



Mandeville School

Inspection Report

Unique Reference Number 101968
LEA Ealing LEA
Inspection number 276624
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Kay Charlton AI

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

Type of school	Primary	School address	Eastcote Lane
School category	Community		Northolt
Age range of pupils	4 to 11		UB5 4HW
Gender of pupils	Mixed	Telephone number	02088644921
Number on roll	74	Fax number	02084231096
Appropriate authority	The governing body	Chair of governors	Mr Bassam Mahsouz
Date of previous inspection	16 June 2000	Headteacher	Mrs Christine Marks

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

All pupils have statements of special educational need linked to severe and profound learning difficulties or autistic spectrum disorder. The complexity of pupils' needs on intake is increasing from year to year. Pupils come from a wide range of social and ethnic backgrounds. Thirty-four speak English as an additional language. Eleven are from the families of asylum seekers and three are looked-after children. The school has the Investors in People Award and is in the process of attaining the Healthy Schools Award. It is moving to new accommodation in Autumn 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Parents overwhelmingly hold Mandeville school in high regard and rightly so. They make comments such as 'This school respects each child as an individual' and 'It consistently helps them improve towards their targets'. The inspection confirms both the parents' and the school's view that it is a good school. Staff invariably expect the most of each pupil, and overall teaching and learning are good. In turn, pupils give of their best and, irrespective of background and ability, achieve well. Children in the Foundation Stage make good progress and achieve well. Pupils of all ages show very positive attitudes to school and virtually all attain or exceed their individual targets. They achieve particularly well in their personal development.

The quality of care, guidance and support is of a high quality. Staff establish excellent relationships with pupils and in a calm and purposeful climate provide exemplary care. Excellent links with outside agencies also provide very good support for pupils' needs. The strong leadership of the headteacher and senior team inspires staff to develop as professionals and has ensured good improvement since the last inspection. The school knows its strengths and areas for improvement well. It has rightly identified the need to ensure that, at all times, staff fully extend the learning of the small but growing number pupils with very complex needs, particularly those with the most extreme challenging behaviour. Also it has recognised the importance of making more use of quantitative data to monitor its effectiveness. A good start has already been made in addressing these issues. The school has good capacity for further improvement particularly in the light of the planned move to new purpose-built accommodation. The school provides good value for money.

What the school should do to improve further

- Ensure that staff fully extend the learning of pupils with the most extreme challenging behaviour.
- Make more use of quantitative data to monitor the school's effectiveness.

Achievement and standards

Grade: 2

Throughout the school pupils achieve well. Staff set challenging targets for each pupil that are well matched to their needs and, as a result, pupils usually meet or exceed these. From the start, in the Foundation Stage, a good emphasis is placed on the development of pupils' understanding of communication, language and literacy. With the support of a wide range of communication aids pupils gain confidence in expressing their views, for example when they discussed how much they enjoy swimming, and riding bikes and buggies. Mathematical understanding is encouraged throughout the day and pupils show a good appreciation of number in everyday situations. Those involved in a session on Indian dance demonstrated this very well when they accurately counted the steps they were practising.

The school pays very careful attention to meeting the needs of looked-after children and those who speak English as an additional language. As a result, these pupils make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good overall and there are outstanding features. Pupils show very positive attitudes to school, attend well, and often show a keen sense of fun in their activities, for instance when they were pretending to take the horse they were 'riding' for a canter, gallop and trot in an excellent music lesson. They make noticeable gains in developing self-discipline and, overall, behaviour is good.

Spiritual, moral, social and cultural development is outstanding. Pupils respond exceptionally well to the very wide range of opportunities to be calm and reflect. Light and sound are used extremely sensitively to create 'quiet moments' and pupils show a high degree of reverence during prayer-time. As pupils move through the school their self-esteem visibly grows and their levels of confidence, independence and responsibility increase significantly. They make dramatic gains in understanding how to work and play with others. A very high emphasis is placed on cultural development and pupils gain excellent respect for different faiths and cultures.

