

The Manor School

CONTENTS

[Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[3. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

4. The suitability of the premises and accommodation

Does the school meet the requirements for registration?

What does the school need to do to comply with the regulations?

5. The quality of information for parents and other partners

Does the school meet the requirements for registration?

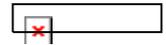
What does the school need to do to comply with the regulations?

6. The effectiveness of the school's procedures for handling complaints

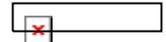
Does the school meet the requirements for registration?

School details

Introduction and summary

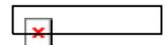


Purpose and scope of the inspection



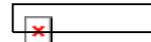
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



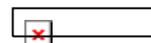
The Manor School is a small, independent co-educational school on the outskirts of Aldenham, near Watford. It is a Vaishnava Hindu school that serves the community of the International Society for Krishna Consciousness centred on its UK headquarters at Bhaktivedanta Manor. It has pupils from 4 to 11 years of age, many of whom transfer from the pre-school situated on the same site. There are 20 pupils on roll. The school rooms are situated in buildings adjacent to the main part of the Manor which accommodates the temple. Extensive gardens and farmland surround the Manor. It is an active community comprising, study, worship and educational visits, and has significant numbers of visitors each day.

Summary of main findings



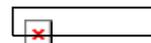
The Manor School broadly meets its aims. It is a small, friendly school where pupils develop confidence and self-esteem. Pupils are happy and enjoy coming to school. Relationships are very good. It has a broad curriculum and most pupils make satisfactory progress in their studies. While most teaching is satisfactory, there are weaknesses, especially for pupils in the younger age groups, where it sometimes lacks focus and effective organisation. The teaching and curriculum do not fully meet specific needs of a small number of pupils with special educational needs (SEN) and English as an additional language (EAL).

What the school does well



- it provides a caring community which strongly reflects the aspirations of the Hindu community in which it is situated;
- its ethos and practices successfully support good development of pupils' spiritual, moral, social and cultural awareness;
- it is successful in developing very good relationships between staff and pupils;
- its pupils develop into confident young people with a strong sense of respect for themselves and others; and
- its staff are conscientious, committed to the school and are well prepared for their lessons.

What the school must do in order to comply with the regulations



meet the requirements in Section 1 of this report by:

- ensuring that teaching for the youngest pupils is effective, well organised and focused;
- improving short-term curriculum planning and learning resources to meet the needs of all pupils especially the youngest ;
- ensuring that teaching meets the needs of pupils with SEN and those with EAL; and
- improving the arrangements to assess pupils' progress.

meet the requirements for section 3 of this report by:

- improving procedures for undertaking risk assessments for outside visits, health and safety and fire precautions; and
- improving supervision of pupils at break-times.

meet the requirements of section 4 of this report by:

- completing enhanced checks with the Criminal Records Bureau (CRB) for all staff who have regular and close supervision of pupils.

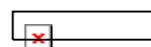
meet the requirements of section 5 of this report by:

- improving the demarcation of the playground area for pupils and visitors in order to safeguard play and physical education (PE) lessons;
- ensuring that boys and girls over the age of eight years have separate washrooms; and
- providing facilities for pupils who are ill.

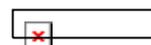
meet the requirements of section 6 of this report by:

- ensuring that the provision of information to parents meets all the requirements.

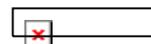
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The school offers a broad curriculum which reflects the aims of the school. There are strong links to the Vaishnava Hindu traditions and culture, which are often used as starting points for writing and other creative activities. There is an overall curriculum plan which, for the most part, reflects the requirements of the National Curriculum. Further termly, weekly and daily planning comprises a mixture of commercial materials and teachers' own plans. The variability of year group sizes, where in some years complete age groups are missing, hinders continuity and progression in the curriculum. This is overcome to some extent by teachers' termly plans.

