

Sir Roger Manwood's School

Inspection report

Unique reference number	136501
Local authority	N/A
Inspection number	382016
Inspection dates	25–26 April 2012
Lead inspector	Robert Ellis HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Academy converter
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	912
Of which, number on roll in the sixth form	276
Appropriate authority	The governing body
Chair	Dr Anne Weatherley
Headteacher	Chris Morgan
Date of previous school inspection	23–24 November 2006
School address	Manwood Road Sandwich Kent CT13 9JX
Telephone number	01304 613286
Fax number	01304 615336
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Social care unique reference number	SC044972
Social care inspector	Lucy Martin HMI

Age group	11–18
Inspection date(s)	25–26 April 2012
Inspection number	382016



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Introduction

Inspection team

Robert Ellis	Her Majesty's Inspector
Lucy Martin	Her Majesty's Inspector
Andrew Barker	Additional inspector
Janet Morrison	Additional inspector
Karen Roche	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 40 lessons taught by 39 different teachers, and held discussions with members of the governing body, groups of students and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at development plans, the school's tracking data showing students' progress, departmental reviews, teachers' lesson plans, and students' work. Joint lesson observations were conducted with staff. In addition, inspectors analysed the questionnaire responses of 368 parents and carers, 50 staff and 151 students, and took their views into account.

Information about the school

This is an average-sized, selective secondary school with boarding provision for 56 boys and girls. Three quarters of students are White British and the remainder come from diverse minority ethnic groups. An average proportion of students speak English as an additional language but none is at the early stages of learning English. The proportion of students known to be eligible for free school meals is around 3%, which is below average. The proportion of disabled students and those with special education needs is very low and these students predominantly have behavioural, emotional and social difficulties. The school is a specialist language college and has a further specialism in mathematics and computing. It was granted academy status in March 2011. The school has achieved the International School award.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This outstanding school secures excellent outcomes for the overwhelming majority of its students. The sixth form is outstanding.
- The achievement of all students, including disabled students and those with special educational needs, is outstanding.
- Teaching is outstanding overall. High-quality teaching and guidance ensure that students at all levels make rapid progress towards their challenging, individual targets. The marking of students' work is often helpful and informative but some improvement is needed to ensure that all students know exactly what they should do to improve.
- Behaviour in lessons and around the school is exemplary and the school is a calm and orderly place. Attendance is high and most students say they enjoy school. There are effective arrangements for ensuring students are safe and can recognise and respond to risks. Students say that they feel safe and are not subjected to bullying or other forms of harassment.
- The school is led and managed extremely well. Leaders and managers are not complacent and communicate an ambitious vision for the school and its students. Teachers' performance is managed effectively and teachers are strongly encouraged to develop their practice in order to improve outcomes for students. Significant advances since the last inspection demonstrate that the school has the capacity for further improvement.
- The curriculum is outstanding and an extensive range of high-quality enrichment helps to promote students' spiritual, moral, social and cultural development strongly. The school has very productive partnerships to support students' learning and development.
- Boarding provision is good and all the national minimum standards for boarding are met. The school recognises that further improvement is necessary, particularly in some aspects of risk assessment, to make boarding provision outstanding.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve communication and marking so that all students are consistently clear about how well they are doing and exactly what they need to do to improve.
- Build on the improvements to the boarding provision by:
 - ensuring that risks in the boarding houses relating to fire doors being held open and the need for window restrictors are the subject of written risk assessments
 - formally assessing any potential risks arising from members of the public using the school's facilities during evenings and weekends when boarders are present
 - introducing a more formal system of monitoring boarding issues by senior management as identified in Appendix 3 of the national minimum standards for boarding schools
 - ensuring that there are opportunities for boarding staff to attend relevant training
 - ensuring that the school's improvement plan includes boarding.

