



Mandeville Primary School

Inspection Report

Unique Reference Number 117305
LEA HERTFORDSHIRE LEA
Inspection number 280035
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Mr. David Manuel LI

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

Type of school	Primary	School address	West Road
School category	Community		CM21 0BL
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01279 723737
Number on roll	224	Fax number	01279 726724
Appropriate authority	The governing body	Chair of governors	Mr. Norman Brown
Date of previous inspection	20 March 2000	Headteacher	Miss. Kara Hales

Age group 3 to 11	Inspection dates 16 May 2006 - 17 May 2006	Inspection number 280035
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Mandeville is a slightly smaller than average primary school with a morning nursery provision. Attainment on entry is variable but is average overall. Most pupils are of White British backgrounds and 13% of pupils are of varying minority ethnic origin, reflecting the cultural diversity of the area. A broadly average proportion of pupils have learning difficulties and/or disabilities with five pupils having statements of special educational need. The number of pupils entitled to free school meals is low. The school is popular and is oversubscribed in some year groups. Pupil mobility is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mandeville is a good school which has improved well since the previous inspection. The school views itself to be good and the inspection team confirms this judgement. The warm, friendly atmosphere and the positive attitudes of adults and pupils are soon very evident. Pupils make good progress during their time in the school, and by the end of Year 6 achieve good standards in English, mathematics and science, although standards in information and communication technology (ICT) are not as high. They also achieve very good levels of behaviour and personal responsibility. Teaching is good with some outstanding features. Teachers provide a wide and inspiring range of activities and pupils enjoy their lessons greatly. Good provision for learning begins in the Foundation Stage (the nursery and reception classes). The youngest children here achieve well in all areas of learning, particularly in personal and social education. Good progress continues throughout the school. However, a very small number of lessons do not have sufficient pace to engage all pupils. Although assessment procedures have improved they continue to be a focus for development. The school has created a very positive learning atmosphere where everyone feels very well cared for and highly valued. Provision for pupils with learning difficulties and disabilities is particularly effective. Parents and pupils are highly supportive of the school's work. Leadership and management are good. The new headteacher has introduced new ideas for the curriculum and assessing pupils' progress and the benefits are beginning to emerge. Funding is used efficiently to support the strong commitment to provide the best for all pupils. The school provides good value for money and is well placed to continue improvements.

What the school should do to improve further

- develop teaching and learning in ICT to raise standards further - continue to develop assessment procedures so that teachers and pupils are fully aware of what pupils need to do to reach the highest levels possible - ensure that all lessons are well organised and have sufficient pace to engage all pupils.

Achievement and standards

Grade: 2

Pupils' achievement is good. They start school with broadly average levels of knowledge and skills, although this varies from year to year. Emphasis is placed on the pupils' all-round development. This promotes good progress, particularly in personal and social development, preparing them well for later stages of learning. Good provision in the Foundation Stage ensures that children progress well and reach the goals expected of this age. By the end of Year 2, pupils make satisfactory progress in reading and mathematics. Progress in writing has been a concern in the past two years. The school identified that this had been due to the increasing proportions of pupils with learning difficulties and disabilities. The school has rightly placed a high priority on improving standards in writing for younger pupils. Early evidence indicates that

improvement strategies are being successful. The current Year 6 pupils entered Key Stage 2 with average standards and now achieve above average standards in English, mathematics and science. Challenging targets are set by teachers and these are being increasingly met by pupils. Standards in ICT, which have been below expected levels until recently, are improving and are satisfactory overall. The school has introduced new strategies to improve achievement and, as a result, standards are rising. Pupils with learning difficulties and disabilities and the small number of pupils at an early stage of learning English, achieve as well as they should in most subjects and with increasing success in writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils understand and subscribe to the school's high expectations, which include respect and care for others. Assemblies provide good opportunities for them to reflect on their own and others' feelings. Older and younger pupils get on well together, as do pupils from different backgrounds. They gain a good understanding and tolerance for other cultures from lessons, visitors and occasional events such as 'India day'. Pupils are very well behaved. They are polite and cooperate well with teachers and each other. Attendance is above average and is monitored well. Pupils greatly enjoy school. They feel that the school is improving and that they are contributing to its improvement. Pupils are effectively encouraged to adopt a healthy lifestyle through healthy eating and regular sport. Pupils feel safe and well cared for. The school council represents pupils' views well to the staff and governors. The council and other pupils make a good contribution to the community through their active involvement in sponsored activities for charity. Year 6 'play leaders' provide good support for younger pupils. Through their good literacy and numeracy and some opportunities to work in teams, they have sound opportunities to develop skills that contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. During the inspection, most of the teaching seen was good, although at times it was satisfactory and occasionally it was outstandingly good. Teachers plan lessons carefully so that they are well matched to the range of capabilities in the class. In most lessons, teachers engage pupils quickly through varied activities. Pupils are attentive, and understand what is expected of them. Resources are often used well to enrich pupils' learning. Teaching assistants provide good support to pupils with learning difficulties. In the outstanding lessons, teachers engage all pupils particularly well through imaginative activities and by asking challenging questions that are well matched to each pupil's ability. Pupils learn exceptionally well because they think for themselves and share their understanding with other pupils. In a few

