

# Inspection of an outstanding school: Mandeville School

Horsenden Lane North, Greenford, Middlesex UB6 0PA

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Inspection dates: 10–11 March 2020

## **Outcome**

Mandeville School continues to be an outstanding school.

## **What is it like to attend this school?**

Mandeville School is a warm and welcoming place. Pupils' joy shines through as they enjoy learning together. Subjects that pupils learn are well planned so that what the teachers teach every day is just right for each pupil.

Teachers make sure lessons are designed to meet pupils' specific needs and interests. All staff have very high expectations of every pupil. Leaders expect pupils to do as well as they possibly can, regardless of their special educational needs and/or disabilities. Behaviour is exemplary and bullying unheard of. This is because staff use social stories and visual reminders to make sure pupils can express any worries they might have.

Staff give pupils a voice. Many pupils cannot speak verbally because of physical or sensory difficulties. Therefore, staff work carefully to find the best way for each pupil to communicate. For example, several pupils use 'eye-gaze' technology to interact with the world and make their thoughts known.

Pupils' health, safety and welfare are given the highest priority. Many pupils have significant health needs that require constant medical attention. Staff are well trained to provide whatever care pupils need. Parents and carers told us that they know that even the most vulnerable pupils receive the highest standard of care at all times. They are confident that staff will meet pupils' needs, however complex.

## **What does the school do well and what does it need to do better?**

Leaders have developed an exceptional curriculum. Pupils study subjects that meet their needs; consequently, they achieve well. Teachers have strong subject knowledge. They check what pupils have learned and then plan work that builds on what pupils know and can do. Skilful teaching helps pupils to remember the most important information. Teachers understand that subjects such as music and art are just as important as mathematics and English in developing communication skills. Pupils use the skills they have developed across different subjects as well as in real life situations.

Leaders make sure that teaching pupils to read and communicate are a top priority, including in the early years. Leaders ensure that staff are trained to teach and develop communication skills effectively. For example, pupils learn to recognise words through symbols. In the early years, children enjoy the captivating storytelling sessions that staff provide.

Mathematics lessons are well planned. Pupils are enthusiastic learners and enjoy the challenges teachers provide. Pupils' work shows that staff are ambitious for what pupils can achieve. Pupils are encouraged to use their mathematical skills beyond lessons, such as when they are running the school tuck shop. This deepens pupils' understanding. They also enjoy the responsibility it gives them.

Children are safe and happy in the early years. They learn through play that is interwoven into the exciting lessons on offer. This helps children to explore the world around them. Teachers encourage children to explore and be as independent as possible. Children particularly enjoy the well-planned outdoor opportunities. For example, children used an activity to learn about capacity and develop their pouring skills.

Staff are very well trained to recognise and meet pupils' complex needs. They balance their knowledge of pupils' medical and physical needs with what they know about their ability to learn. They take this into account when planning and resourcing lessons. Leaders and teachers understand how to provide the best experiences safely. They also ensure that pupils' dignity is maintained and that their time in school is as stress-free as possible. Staff never lose their focus on what each pupil is aiming for. They make sure pupils' experiences help them achieve more and more during their time at the school.

Staff know their pupils exceptionally well. They are unfailingly kind, caring and respectful to pupils. Staff are vigilant and notice the smallest changes in pupils' mood or behaviour. This helps them to understand pupils' wants and needs, where pupils are unable to easily make themselves understood. As a result, pupils are calm and focused in lessons across the school. Teaching of personal, social and emotional development (PSED) helps pupils develop confidence, self-esteem and independent thinking. They are given the tools they need to develop as people.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders take account of pupils' vulnerabilities when deciding how to help protect them. They make sure that all safeguarding checks are carried out thoroughly and in a timely manner.

Staff are trained well. They understand what they have to do to keep pupils safe, physically and mentally. They are vigilant about keeping pupils safe. They anticipate pupils' needs and then work with other services to meet these quickly. Strong relationships between home and family mean that staff are able to notice and intervene early if they have a concern.

## Background

When we have judged a special school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding on 18 June 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	101968
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10121639
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	151
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Burgess
<b>Headteacher</b>	Denise Feasey
<b>Website</b>	<a href="http://www.mandeville.ealing.sch.uk">www.mandeville.ealing.sch.uk</a>
<b>Date of previous inspection</b>	20 April 2016, under section 8 of the Education Act 2005

## Information about this school

- Mandeville Primary School is a special school for pupils from two to 11 years old.
- It specialises in supporting pupils with autism spectrum disorder and profound and multiple learning difficulties.
- All pupils have an education, health and care plan.

## Information about this inspection

- We met with the headteacher and other senior leaders. We also met with some curriculum leaders and some class teachers.
- We met with the school council.
- We spoke with a representative from the local authority and with four governors.
- We did deep dives in these subjects: reading and communication, mathematics, PSED and the creative arts. This involved visiting classes, looking at pupils' work and speaking with subject leaders and teachers. We scrutinised pupil records and files relating to their learning.

- We talked to leaders about safeguarding, staff recruitment and training relating to safeguarding.
- We scrutinised a range of other school documents, including the school's self-evaluation and school improvement plan.
- We took account of the 14 written responses to Ofsted's online questionnaire, Parent View, and the 13 responses to the staff survey.

### **Inspection team**

Karen Matthews, lead inspector

Ofsted Inspector

Diane Rochford

Ofsted Inspector

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