Main report

Achievement of pupils

Achievement is outstanding, including in the sixth form, and is improving. Students consistently reach standards well above national averages in a broad range of subjects. Excellent teaching, combined with students' positive attitudes and exemplary behaviour, ensures they make rapid progress towards achieving their challenging targets. There are no significant differences in the outcomes for the different groups of students, including disabled students and those who have special educational needs. Most groups make better progress than that of similar groups nationally.

In lessons, students were observed to enjoy school and make good and often outstanding progress. Scrutiny of their books and discussions with students shows that this rate of progress is usual. Students have positive attitudes to learning and their attentiveness and enthusiasm ensure lessons proceed smoothly. Students generally have good relationships with their teachers and this supports their learning well. Most parents and carers who responded to the inspection questionnaire agreed that their children are taught well and make good progress.

Quality of teaching

Overall, teaching is outstanding. Teachers use their high levels of expertise to good effect to motivate and foster excellent learning habits. Regular assessment ensures that teachers know their students well and set work that is challenging but

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achievable. The best lessons are delivered at a demanding pace, and teachers use questioning well to help students improve their thinking skills and test out what they have understood. Many teachers make excellent use of a range of practical activities and use the school environment well to promote learning. In most lessons, students are active participants and have excellent opportunities to develop their capacity for learning independently.

Many examples of regular, constructive marking were evident, but there is some variation in the different forms of written feedback used to inform students. Students speak highly of the detailed feedback that they get in some subjects, for example, science and art. However, a minority of students and some parents and carers say that the various systems used by different subjects are sometimes confusing. High-quality oral feedback in lessons is more effective, and most students know their long-term targets and how well they are progressing toward them.

Behaviour and safety of pupils

Students' behaviour, including that of boarders, is outstanding. The school is very successful in enabling students to develop as mature, responsible individuals who demonstrate a strong commitment to making a positive contribution to the school and wider community. Relationships at all levels are excellent and students say they enjoy opportunities to take responsibility, for example as members of the school council, buddies and prefects or as leaders in the combined cadet force or in sports. Attendance is well above average and behaviour in lessons and around the school reflects the school's high expectations regarding student conduct.

Students say that they feel safe in school and are confident that there are adults or older students they can turn to if they have a problem. Students know about the different forms of bullying but many were unable to say if bullying is dealt with effectively because it is so rare and they had not experienced any. The low level of exclusions over the last three years and discussions with staff and students support the view that behaviour seen during the inspection is typical.

Students demonstrate an excellent understanding of how to avoid the risks that they might face. For example, they were clear about potential hazards associated with the use of the internet and mobile telephones. They spoke very highly of the guidance and support they receive and felt that they were well placed to make informed choices about their futures. Students, particularly those in the sixth form, said that they are consulted and their views and opinions are taken in to account. Most parents and carers who responded to the inspection questionnaire expressed the view that their children are well looked after and feel safe in school.

Leadership and management

Leadership and management are outstanding. The school's self-evaluation is accurate and based on an analysis of the close monitoring of all aspects of the school's work. There is a clear focus on continuous improvement. The quality of its

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self-evaluation and developments since the previous inspection demonstrate that the school has the capacity for further improvement.

Leaders and managers at all levels have clear roles and responsibilities and all staff are held to account by their line managers. Members of the governing body know the school well and the governing body is effective in supporting and challenging the school to improve. All staff who responded to the inspection questionnaire felt that the leaders and managers are doing all they can to improve the quality of teaching and the school makes excellent provision for staff development.

The school provides an outstanding curriculum. A particular strength is the modern foreign languages provision where students have opportunities to learn French, German, Italian, Spanish and Mandarin Chinese. Recent additions to the curriculum, such as film studies and psychology, have been in response to requests from students. The majority of students have the opportunity to be successful in up to 11 GCSEs at the end of Year 11.

Students value the excellent range and quality of enrichment activities that enable them to explore their potential and challenge themselves further. Extra-curricular activities include overseas visits, music, drama, sports, public speaking, Young Enterprise and The Duke of Edinburgh's Award. The school's specialisms have had a positive impact, particularly on the development of partnerships with local primary schools to promote the specialist subjects.