lessons, pupils' learning is slowed because the lesson is not organised with sufficient pace. Occasionally, teachers' explanations do not engage all pupils and as a result, a few are fidgety, even though they remain well behaved and enthusiastic. Teaching and learning have improved this year by giving pupils clearer targets for what they should achieve. Pupils often assess how well they have achieved their targets. Overall targets are challenging but more work is needed to ensure that pupils fully understand what they need to do to reach the highest levels possible.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets statutory requirements and meets pupils' needs well. Literacy and numeracy are promoted effectively and new planning systems link different subjects well. The ICT curriculum has been improved this year through effective staff training and better planning. However, there is still too much variation in the extent to which ICT is used in different classes. The curriculum is enriched by visits, including some residential trips, and visitors to school. All pupils in Key Stage 2 have swimming lessons and links with the secondary school are being used to provide French lessons. There is a wide range of clubs. The school provides good support for the pupils with a wide range of learning difficulties and disabilities by catering for their individual needs well. The school is planning additional challenges for gifted and talented pupils although this is at a very early stage.

Care, guidance and support

Grade: 2

Care, support and guidance are good. There are good procedures for child protection and ensuring safety in school. Teachers and support staff know the pupils well and provide very good individual care. Parents are kept well informed. Pupils feel well cared for and trust the adults in school. The school has a strong commitment to inclusion and cares well for all pupils. In the Foundation Stage, clear routines help the youngest children settle happily. There are good links with the secondary school to ensure that pupils transfer smoothly. The use of assessment to track and support pupils' progress has been improved this year. Assessment continues to be a key development area for the school, including the development of self-assessment and the linking of pupils' targets with National Curriculum levels. There is a need for continued development to ensure that pupils reach the highest levels possible.

Leadership and management

Grade: 2

Leadership and management are good overall. Still in her first year, the headteacher provides very good leadership and has given a very clear sense of direction and purpose to the school. With strong support from all staff, she has created an atmosphere where everyone feels valued and secure and is committed to achieving the best for all pupils. There are new systems and strategies in place to ensure that the school continues to

improve. All staff are aware of what is expected of them and together form a strongly committed team. Subject co-ordinators have a clear view of standards and ensure that their subjects offer a stimulating range of learning opportunities. All staff are involved in directing improvement and providing a high quality of care and education. Performance is regularly monitored and improved. Governors, staff, parents and pupils are consulted regularly. Ideas are shared and reviewed, giving the school a clear overview of how well it is doing and where further improvements can be made. Governors support the work of the school very well. They are regularly involved in new strategies for improving provision and standards, such as with the accommodation, the school environment and the current priorities of improving standards in writing and ICT. Good use is made of the accommodation and resources to create a positive learning environment, which enhances pupils' enjoyment and achievement. The very positive elements within the leadership and management provide the school with the capacity to improve further.

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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?	2	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	2	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	2	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	3	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

Following our visit to your school, I would like to thank you for being so helpful to the inspectors. We very much enjoyed being in your school and talking to groups of you. We believe that you go to a very caring school where your headteacher, teachers and teaching assistants look after you very well. All staff are working very hard to help you to make good progress in your learning. Your teachers prepare very interesting lessons and you clearly enjoy them. You are doing well in English, mathematics and science and are trying hard to match this in ICT by making better use of the computer suite. We were very impressed by the way that you behave in lessons and at playtimes. We were also very pleased to find out that through your school council you have helped make improvements in the accommodation. You also carry out lots of jobs to help the teachers and look after the playtime equipment. Your hard work and very good behaviour are helping you all make good progress in your learning. We have asked your teachers to help you improve your ICT skills and hopefully you will all have inter-active whiteboards in your classrooms soon to help this happen. We have also asked your teachers to help you to do even better by providing more pace in some lessons and making clear exactly what targets you need to reach so that you improve your skills to the highest level possible. We wish you all well and feel sure that your school will continue to improve.