

Inspection of a school judged outstanding for overall effectiveness before September 2024: Mandeville School

Horsenden Lane North, Greenford, Middlesex UB6 0PA

Inspection dates: 3 and 4 June 2025

Outcome

Mandeville School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils at Mandeville School are happy and enthusiastic learners. They thrive here because their strengths and needs are fostered and supported by highly trained, knowledgeable teaching and support staff. The school works closely with a range of health experts and therapists to ensure pupils are physically and emotionally safe and ready to learn. Pupils rise to the school's ambitious expectations for what they can achieve and do.

Pupils behave very well. Over time, they become more settled and adept at managing their emotions. This is because staff and pupils work together to identify what makes pupils feel anxious or overstimulated and what can help them feel better. Pupils are empowered to have a voice. They are taught to express their thoughts, opinions and choices through a combination of voice, gestures, images or by referring to objects.

Pupils benefit from a range of bespoke interventions that support their sensory and physical needs. For example, they might access aromatherapy and yoga sessions and work with clay in special art sessions. The school has ensured that the environment, including the hydro pool, sensory spaces, outside provision and specialist equipment, enhances pupils' learning experiences. Every part of the school has been carefully designed with pupils' specific needs in mind.

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

The education provided is of an exceptional quality. The curriculum is extremely effective because it builds in logical steps that are tailored to pupils' needs. As a result, pupils, including children in early years, make excellent progress from their different starting

points. This is particularly notable in communication, independence and in the targets outlined in their education, health and care (EHC) plans.

Communication and reading skills are systematically and skilfully taught by expert staff. This means pupils learn to express themselves with increasing independence. The staff team has devised a blend of different support strategies to enhance the way phonics is delivered. Pupils become increasingly proficient at understanding a range of texts and in using communication and language more effectively. Staff ensure pupils practise and apply their knowledge to help them remember it over time. A similar approach is used to support pupils to develop their understanding of number, pattern and shape. Staff reinforce this knowledge throughout daily activities, such as when pupils count their snacks or clap and count the beat in music sessions.

Teachers present information clearly and use assessment effectively to check what has been understood. This helps to ensure that teaching and support are adapted appropriately to support pupils to make the best possible progress through the curriculum.

The school uses a coordinated approach with a range of specialists, including speech and language, occupational and physiotherapists among others. This ensures pupils' changing needs are fully identified and communicated with staff and parents and carers. Work from individual therapy sessions is then shared effectively and can be bolstered in class and at home.

The school has ensured that behaviour is extremely well managed. This starts in the Nursery, where staff use different colours and images to help children identify feelings such as happy, sad and angry. This helps children to express their needs and emotions effectively. Across the school, staff establish routines and high expectations for behaviour. These help pupils to feel secure and contribute to reducing anxiety. Staff clearly signpost changes and transitions using songs and visual signs and symbols. As a result, pupils understand what is expected of them and feel comfortable in school.

Leaders, including those responsible for governance, analyse and check pupils' attendance to understand what might cause difficulties in attending school for individual families. Leaders work closely with a range of external agencies, including social care, school transport services and health professionals. This work supports pupils to improve their attendance over time.

The provision for personal development is strong. Pupils are given a plethora of opportunities to discover and develop their talents and interests, including in music, poetry, dance, art, drama and sport. Pupils enjoy visiting local shops, parks, bike adventure playgrounds, museums and galleries. They learn to become more independent through planning their bus and tube journeys to these destinations. The curriculum helps pupils to understand the importance of privacy, hygiene and personal safety, with tailored support for their sensory needs. The outdoor learning environment is very effective in supporting children to extend their learning, independence and social development.

Leaders and governors are always looking for ways they can further improve the already excellent provision. For example, they have developed their outreach work with other schools, so more pupils benefit from their considerable experience and expertise. Staff are happy and rightly proud to work at Mandeville School. They feel leaders are considerate of workload and implement a range of strategies to help them with their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101968
Local authority	Ealing
Inspection number	10379103
Type of school	Special
School category	Community special
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair of governing body	John Burgess
Headteacher	Denise Feasey
Website	www.mandeville.ealing.sch.uk
Dates of previous inspection	10 and 11 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school caters for pupils with profound and multiple learning difficulties, autistic spectrum disorder and severe learning difficulties.
- All pupils at the school have an EHC plan.
- The number of pupils on roll has increased significantly during recent years.
- Since September 2024, the school has a satellite provision for additional Reception classes. These are based at Oldfield Primary School, Oldfield Lane North, Greenford UB6 8PR.
- The school does not currently make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with school leaders and some members, including the chair, of the local governing body and spoke with a representative from the local authority.
- Inspectors visited a sample of lessons, met with some pupils and looked at samples of their work. They also observed breaktimes and the start of the day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions as well as through the responses to Ofsted's online survey, Ofsted Parent View, and Ofsted's surveys for staff and pupils.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Alison Colenso

Ofsted Inspector

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