The school's safeguarding arrangements meet statutory requirements. This is a very inclusive school where all students are valued regardless of their background or ability. Equality of opportunity is central to the school's purpose and discrimination is not tolerated. Consequently, the school is a very cohesive community. All aspects of students' personal development are promoted very well, including their spiritual, moral, social and cultural development.

The good leadership and management of the boarding provision ensure that all the national minimum standards are met and that boarders have positive experiences and are cared for well.

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Boarding/residential provision

The boarding provision is good. Boarders enjoy their experience and appreciate the caring support of the boarding staff. In this close-knit community, boarders feel safe and relaxed. Relationships are good and boarders say that they are encouraged to learn about the diverse cultures and nationalities which make up the boarding community. Boarders also enjoy the range of activities on offer, on and off the school site.

The two boarding houses provide suitable accommodation for boarders and there have been improvements since the last inspection. Replacement heating systems have been installed and the girls' house has been reconfigured to provide more space for boarders. Regular safety checks take place but there are areas where risks are not fully documented, such as the need for window restrictors on all windows above ground level and fire doors being held open during the day. Boarding staff have a sound understanding of safeguarding and are mindful of where boarders are at all times. However, the school site is used by the local community on some evenings and at weekends and the risk assessment of these activities is not documented in respect of any potential risks to boarders.

The school does not have separate accommodation for sick students and any boarders who are unwell remain in the boarding house. Boarders are positive about health care arrangements and feel well looked after when they are unwell. There are sound procedures in place for the administration of prescribed and non-prescribed medication.

Meals are eaten in the school's dining room. There is a choice of main course at all meals and alternatives are provided if requested. Boarders have differing views about the variety and quality of the food but regular meetings are held with boarders to discuss menus and changes are made as a result.

Senior leaders meet with house parents to ensure that boarders are well supported and cared for. The boarding provision is monitored, but the current system does not ensure that the national minimum standards are addressed systematically. Improvements are planned but the boarding provision is not currently included in the school's improvement plan.

The boarding houses are sufficiently staffed at all times and staff are enthusiastic about their roles and their support for boarders. Training in key areas such as child protection and first aid has taken place but some boarding staff have not attended any training for some time.

All the national minimum standards for boarding schools are met.

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These are the grades for the boarding provision/These are the grades for the residential provision

Overall effectiveness of the boarding experience/ Overall effectiveness of the residential experience	2
Outcomes for boarders	2
Quality of boarding provision and care	2
Boarders' safety	2
Leadership and management of boarding	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 April 2011

Dear Students

Inspection of Sir Roger Manwood's School, Sandwich CT13 9JX

Thank you for being extremely welcoming and helpful when we visited your school. My particular thanks go to all of you who took time to fill out our questionnaire or to talk to us about your school. We found that yours is an outstanding school that cares for you well.

You work well in lessons and make outstanding progress in your learning and development. We were pleased to see that you enjoy school. There are suitable arrangements to ensure that you are kept safe and secure. Your behaviour in lessons is usually good and often outstanding. The school provides you with a wide range of subjects to study and we were pleased to see most of you staying on in the sixth form. Most teachers make sure that work is set at the right level for you and regularly assess how well you are doing. However, some of you told us that sometimes you are confused by the different methods that are used to tell you what you need to do to improve. Almost all of you could tell us what your long-term targets are. Adults who are responsible for improving the school have high aspirations for what you can achieve, know what needs to be done and are working hard to maintain very high standards. The boarding provision is good and those of you who are boarders were positive about your experiences.

We have asked the school to:

- improve communication so that you are consistently clear about how well you are doing and exactly what you need to do to improve
- record its assessment of any risks to boarders, keep better records of the monitoring of the boarding provision so that improvements can be planned more efficiently and ensure boarding staff have opportunities to update some of their training.

I am sure that all of you will want to support the school in continuing to improve.

Yours sincerely

Robert Ellis
Her Majesty's Inspector

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