



Mander Portman Woodward

3–4 Brookside, Cambridge, Cambridgeshire CB2 1JE

Inspection dates

8–10 November 2016

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

The college's leaders and governors have maintained the high standards achieved at the time of the previous inspection. This is due to their high expectations and the excellent care, guidance and support they offer to pupils.



Full report

What does the school need to do to improve further?

Encourage pupils in key stage 4 to read for pleasure so that they develop a love for reading, beyond the books relevant to their studies.

Develop the leadership role of pupils in key stage 4 and students in the sixth form by:

- creating a system for them to convey their views as a group
- creating more opportunities for pupils and students to organise events which will benefit both the college and the local community.



Inspection judgements

Effectiveness of leadership and management

Outstanding

The principal has a clear vision for the college which is fully supported by staff, parents, pupils and members of the governing body. Staff at the college are overwhelmingly supportive of its senior leaders and morale is high. High expectations lead to outstanding outcomes because everyone connected with the college understands its aims.

College leaders have established a caring and supportive environment where every pupil is known as an individual and nurtured to achieve their full potential. Pupils are proud of their academic achievements, which are celebrated regularly and shared with parents.

The college's self-evaluation summary document realistically evaluates its current position. The priorities identified through this document tie in closely with the college improvement plan, which is regularly checked for progress by the governing body.

Leaders and governors have an excellent understanding of the most recent independent school standards and what the college must do to comply with these. The college is fully compliant with all of the standards.

Parents who responded to Parent View, as well as those who completed the college's own surveys, are overwhelmingly supportive of what the college is aiming to achieve. Regular and high-quality communication between parents and the college is a key strength of the provision. Many parents who responded to Parent View praised individual staff members for their commitment. One parent also wrote that college staff are 'professional, caring, diligent at handling issues, responsive and accessible'. The same parent stated that the college is 'exceptionally well run'.

Teaching in the college is managed well. A number of the college's senior leaders regularly observe teaching, and records of the quality of teaching are very well maintained. High-quality staff training ensures that teachers remain up to date with their subject knowledge and sharpen their expertise in their specialist subject areas.

Teachers have access to a wide range of helpful resources to enhance pupils' experiences in the classroom. Their performance is managed well and targets are typically related to pupils' outcomes.

The college's curriculum is well matched to pupils' specific needs. Consequently, it secures outstanding outcomes. College leaders are willing to listen to pupils' requests regarding the curriculum and to provide tailor-made teaching, even if this is on a one-to one basis. Pupils told inspectors they are extremely appreciative of this level of provision.

Pupils are prepared well for life in modern democratic Britain and have a very good understanding of British institutions. The personal, social, health and economic education aspect of the curriculum is comprehensive, and the college promotes pupils' spiritual, moral, social and cultural development very well. The very nature of the multi-cultural intake enables pupils to learn about each other's cultures and appreciate different ways of life, including those pupils who have 'protected characteristics' (as defined in the Equality Act 2010).



Governance

The quality of governance is high and governors demonstrate an in-depth knowledge of what constitutes an effective and efficient provider.

As the principals of the three Mander Portman Woodward colleges are members of the governing body and the governing body is exactly the same for each of the three colleges, they have an excellent understanding of each other's establishment and are in an ideal position to identify and share good practice.

Governors hold the college's senior leaders to account well. Targets set for their performance are challenging and their progression and rewards are directly linked to how well they work towards achieving their targets.

College policies are reviewed regularly and are fully up to date. Governors check how



demonstrated, however, that many pupils only read books associated with their particular subject and few demonstrated a desire to read for pleasure.

Teachers are adept at checking for pupils' understanding as the lesson progresses. This is effective and helps teachers to identify if any pupils have misunderstood any aspect of the teaching or are falling behind with their learning.

Teachers' planning is effective because it takes into account the specific needs of individual pupils, including the most able and those who have special educational needs and/or disabilities. This enables all pupils to make rapid progress.

The college's marking policy is followed strictly by teachers. Teachers implement this policy diligently, highlighting what pupils have done well and how they can improve the quality of their responses. Typically, teachers link their marking to examination assessment criteria and many use their experience as past or current examiners to ensure that pupils' answers demonstrate good knowledge and attract high marks.

Rigorous and regular assessment of pupils' work is a strong feature of teaching in this college. Pupils sit past examination papers at least twice a term under examination conditions in a designated examination room and acquire the essential skills which enable them to thrive.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

The college's work to promote pupils' personal development and welfare is outstanding. Pupils told inspectors they feel very safe in the college.

Pupils have an excellent understanding of how to keep themselves safe when using the internet or social networking sites. Systems for blocking access to unsuitable websites are tight, and any contact via the internet between pupils and teachers is restricted to the college's email systems.

The small size of the college enables pupils to be known as individuals. Inspectors observed the college's leaders and teachers regularly interacting with pupils, checking on their well-being and enquiring about their academic progress. Pupils confirmed that this







School details

Unique reference number	110930
DfE registration number	873/6017
Inspection number	10008885

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	14–20
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	204
Of which, number on roll in sixth form	181
Proprietor	Mander Portman Woodward Ltd
Chair	Nigel Stout
Headteacher	Nick Marriott
Annual fees (day pupils)	£4,320 to £25,935
Telephone number	01223 350158
Website	http://www.mpw.ac.uk/locations/cambridge/
Email address	nick.marriott@cambridge.mpw.co.uk
Date of previous inspection	9 December 2009

Information about this school

Mander Portman Woodward is a small independent college in the centre of Cambridge which caters for pupils in Years 10 and 11 and students up to the age of 20. Two other colleges operate in London and Birmingham.

The college opened in 1987 and occupies two large linked Victorian houses and another house which is about five minutes away on foot from the main site.

The college admits a number of pupils from abroad who live either in hostels or with a





Information about this inspection

This inspection was conducted with one day's notice.

Inspectors observed learning in all year groups and across a range of subjects. Some of these observations were conducted jointly with the college's senior leaders. Inspectors also looked at a range of pupils' folders and books.

Meetings were held with the principal and other senior leaders, managers, the chair of the governing body and two groups of pupils.

Inspectors scrutinised college improvement documents; policies; information on progress; records of the quality of teaching, learning and assessment; and information on pupils' behaviour and attendance.

Inspectors considered 25 responses to Ofsted's online questionnaire, Parent View, and 18 responses to the staff questionnaire.

Inspection team

John Daniell, lead inspector

Her Majesty's Inspector

Vanessa Love

Ofsted Inspector



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