Pupils learn to adopt safe practices, for example when undertaking challenging activities, such as horse riding. They increasingly understand the need for a healthy lifestyle and are developing understanding about the importance of eating five fruit or vegetables each day. The school is extending the opportunities for pupils to be included in activities in mainstream schools to develop their awareness of working as a member of a wider community. Pupils are increasingly being encouraged to express their views and preparation for their future economic well-being is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Staff work very well as a team and show a high level of commitment to every pupil. With a great sense of enthusiasm they encourage pupils in their learning to ensure that pupils' individual needs are met. Pupils quickly learn that 'we can go to staff if we need help'. Staff make particularly good use of pictures, symbols, gestures and resources to involve pupils very actively in their lessons, for example in lessons seen about 'The Creation'. Generally, staff manage pupils' behaviour well so that a calm purposeful atmosphere pervades the school. Occasionally, however, opportunities to extend the learning of pupils with very complex needs, particularly those with the most challenging behaviour, are lost. In part this is linked to some uncertainty amongst staff about how to address situations that occur and also to the lack of suitable 'quiet areas' in the present building to allow for one-to-one follow-up.

Assessment is good. Throughout the school 'small step' assessments are carefully made to help set targets for each pupil and to move pupils on in the next stages of their learning.

Curriculum and other activities

Grade: 2

The curriculum is good. A recent review has taken place in line with the changing needs of the pupils. This ensures a fully systematic approach to the development of pupils' skills in communication and mathematics. There is particularly strong provision to support pupils' personal development and well-being. Physical education, the arts and therapy programmes make a strong contribution as well as the good range of enrichment activities undertaken. Pupils regularly go out and about to visit places of interest; they particularly enjoy the challenge of horse riding and visiting local places of worship. Older pupils benefit greatly from the successes they experience in outdoor pursuits, such as sailing and archery. In the present building there are limitations in the provision for information and communication technology but there is a very clear plan to address this in the new accommodation.

Care, guidance and support

Grade: 2

Care, guidance and support of pupils are good overall. There are outstanding features notably in the ways the school cares for its pupils. Parents are extremely positive about the school's work in this area. Excellent relationships are established between staff and pupils, and staff show a high level of respect towards each pupil. These are the key to the school's success. Arrangements for safeguarding pupils are robust and reviewed regularly. Risk assessments are carefully attended to. Pupils most at risk are cared for extremely well. It is clear that safety and security of the pupils are uppermost and 'their needs always come first'.

Support for pupils' academic and personal development is good. Both pupils and parents are very involved in reviewing the progress pupils make. The school's recent review of its assessment procedures is helping to ensure more precise information is available to help guide parents in mapping out the future for their child.

Leadership and management

Grade: 2

Leaders are focussed on raising standards and on promoting pupils' personal development and well-being. The headteacher and senior team provide strong leadership and staff work together well with a very clear sense of purpose. The school has achieved good improvement since the last inspection. Excellent links have been established with a wide range of outside agencies and the school has good capacity to improve.

Overall, the self-evaluation procedures are good with very strong input from the senior management team. The very supportive and yet challenging way in which the senior staff monitor teaching and learning is particularly effective in ensuring that improvements take place in classroom practice. Governors have a systematic programme of monitoring and regularly seek the views of parents to inform ways forward. They ensure that all statutory requirements are met. Subject coordinators are developing their skills well and make an active contribution to whole school development. The school has highlighted the need to make more use of quantitative information about pupils' progress in order to refine its judgements about its overall effectiveness. A particularly good start has been made in the area of personal development.

The school runs smoothly on a day-to-day basis and this contributes well to establishing a calm working atmosphere. Resources are deployed effectively. The accommodation is not well suited to meet the pupils' needs but careful attention has been given to this in planning the new school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for all the help you gave me when I visited your school on 2 and 3 May for the inspection. You helped me get a view about how much your school is doing to help you.

It is clear that Mandeville School is a good school that cares for you very well indeed. I could see how well it was doing in helping you reach your targets and that you are learning to do more and more things for yourselves. You learn to use pictures and signs well, and also you learn to count well. You told me how much you enjoy doing things like swimming and horse riding, and you know that you can turn to your teachers if you need help. It is clear that everyone is very glad about the new school building which is soon to be built.

Ways in which you can help the school to improve is to make sure that everyone does 'good looking' and 'good listening' when the teachers ask you. Your teachers are working hard to improve the ways in which they can show how much progress you are making. This is important for everyone.

Yours sincerely,

Kay Charlton

Lead Inspector