

# St Andrew`s

Inspection report for boarding school

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<b>Unique reference number</b>	SC015288
<b>Inspection date</b>	14 May 2008
<b>Inspector</b>	Sue Michowicz
<b>Type of Inspection</b>	Key

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<b>Address</b>	2a Free School Lane Cambridge Cambridgeshire CB2 3QA
<b>Telephone number</b>	01223 360040
<b>Email</b>	
<b>Registered person</b>	St Andrew's Tutorial Services Ltd
<b>Head of care</b>	Mervyn Martin
<b>Head / Principal</b>	Mervyn Martin
<b>Date of last inspection</b>	5 December 2006

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

#### **Summary**

The overall quality rating is satisfactory.

This is an overview of what the inspector found during the inspection.

#### **Improvements since the last inspection**

##### **Helping children to be healthy**

The provision is satisfactory.

##### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

##### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

##### **Helping children make a positive contribution**

The provision is satisfactory.

##### **Achieving economic wellbeing**

The provision is good.

#### **Organisation**

The organisation is satisfactory.

Young people are supported by health policies which cover such issues as substance abuse. The college does not employ a qualified nurse but there is an identified person available to manage the administration systems to support young people when ill. Young people are well supported by wardens during times of illness with access to a local doctors' surgery by appointment. Staff attend appointments with young people as necessary. There are appropriate policies in place which address such things as smoking and the use of first aid. The college does not administer any prescribed medications to boarders and therefore an administration record is unnecessary. There is an abundance of homely remedies (un-prescribed medications) used by boarders, however, there is insufficient lockable space to safely store these in young people's bedrooms, leaving young people at risk. Consent from parents for such things as first aid and medical treatment are not held on file, which inhibits the treatment available to young people in an emergency. There is good provision in place for supporting young people to access outside medical services such as dentists, opticians and specialist therapists with accessible information available to young people. Policies are in place which protect young people from bullying and abuse. Young people feel there is little to no bullying at the college and the policy is available in their handbook. Child protection procedures are in place with a designated child protection officer who is suitably trained. However, there is no formal induction for new members of staff on child protection procedures and they are only provided with documents to support practice which have to be signed as read. There are no formal opportunities for established staff to receive updated child protection training. There is not a strong focus on raising child protection awareness although staff are competent in their roles and maintain a safe environment for

young people to enjoy. Young people believe there is a fair sanctions system and they are clear about the rules of the college and halls of residence. They do, however, feel that conflict issues can often be treated too seriously and extreme consequences are sometimes given without taking the young person's view into consideration. A complaints policy is in place, however, young people rarely use this formal process and prefer to speak to their warden or friends about their concerns. The privacy of young people is respected with all bedrooms providing either single or double accommodation. Staff ensure they knock prior to entering bedrooms. There is good emphasis placed on young people respecting each other's privacy. However, in some of the halls of residence shower boxes are provided in bedrooms and those in double bedrooms provide little privacy. The senior management team is exploring ways of improving privacy. The college implements robust fire safety systems which ensure young people and staff are protected from the risks of fire. There is a fire risk assessment for the college which is regularly reviewed. Young people take part in unannounced fire drills with records of all drills, fire alarm and equipment testing maintained to a good standard. The safety and security of young people is protected whilst living in the halls of residence with a signing in and out book establishing the last known whereabouts of young people. Premises are secure from intruders with close circuit television cameras ensuring vulnerable areas of the outside environment can be monitored. Any contractors or persons visiting the halls of residence are supervised. Generic risk assessments are in place for the college, however, these do not highlight hazards or potential risks identified at the halls of residence which affect the wellbeing of young people and staff. For example, some of the halls of residence do not have window restrictors on the upper floors. The school operates a robust recruitment system. As there is little staff turnover a high number of the files pertain to staff employed prior to the implementation of the National Minimum Standards. Records maintained for staff employed after 2002 contain the required information. However, information on each applicant is not held together and is in different areas of the college making it hard to track with a potential for incomplete vetting of staff. Young people feel well supported with a number of people they could turn to for support. The college does have an independent listener who is available to young people by telephone, however, they do not use this service as she is an unknown person. The college has identified in their previous action plan how they can best integrate her into boarders' lives thus making her more accessible and useful to them. There is a strong emphasis on equal opportunities within the college which is supported by the multi-cultural student body and a committed staff team. There is a good balance of different nationalities in the individual halls of residence, providing the opportunity to mix and learn about each other's cultures. Informal opportunities are available to young people to contribute to the operation of boarding life which vary across the halls of residence. However, there are no formal opportunities for boarders to express their views which support long term change or improvements to boarding life. Both staff and boarders feel a college council would promote effective communication with senior management and young people and this is currently being considered. Boarders are supported by the college to maintain contact with their friends and family with the wide use of mobile phones. The college provides internet access and telephone facilities. The college contacts parents or agents should there be any issues of concern. The college provides four halls of residence with additional host families used to accommodate other young people. The host families are committed to providing a high standard of accommodation and support with an emphasis placed on integrating them into family and home life. The college has recently purchased an additional hall of residence which has been refurbished to an extremely high standard providing young people with a comfortable and homely environment to enjoy. Other halls of residence are well maintained and are due to be refurbished as soon as is reasonably practicable to the same standard. All of the halls of

residence are clean and tidy providing hygienic and pleasant surroundings for young people to enjoy. Students and families are provided with a college prospectus and handbook which outlines the aims, key policies and the facilities provided. Information packs are available in each of the halls of residence for staff to refer to. The monitoring of records such as risk assessments, complaints and sanctions is undertaken by members of the senior management team. However, records are not held in a way which allows cohesive tracking to take place. Staff employed have clear job descriptions and are regularly supported by informal supervisions and visits to discuss the progress of young people and any issues that may arise in the day to day management of the environment. All staff who undertake boarding duties receive training to support them in their role. Young people are complimentary of the support they receive and are provided with lists of emergency contact numbers of staff as well as outside agencies. There has been a recent change in the senior management team with the implementation of two heads of college. The college has a proactive senior management team who are well supported by their proprietors.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that boarders keeping their own medication are able to store it safely and appropriately (National Minimum Standard 15.11)
- ensure a robust child protection system is developed which includes formal training for all staff to support the awareness of child protection issues across the school and boarding (National Minimum Standard 3)
- ensure risk assessments are formulated for the halls of residence which include fire and highlight hazards and measures to reduce the risk (National Minimum Standard 26 and 47.9)
- ensure all recruitment records are integrated to maintain an easy tracking system and support a robust vetting procedure (National Minimum Standard 38.2)
- ensure there are formal opportunities for boarders to express their views (National Minimum Standard 12)
- ensure that systems enable all of the school's records to be regularly monitored to effectively identify any issues requiring action (National Minimum Standard 23)
- obtain written parental permission to administer first aid and to seek medical, dental or optical treatment when required. (National Minimum Standard 15.14).

## Annex

## Annex A

### National Minimum Standards for boarding school

#### Being healthy

**The intended outcomes for these standards are:**

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

**Ofsted considers 6 and 15 the key standards to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

**Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

**Ofsted considers 14 and 18 the key standards to be inspected.**

**Annex A**

## **Making a positive contribution**

**The intended outcomes for these standards are:**

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

**Ofsted considers 12 and 19 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

**Ofsted considers 51 the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.**