

Mandeville School

Inspection report

Unique reference number	101968
Local authority	Ealing
Inspection number	376650
Inspection dates	21–22 May 2012
Lead inspector	John Anthony

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Special
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Bassam Mahfouz
Headteacher	Denise Feasey
Date of previous school inspection	9–10 June 2009
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Age group	3–11
Inspection date(s)	21–22 May 2012
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Introduction

Inspection team

John Anthony

Additional inspector

Veronica Young

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 16 lessons taught by 13 teachers. They held meetings with the Vice Chair of the Governing Body, the headteacher, senior and middle leaders, and members of staff. They met a group of pupils and listened to pupils read. Inspectors observed the school's work, and looked at school improvement and curriculum planning. They examined records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 23 questionnaires returned by parents and carers, as well as 67 from staff.

Information about the school

Mandeville is an average-sized special school, which caters for pupils with severe learning difficulties and profound and multiple learning difficulties. A significant number have additional needs identified on the autistic spectrum, some with challenging behaviours and others with additional physical disabilities and complex medical conditions. The complexity of the needs of those entering the school is increasing. The Early Years Foundation Stage comprises both Nursery and Reception aged children. Every pupil has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals, and of those who speak English as an additional language is well above the national average. Some are at the early stages of learning English. Pupils are based in mixed-age classes, most coming from within the London Borough of Ealing.

The school is an accredited Asthma Friendly School, and holds the Sustainable Travel and Healthy School awards.

Since the previous inspection, there have been a number of changes in senior management, and a new headteacher was appointed in 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school, a view which is endorsed by most parents and carers. A trend of continuous improvement has been maintained since the previous inspection, at which the school was also judged to be outstanding.
- Pupils’ achievement is outstanding. Staff have very high expectations and pupils are constantly encouraged to succeed. They make outstanding progress from exceptionally low starting points because work is extremely well matched to individual needs and pupils develop very positive attitudes to learning.
- The outstanding teaching is characterised by highly organised teamwork, careful planning based on thorough and methodical assessments, and continuous monitoring. As a result, pupils make immense progress over time against the targets set for them. Very experienced, dedicated and knowledgeable teaching assistants help pupils to succeed, even where they have significant barriers for learning. Despite this, their expertise is not always as fully utilised as it could be in supporting teaching and recording pupil progress.
- Pupils’ typical behaviour is exemplary, reflecting a community atmosphere strongly underpinned by a philosophy of mutual respect. They have very positive attitudes to learning. Potentially challenging behaviour is dealt with highly effectively within a very safe and secure environment. Pupils are helped to show if they feel unsafe or worried through eye contact, signalling, touching, or showing a diagram of the issue concerning them.
- Outstanding leadership underpins the success of this school. The determination to maintain excellence is shared by staff at all levels. Senior leaders use a wide range of strategies to maximise teachers’ effectiveness and to support professional development through performance management. The curriculum is constantly under review to ensure that it meets the continually changing needs of pupils. Pupils’ social, moral, spiritual and cultural development is promoted highly effectively throughout the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Develop the role of teaching assistants by:
 - capitalising on their experience and knowledge of pupils by developing their skills so that they take a more prominent part in the teaching
 - engaging them more in noting the progress of pupils, reporting back to teachers, and being more involved in completing records of pupil progress.

Main report

Achievement of pupils

Pupils' achievement is outstanding, although attainment, including in reading, remains low by the time they leave the school. Nevertheless, pupils make excellent progress from their extremely low starting points, irrespective of their disabilities or special educational needs, and gaps are closed significantly. Most parents and carers agree. Without exception, they are of the view that the school meets pupils' particular needs. As one parent put it, 'I am very happy and satisfied with my child's improvement over the last two years.'

Because of the excellent teaching, guidance and care that they get in the Early Years Foundation Stage, pupils quickly become accustomed to the learning process, and begin to make impressive progress. As a consequence, pupils gain confidence rapidly, as demonstrated by a Year 2 pupil who was very keen to talk to an inspector and tell him how much she enjoyed dancing. Highly effective assessments ensure that those who are able to do so move on to more specialised special education that caters for very specific disabilities or special educational needs, and some others progress to mainstream schools.

The use of iPads enables pupils to be active and engaged learners, for example in helping them to count. As a result of challenging targets, pupils make strong gains in developing their thinking and communication skills. Rapid progress in learning is aided by organising activities that enable pupils to make significant small steps in their development, as seen, for example, where pupils were painting lines and shapes that they gradually developed into basic letters that spelled their names. Pupils are typically motivated and engaged due in part to the fact that staff are open to new ideas, including recent research and the use of new resources. Pupils learn well in different ways because of the rich variety of learning activities, thereby consolidating their rapid progress. Inspectors observed pupils showing pleasure and delight when learning. This was particularly evident during a music session, where skilful and well-coordinated use of a range of media enabled pupils with severely restricted physical functioning to take part in a 'jamming' session with the teacher. This led them to produce pleasant sounds, a steady rhythm and a discernible tune.

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All groups make similarly outstanding progress. Pupils make excellent progress in developing their communication skills in Key Stage 1 so that they are confident and well prepared to continue rapidly developing their learning through Key Stage 2. Pupils make rapid progress from their individual starting points in developing literacy and numeracy skills. Some pupils enjoy listening to stories, and develop skills in reading, writing their names, and forming words through learning to trace and then copy them. Pupils gain skills in counting through the use of a variety of aids.

Quality of teaching

Detailed and constant analysis of individual progress enables teachers to build on each pupil's specific level of ability so that attainment is maximised. At the root of the success of teaching is the trusting and supportive relationship which has been carefully established between pupils and the staff, and also between the school families and medical and health professionals who care for pupils outside school. As a result, pupils display graciousness in their social interactions with each other, and are understanding and patient with staff as the various routines of the day are carried out.

