

Focused Compliance and Educational Quality Inspection Reports

Mander Portman Woodward College, London

February 2022

| 2  | Content |   |
|--|---------|---|
| School's Details   |         | 3 |
| 1. Background Information  |         | 4 |
| About the school   |         | 4 |
| What the school seeks to do  |         | 4 |
| About the pupils   |         | 4 |
| 2. Regulatory Compliance Inspection                                  |         | 5 |
| Preface  |         | 5 |
| Key findings   |         | 6 |
| PART 1 – Quality of education provided                               |         | 6 |
| PART 2 – Spiritual, moral, social and cultural development of pupils |         | 6 |
| PART 3 – Welfare, health and safety of pupils                        |         | 6 |
| PART 4 – Suitability of staff, supply staff, and proprietors         |         | 6 |
| PART 5 – Premises of and accommodation at schools                    |         | 7 |
| PART 6 – Provision of information                                    |         | 7 |

### School's Details

|                          |  |    |            |     |
|--------------------------|--|----|------------|-----|
| College                  | Mander Portman Woodward  |    |            |     |
| DfE number               | 207/6363   |    |            |     |
| Address                  | Mander Portman Woodward College<br>90–92 Queen's Gate<br>London<br>SW7 5AB |    |            |     |
| Telephone number         | 0207 835 1355  |    |            |     |
| Email address            | Enquiries@mpw.ac.uk  |    |            |     |
| Principal                | Mr John Southworth   |    |            |     |
| Proprietor               | MPW LTD  |    |            |     |
| Age range                | 14 to 20   |    |            |     |
| Number of pupils on roll | 431  |    |            |     |
|                          | Years 10 and 11  | 78 | Sixth Form | 353 |
| Inspection dates         | 1 to 4 February 2022   |    |            |     |

## 1. Background Information

### About the school

- 1.1 Mander Portman Woodward is an independent co-educational day school. The school was founded in 1973, moving to its present site in 2000. It is part of the

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection Inspection

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2018 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2019 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the

## PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

## PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as





ensured that all students experienced minimum disruption to learning. During the inspection some students were continuing to learn online, as they

breeding, listening empathetically and independently intertwining ideas such as human eugenics, in-breeding and unbalanced food webs. In an English literature lesson, students evaluated the relationship between Caliban and Prospero, discussing the dependency between the white colonial power and the natives of the island.

- 3.12 Students' written skills are excellent and serve them well in examinations, with well-structured, well-argued, fluent responses. Creative writing produced as part of a school competition demonstrates the excellent range and grasp of students' language, form and structure. In many examples of assessed work, students write with clear structure and purpose, responding to

## The quality of the pupils' personal development

- 3.20 The quality of the pupils' personal development is excellent.
- 3.21 Students develop high self-awareness, self-esteem and self-confidence, which underpin their success in examinations. These qualities fulfil the college's aims of enabling young people to be highly successful

- 3.26 Students have a deep understanding of the importance of one's culture and beliefs and the right to individual identity. This comes naturally because of the very wide variety of nationalities attending the college. Students' appreciation of diversity is strengthened through exposure to different ideas; for example in a psychology lesson, where they considered historic and current views on gender dysphoria, recognising how times have changed for the

awareness of their place in the wider community. All year 10 students enhance their awareness of how they can help others through volunteering as part of the Duke of Edinburgh's award.

- 3.33 Students develop sound spiritual awareness through discussions in PSHE, in learning about religious beliefs and in participating in the Christmas carol service. Subjects across the curriculum contribute in a planned way to raising their awareness; for example, students communicate their feelings with sensitivity in art, geography and English literature lessons. Students of art feel closely attuned to the spiritual dimension to life through their creative work and EAL students explain that because they are happy they are now growing more in touch with their spiritual side.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with members of staff and with the proprietor and chair of governors, and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and students to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Honorée Gordon