

Independent Schools Inspectorate

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement

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The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample

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Statement of Intent

- 1.1 Mander Portman Woodward College is an independent co-educational day school for students aged 13 to 19. The college aims to encourage students to have high academic aspirations and to work in partnership with parents to encourage the qualities needed to achieve those aspirations; to provide a broad and flexible curriculum that allows bespoke programmes of study; to assist students to achieve high academic success; to provide a pastoral system that recognises the personal and emotional challenges faced by the students; to assist students to make informed choices about higher education and careers and maximise their chances of securing places on prestigious courses; and to provide a friendly and informal environment in which students are encouraged to develop personal discipline and values.
- 1.2 The college is part of the

3.8 The contribution of curricular and extra-curricular activities is excellent.

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3.9 The curriculum offers an extensive range of subjects with a flexible timetable and programmes of study tailored to suit individual students. Students in Year 10 study biology, chemistry and physics separately and in Year 11 they may elect to take one, two or three of them as separate subjects. Year 10 students study a curriculum of 12 core subjects and Year 11 students have a core of 6 subjects plus 2 options chosen from a range of subjects. The curriculum is appropriate and covers all the required areas of learning and fulfils the college's aims well. The provision for those students with SEND and EAL is excellent and enables them to achieve at the same level as other students. The provision for AGT is good and includes courses to enable early entry for examinations, opportunities to undertake additional courses and to develop particular talents in extra-curricular activities. However, the provision does not always allow these students to work with a sufficiently high level of challenge.

3.10 Since the previous inspection personal, social and health education (PSHE) has been introduced into the curriculum in Year 12 and IGCSE separate science courses for Year 11 students. Opportunities in ICT have developed well across the college, with individual subject micro-sites created and podcasts used to help students with their revision. Careers education is provided through PSHE. Students are supported and guided by staff with considerable expertise in careers guidance and university applications. There is an area of the library dedicated to careers. Some students take part in work experience during holiday periods. An annual careers week takes place in the college and external speakers from universities are regularly invited to talk to sixth-form students.

3.11 The college provides a high number of enrichment opportunities for students. A travel fund allows students to visit many places of interest and the curriculum is enhanced by a wide range of educational visits such as geography field work and visits to law courts. A newly introduced and well-attended lecture series covers a wide range of topics, such as the role of China in the world.

3.12 The college has established good links with the wider community. Local schools attend careers lectures. The college holds an annual carol service at a local church, and hires a local gallery to hold art and photography exhibitions.

3.13 In the pre-inspection questionnaires a very small minority of students and parents felt that the college did not provide a good range of extra-curricular activities. Inspection evidence showed that since the previous inspection there has been a significant improvement in the number and range of extra-curricular activities offered to the students, and this provision is now good. This meets the recommendation of that inspection. The range includes tennis, badminton, rugby and a debating society. Opportunities for girls in physical pursuits are still limited. The current college production has been well received by the students. The DofE scheme is offered to all students and all of Year 10 complete the bronze award.

3.13 The contribution of teaching is excellent.

3.14 The contribution of teaching is excellent.

3.15 Teaching is highly successful in promoting the students' progress and in supporting the

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- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The college successfully fulfils its aim to safeguard all members of the community and promote their welfare. All necessary arrangements

- 5.10 Since the previous inspection the head of faculty role has been introduced and these figures are members of the senior leadership team. They liaise directly with groups of departmental heads. This has resulted in improved regular communication between middle and senior management. This supports the strong leadership

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