Teaching is adapted very well to specific needs, with a determined focus on developing communication skills, through repetition where necessary and by maintaining a consistency of approach across the school. This was seen in a numeracy session for autistic pupils who all have had great difficulty in paying attention as a group. Consistent repetition of counting, using different songs and simple rhymes, helped the pupils to pay attention, and learn basic counting skills. The development of literacy skills is aided by a well-coordinated phonics (letters and the sounds they make) programme, as demonstrated by a pupil who very carefully read from a story, using his knowledge of the sounds of letters to work out the correct pronunciations, rather than relying on pictures and prompts. Development of writing skills is constantly emphasised. In one art lesson, pupils completed their pictures, and then, without prompting, wrote their names clearly, at the foot of the paper, holding their pens properly.

Very well-directed support is provided by experienced teaching assistants, although insufficient use is made of their in-depth knowledge of pupils and their high standard of professional skill. Their role is often relegated more to minding pupils rather than using the opportunity to provide for more highly focused and personalised additional learning. Consequently opportunities are sometimes missed for recording progress.

Teaching is supported by an extensive range of physical, communication, medical, and social therapy, and by the excellent contribution of the school's dedicated full-time nurse and social worker, who work closely with families to bolster the range of support available, which includes paediatric consultancy support. Most parents and carers who responded said that they thought their children are taught well.

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Behaviour and safety of pupils

Behaviour is typically outstanding. A very large majority of parents and carers agree. In the words of one, 'A lot of the children have behavioural issues, it is part of their condition and the school is brilliant at helping with this.' Behaviour seen in lessons during the inspection was exemplary, and other records support the view that this is typical. The school's policy of reacting very quickly to the needs and behaviours of the pupils reduces significantly the potential for learning being disrupted. It reinforces very strongly pupils' social, moral, spiritual and cultural development by promoting respect and consideration for each other, and encouraging pupils to socialise. Behaviour outside the classroom is also excellent: a lunchtime session in the school hall was smooth, orderly, and calm.

Those pupils who were able to articulate their views said that that they did good work and had fun, and although they were not able to discuss the various forms of bullying, they said they were happy at school and felt safe; parents and carers agree. There is no bullying in the school, but any behaviour which appears to target another pupil is resolved through a behaviour support plan. Although attendance is low, this is often due to illness. The school keeps detailed records of reasons for absence, and much is a direct result of the need for hospitalisation. Some pupils have lengthy absences for medical treatment and after-care. Pupils who are able to attend regularly do so, and with an improving trend in their attendance.

During the inspection, pupils were calm and relaxed, and their personal relationships appeared usually very friendly. Pupils' attitudes to learning are generally positive, with many showing some independence in their learning as they progress, for example as seen in writing, or when painting, and continuing without the need for constant encouragement.

Leadership and management

The headteacher and senior colleagues lead a highly committed staff team which, fully supported by members of the governing body, shares a determination to provide pupils with an outstanding learning experience, and which is utterly committed to giving the pupils the very best life chances and care to facilitate this. Well-structured professional development provides staff with opportunities to hone their skills and expertise. Leaders found that staff needed more help with assessing appropriate high expectations for learning. As a result of actions taken, consistency in assessment has improved significantly. A very strong, supportive relationship has been built with parents and carers, especially in providing workshops and other programmes to help them to understand how they can help their own children to thrive. The large majority strongly agree that the school keeps them informed and helps them to support their children's learning, one commenting that: 'The school is very good and helps with everything with children and parents. They give so much very good advice – it's the best school for my child,' whilst another noted that 'all the staff are very supportive of the parents.'

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The curriculum is broad and balanced and constantly under review to meet the changing needs of the pupils. It is enriched through a range of educational visits and the opportunity for pupils and their families to attend the school on Saturdays for extra-curricular learning activities. These activities are one example of how the curriculum is very effective in promoting pupils' spiritual, moral, social and cultural development. Opportunities are provided, for example, for pupils to develop their musical and artistic talents, such as creating a tiled mural, painted by the pupils on ceramic which will adorn the front entrance to the school. The school has developed a comprehensive range of partnerships with support agencies, has a strong commitment to fostering equality and there is no evidence of discrimination. Safeguarding throughout the school meets statutory requirements. Ensuring the welfare and safety of pupils is a very high priority for all staff, who are constantly vigilant, and deal immediately with any concern, no matter how small. Child protection policies and procedures are particularly robust and thorough. Improvements made in the school since the last inspection, and the drive and determination of the school leadership to maintain and enhance the school's very high standards, demonstrate its outstanding capacity to continue to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 May 2012

Dear Pupils

Inspection of Mandeville School, Greenford UB6 0PA

Thank you very much for welcoming us to your school. You clearly enjoy being at school. Not only are you looked after very well, but you are helped to learn very important things that will help you in your future lives. I am pleased to tell you that you go to an outstanding school. These are some of the things that we like best about your school:

- You behave very well and try very hard to do your best so well done.
- You are learning in a lovely school, and the staff make sure that you are safe and very well looked after.
- Your teachers help you to make really good progress in your lessons, and provide you with lots of fun. This is because your teachers work very hard to help you to learn really well and in different ways.
- You are right to be proud of all that you do.

Although yours is an outstanding school, there are always a few things that can be even better, and here is the most important thing:

- You have some great help from your teaching assistants and we want them to help you even more in lessons and keep a very careful eye on how well you are doing, including recording your progress.

You can help make things even better by continuing to do your best.

Yours sincerely

John Anthony
Lead inspector

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