Appropriate emphasis is given to English and mathematics and overall most pupils make satisfactory progress. The oldest pupils make sound progress in their mathematical calculations using pencil and paper methods but their mental strategies are less well developed. The accuracy of spelling and quality of handwriting and presentation fall below pupils' achievements in the content and ideas in their work. Science and a greater understanding of the environment are enhanced through the use of the rich resource of the Manor's grounds. Most English and mathematics lessons have strong links to the National Literacy and Numeracy Strategies and this gives teachers some guidance about nationally expected levels of attainment. There are weaknesses in planning. Although pupils with SEN and EAL benefit from the additional attention they receive, in the very small classes tasks do not always meet their specific needs.

Teachers plan activities for the youngest pupils that reflect the Foundation Stage curriculum although the quality of provision for outdoor play is inadequate both in terms of equipment available and the environment in which it takes place. All classes have computers but the school recognises that information and communication technology is an area of the curriculum that requires development in all classes.

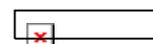
Additional experiences are gained through regular visits to theatres and museums such as the Natural History and Science Museums in London. After-school clubs give pupils opportunities to

participate in drumming, yoga, dance and karate. There is a weekly youth club to which pupils from eight years old may attend. Pupils have the option of attending before-school activities when they participate in worship in the temple and are involved in activities which help their understanding of the Hindu faith. About half of the pupils attend these activities each day.

A programme of personal and health education, religious education and assemblies provide good opportunities for pupils to consider a range of issues relating to themselves and others. There are regular weekly swimming lessons for the 5 to 11 year old pupils and PE for all pupils.

All pupils from the age of six years have the chance to learn to play the harmonium and learn songs related to the religious teachings of the community. Pupils have individual tuition and several older pupils accompany singing in the Temple worship.

The quality of the teaching and assessment



The quality of teaching overall is satisfactory. Teachers develop very good relationships with pupils and there is much mutual respect. Teachers have high expectations and manage pupils well. This leads to good behaviour and co-operation. Pupils appreciate the individual attention they receive from teachers because of the small class sizes.

Teaching in Key Stage 2 is satisfactory and a small amount is good. In the best lessons teachers are confident in their subject knowledge and pupils' activities match the learning objectives effectively. This was reflected in two English lessons. Firstly where the Year 5 and 6 pupils were learning about the technical difference between writing play-scripts and narrative. Secondly Year 3 and 4 pupils were making good progress in their understanding of how to use different vocabulary to develop atmosphere and describe surroundings. In both lessons, pupils had opportunities to discuss and read their own work and consider improvements.

There is some unsatisfactory teaching in Key Stage 1 and the Foundation Stage class, where the weak organisation of lessons and lack of clear focus in teaching means that not all pupils achieve enough or make sufficient progress. During the week of inspection, this was exacerbated by staff absence. The organisation of learning activities does not meet the needs of the wide range of ages and abilities in this class which has reception and Year 2 pupils, some with EAL but has no pupils in Year 1.

Teachers are aware of the need to actively engage pupils and they prepare appropriate practical tasks. In a science lesson Year 5 and 6 pupils measured changes in their pulse rates and in a Year 3 and 4 history lesson they tried to make tortillas when learning about the Aztecs. In Key Stage 1, however, such practical tasks are not so well organised and pupils do not achieve enough.

Good use is made of the specific expertise of one teacher in drama to develop this area of the curriculum for pupils of all ages. Pupils learn about using gesture, facial expression and mime to convey information and emotion. Opportunities to collaborate and work in groups in dance and drama, to which pupils respond well, are not so evident in other subjects.

All teachers plan conscientiously and prepare their lessons carefully. Most lessons start with an outline of the learning objectives. These are for the most part appropriate for the older pupils but are not always in language that the youngest pupils easily understand. Lesson plans, which are both commercial and written by teachers meet the requirements of the overall curriculum plan, do not always give rise to challenging work, especially for the highest attaining pupils. In some lessons the pace of activities is not sufficiently brisk and this means that pupils do not complete enough work.

Resources for learning are satisfactory overall but the quality and range of resources for outside

play for the youngest pupils are not adequate.

Pupils complete the end of Key Stage tests for 7 and 11 year olds and optional National Curriculum tests for 8, 9 and 10 year olds. These provide the school with some information about pupils' attainment. However the use of these assessments to inform planning and teaching is not well developed. The school's management committee has already identified this as an area for improvement.

Does the school meet the requirements for registration?

