaching of mathematics is generally effective. Pupils develop strong calculation skills and have a good understanding of mathematical concepts. However, there are limited and inconsistent opportunities for pupils to apply their mathematics to solve problems and explain their thinking. Occasionally, questions set do not enable pupils to develop a deeper understanding of the concepts taught.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Parents who responded to Ofsted's online survey, Parent View, and those spoken to during the inspection, strongly agree that their children are very happy, feel safe and are exceptionally well looked after at school. Comments from parents include, 'The children all get on extremely well and genuinely care for each other.'
- Pupils are proud of their school. They talk with great enthusiasm about their learning.
- Leaders and staff promote pupils' social and emotional well-being very well. As a result, pupils grow in confidence and show high levels of self-esteem and motivation.
- Pupils have excellent opportunities to keep fit and healthy. They regularly access activities such as swimming, yoga and dance. The physical education curriculum is planned carefully to support pupils' physical development and social skills.
- Pupils say that bullying is a rare occurrence, but know about different forms of bullying. The school's records show that this is the case. There is a 'worry monster' in each of the classrooms where pupils can place their worries for adults to address. They have every confidence in the school staff, who take pupils' problems seriously and act rapidly, should there be anything that concerns them.
- Leaders carry out risk assessments effectively to identify potential hazards in a range of situations to ensure pupils' safety and well-being. Adults offer a good level of supervision throughout the school day.

- The school's carefully designed curriculum provides pupils with plenty of opportunities for them to become respectful citizens. They are well prepared to play their role in modern Britain. For example, pupils visit local care homes to entertain the elderly and collect food for the local foodbank.

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour in lessons is exemplary. They demonstrate excellent attitudes to learning and show high levels of concentration. Pupils conduct themselves impeccably in and around the school. Consequently, there is a calm and orderly environment that supports pupils' learning and progress.
- Pupils are polite, respectful and well mannered. They listen to each attentively during discussions and assemblies. Pupils take great pride in presenting their work neatly and carefully.
- Leaders have been highly effective in ensuring that the school's behaviour management system is applied consistently across the school. Pupils are very well versed in the school's behaviour policy, which is reflected in their behaviour. There are no incidents of serious misbehaviour recorded.
- Leaders monitor pupils' attendance rigorously. When pupils are absent, this is mainly for medical reasons.

Outcomes for pupils

Good

- The quality of teaching is consistently good across the school, which has resulted in pupils making strong progress in subjects across the curriculum.
- The work in pupils' books and on display in classrooms shows that they make consistently good progress in a range of subjects, as well as English and mathematics. For example, Year 2 pupils talked enthusiastically and knowledgeably about their topic 'Flying High'. Pupils talked about the invention of the first aeroplane flight by the Wright brothers, and Neil Armstrong, the first person to set foot on the moon. They apply their literacy and numeracy skills well in different subjects. For example, in geography, pupils use their knowledge of coordinates in mapwork to identify different landmarks in London.
- Pupils make good gains in their knowledge, skills and understanding in science. They get plenty of opportunities to explore and investigate scientific concepts. For example, they explore the different properties of materials.
- Pupils are well prepared for the next stage of their education. In 2017, pupils received multiple offers to take up places in preparatory and maintained primary schools. Current pupils have also received several offers. This is the result of pupils' good performance in the common entrance examinations.
- The school's assessment information and work in the most able pupils' books show that this group of pupils achieve well. This is because teachers demand more of these pupils.
- Although pupils make good progress in mathematics, overall, their problem-solving and reasoning skills are not consistently well developed.

Early years provision

Good

- The early years is well led and managed. Leaders have ensured that all the independent school standards relating to early years are met.
- In 2017, the proportion of children who achieved a good level of development was well above the national average. As a result, children have acquired the necessary literacy and numeracy skills for their learning in Year 1. Equally, they have developed strong personal and emotional skills, and good levels of independence.
- Children are very well behaved. This is the result of clear routines that have been established by leaders. They remain fully absorbed in their selected activity or when they are working with adults. Children work well with each other and adults, sharing and taking turns, for example, when they build a jigsaw puzzle. Staff promote children's social skills effectively.
- Adults have been well trained in teaching phonics. Children use their phonics well to read and write words and sentences.
- Teaching in early years is effective. Adults use their checks on children's progress well to plan a range of exciting activities that match the age and stage of the children's development. They question children well to extend their learning. This contributes to children's strong progress.
- There are good partnerships with parents. They are kept well informed about their child's learning in a range of ways such as through information booklets and opportunities to join their child in school. Additionally, parents are offered workshops to help them support their children at home.
- Children are extremely well cared for and kept safe. Adults are trained in first-aid procedures and ensure that children are well supervised throughout the day. They receive up-to-date training on safeguarding, and know how to meet children's welfare needs.
- The two-year-olds play and learn happily. Adults support children's learning and development through a wide range of exciting activities. For example, children had fun naming and matching colours to different objects. Leaders ensure that the two-year-old progress checks are used effectively and shared with parents.
- Leaders check children's learning rigorously to ensure that they make good progress. However, children are not provided with sufficient learning opportunities to extend their knowledge of number and to use this to solve problems.

School details

Unique reference number	134142
DfE registration number	210/6393
Inspection number	10012785

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	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	202
Number of part-time pupils	97
Proprietor	The Villa School and Nursery Ltd
Director	Ivan Stoyanov
Headteacher	Emma Champion
Annual fees (day pupils)	£10,500
Telephone number	020 7703 6216
Website	www.thevillaschoolandnursery.co.uk
Email address	school@thevillaschoolandnursery.com
Date of previous inspection	23–25 April 2013

Information about this school

- The headteacher was appointed in September 2015. Since then, the early years provision has been amalgamated with the main school and they are registered as one organisation with the Department for Education (DfE). The school admits two-year-olds to its Nursery. There are 109 three- and four-year-old children who are funded by the 15 hours of universal funding from the local authority.
- The school and Nursery were inspected separately in April 2013. The school was judged to be good.

- The school is currently registered for 150 pupils. However, at the time of this inspection, there were 202 pupils on roll. On behalf of the school's registration authority, a material change request to increase the number of pupils on roll was considered as part of this full standard inspection.
- There are no formal arrangements for governance.

Information about this inspection

- This full inspection took place with one day's notice.
- The inspectors observed pupils' learning in a range of subjects, most of which were conducted jointly with senior leaders. They scrutinised work in lessons and in books, mainly with school leaders.
- Inspectors met with two groups of pupils. They also spoke with pupils in lessons and in the playground. Inspectors listened to pupils read from Year 2. The lead inspector attended an assembly.
- Inspectors held meetings with the director, headteacher, senior leaders and staff.
- Inspectors considered 60 responses to Parent View, Ofsted's online questionnaire, which included 36 free-text responses. They met with parents informally at the start of the school day.
- Inspectors analysed the 37 responses to Ofsted's staff questionnaire.
- Inspectors scrutinised a wide range of documentation, including documents related to safeguarding, the school's self-evaluation, plans for improvement, and information relating to pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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