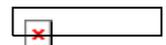
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- o ensure that subject matter is appropriate for the ages and aptitudes of all pupils including those who have a statement (paragraph 1(2)(b));
- o provide a programme of activities suitable for pupils below compulsory school age (paragraph 1(2)(h)(ii));
- o ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 1(2)(i));
- o ensure all lessons use effective teaching methods and suitable activities especially for the youngest pupils (paragraph 1(3)(c));
- o ensure that the aptitudes and needs of all pupils are taken into account in planning (paragraphs 1(3)(d)and1(5));and
- o develop a coherent framework of assessment to inform teachers' planning (paragraph 1(3)(g)).

2. The spiritual, moral, social and cultural development of pupils



Provision for spiritual, moral, social and cultural education is good and a strength of the school and pupils achieve and behave very well in their personal development.

Cultural development is very good. Pupils are taught to appreciate their own cultural traditions related to the specific Hindu community and also other cultures through the study of other world faiths, visiting museums and galleries and taking part in activities in the wider community such as the Watford Carnival. Working with local artists and authors and studies in history and geography also make positive contributions to pupils' cultural development.

Pupils respond well to the clear moral framework in the school which reflects its aims. Pupils are reminded about their obligations to themselves and others in circle times and in the personal and health education programme. Each class has a clear set of rules which are reinforced in lessons and assemblies. Pupils know the difference between right and wrong and behave well around the school and in lessons. Pupils and teachers are mutually respectful. Fairness and equality are promoted often informally through the close interaction and conversations in this small school. The school supports charities, for example 'Food for all' and sponsors the education of a child in India.

Social development is very good. Pupils play and work co-operatively and are supportive of each other. They are very aware that in a small school it is important that everyone gets on. They listen attentively to each other in class, for example when presenting work in a lesson or assembly. Every effort is made to praise and celebrate achievement. Pupils spontaneously applaud others'

contributions in assembly.

Spiritual development is good. The school aims to develop pupils' self-esteem and self-confidence which it does successfully. The individual is respected and there are opportunities for reflection in assemblies and in a limited way in lessons. Pupils respond very positively to the acts of worship in the Temple where they sing, lead the music and actively participate along with the immediate community and visitors from wider afield.

Does the school meet the requirements for registration?

Yes.

The welfare, health and safety of the pupils

The managers of the school are very aware of the need to be vigilant regarding issues of welfare, health and safety. While the school has a suitable range of documented procedures, not all are as comprehensive as they should be.

Most of the time pupils are well supervised. At break-times, however, it is difficult for one person to monitor the play area satisfactorily.

The school is fully alert to issues of child protection. One senior member of staff is trained and nominated to be responsible for this aspect of management. The school health and safety policy does not yet fully reflect guidance provided by the Department for Education and Skills (DfES). The school does not have an up-to-date risk assessment of its activities in school and outside visits. There are no records of completed fire drills.

Admission and attendance registers are satisfactorily maintained and the school has an outline plan to show how in the next three years it will try to meet the requirements of the Disability Discrimination Act.

Does the school meet the requirements for registration?

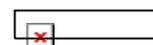
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that risk assessments are completed for all outside visits (paragraph 3(2)(c));
- pay due regard to DfES guidance 'Health and safety: responsibilities and powers', especially regarding completion of risk assessments (paragraph 3(4));
- undertake and record the outcomes of fire drills in relation to the Fire Precautions (Workplace) regulations 1997 paragraph 3(5); and
- ensure that staff are deployed in such a way as to ensure the proper supervision of pupils, especially at break-time (paragraph 3(7)).

3. The suitability of the proprietor and staff



The school does not have a designated headteacher. There is a management committee comprising the Temple President, two senior managers, a member of the teaching staff and a

parent. The two senior managers are always on hand and the school runs smoothly and efficiently on a day-to-day basis. Not all staff are qualified teachers and the three class teachers are relatively new to the school. Other school managers, who teach, from time-to-time, have been associated with the school for many years and know the pupils and families very well. Staff have attended a wide range of courses and future relevant and appropriate training is planned. The school has satisfactory procedures for the appointment of staff but not all staff have had enhanced checks from the CRB.

Does the school meet the requirements for registration?

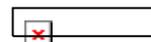
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that enhanced checks with the CRB are completed for all staff working regularly or in sole charge of pupils (paragraph 4(b)).

4. The suitability of the premises and accommodation



The school rooms are adjacent to the main Manor building and at the heart of the community. The recently refurbished rooms are bright and attractive learning environments. There are both informative displays and those which celebrate pupils' work.

There is an adequate hard area outside for PE and play but the definition of the area is not sufficient to make clear to pupils or visitors where the boundaries are. There are suitable grass areas for other games when weather conditions permit. The school has submitted plans for a new playground which would, if granted, provide a much more appropriate and more easily supervised area and would include opportunities for adventurous play. Dance and drama take place in classrooms which large enough because of the small numbers of pupils involved. The space provided for the outdoor play of reception pupils is unsatisfactory. It is too restricted in terms of area available and obstacles such as picnic benches.

The arrangements of washrooms and toilets for older pupils are not satisfactory as there are not enough separate toilets for boys and girls over eight years old. There are no facilities designated for pupils who are ill.

Safety issues relating to a staircase used by staff leading to a cellar in the main Manor building were raised with school managers during the inspection.

Does the school meet the requirements for registration?

No.

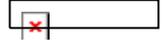
What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- improve the demarcation of the playground area for pupils and visitors in order to safeguard play and PE (paragraphs 5(d),5(e)) and 5(t));
- provide sufficient and separate washrooms for pupils over the age of eight years

- (paragraph 5(k)); and
- o ensure there are appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l)).

5. The quality of information for parents and other partners



The school has close links with its parents. Teachers and parents meet regularly and informally at the start and end of the school day. Two senior managers are always available to talk to parents. The parent survey showed that they have very positive views of the school. There are regular helpful newsletters and, from this term, bi-annual written reports to tell parents of their children's progress. During the inspection, a high proportion of parents attended to see their children's class assembly. There is an open day in the Summer Term. The reception teacher makes home visits to pupils starting school for the first time.

There is a useful prospectus which provides a wide range of information but lacks certain required information. The school has not made clear to parents that there is additional information available relating to child protection, academic performance, the full complaints procedure and the qualifications of staff.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

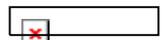
provide further information for parents and prospective parents to include:

- o the name and address of the headteacher (senior managers) (paragraph 6(2)(a));
- o the name and address of the chair of the management committee (paragraph 6(2)(c));
- o particulars of exclusions (paragraph 6(2)(e)); and
- o particulars of educational welfare provision for pupils with statements and for pupils for whom English is and additional language(paragraph 6(2)(f)).

ensure that the following information is made available to parents:

- o particulars of academic performance (paragraph 6(2)(i));
- o details of the complaints procedure and details of the number of complaints registered under the formal procedures (paragraph 6(2)(j)); and
- o details of staff qualifications (paragraph 6(2)(k)).

6. The effectiveness of the school's procedures for handling complaints



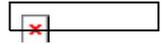
The school includes some information about its complaints procedure in its prospectus. It has recently completed a new and more comprehensive policy on complaints that meets the regulations

fully and which is due to be circulated to parents soon.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	The Manor School		
DfES ref number:	919/6228		
Type of school:	Vaishnava Hindu		
Status:	Independent		
Age range of pupils:	4 - 11 Years		
Gender of pupils:	Co-educational		
Number on roll (full-time pupils):	Boys 10,	Girls 10,	Total 20
Number of pupils with a statement of special educational need:	Boys 0,	Girls 1,	Total 1
Annual fees (day pupils):	£1,200 p.a.		
Address of school:	Bhaktivedanta Manor Daram Marg Hilfield Lane Aldenham Watford WD25 8EZ		
Telephone number:	01923 855062		
Fax number:	01923 852896		
Senior Managers:	Mrs Wendy Harrison/Mrs Mari Soto		
Proprietor:	International Society for Krishna Consciousness		
Chair of the governing body:	Management Committee: Gauri dasa (George Kilmurry); Moksha (Mari Soto) and S. Macnamara		
Lead Inspector:	Mr Daniel Towl		
Dates of inspection:	27-30 September 2004		