

St. Andrew's College Cambridge

13 Station Road, Cambridge, CB2 3QA

Inspection dates

10–12 February 2015

Overall effectiveness

Good

2

Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

Summary of key findings

This is a good school

- College leaders, managers and the proprietors are hugely committed to improving it further. They have ensured that teaching is good and meets the needs of the students who attend. They know the school's strengths and areas for development well.
- Good teaching ensures that students rapidly acquire knowledge and understanding of the subjects they study. They make good progress in these and in their English skills from their starting points.
- Teachers have high expectations of their students. High quality induction for students and effective, regular tutoring and monitoring have a positive impact on students' achievement, progress and wellbeing.
- The sixth form is good. The range of courses, including university foundation courses, prepares students well for their futures, so that students obtain places in a range of British universities of their choice.
- All aspects of students' spiritual, moral, social and cultural development are promoted well. This enables them to enjoy the multi-national character of the college, while developing a good understanding of British values.
- The college's work to keep students safe is good. Students feel safe and well supported. Parents have confidence in the college's provision and safeguarding.

It is not yet an outstanding school because

- Occasionally students' progress is slowed because there is insufficient emphasis in promoting students' spoken English skills as well as subject knowledge. In these instances, students do not grasp and use subject vocabulary or extend their grammar as quickly as they could.
- Leaders regularly check on teaching, but the role of subject leaders is not fully developed. Not all subject leaders use the school's own teaching policy to guide their feedback to teachers and to check that the required improvements have been made.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was conducted with one day's notice.
- Although the college provides boarding facilities, these were not inspected. An education only inspection was carried out. The college boarding facilities were previously inspected in May 2012.
- Inspectors observed 22 lessons taught by 22 teachers. One of these was jointly observed with a member of the senior leadership team.
- Meetings were held with senior managers, a representative of the joint proprietors, and two groups of students including the students following GCSE courses.
- Responses to the online Parent View questionnaire were too few for an analysis to be made. Inspectors considered college parental surveys made available to them.
- A range of college documentation was scrutinised, including teachers' planning, policy documents including that for safeguarding, health and safety records, risk assessments and examples of students' work.
- Inspectors took account of 20 staff questionnaires.

Inspection team

Sa'ad Khaldi, Lead inspector

Additional Inspector

Richard Johnson

Additional Inspector

Full report

Information about this school

- St Andrew's College is located on two sites within walking distance of each other in the centre of Cambridge. It is jointly owned by its proprietors.
- The college uses no alternative provision.
- The college was registered as an independent school in 1976, and was previously inspected in October 2011. It is registered to take up to 200 students.
- There are four students of compulsory school age. A very small number of students are following GCSE courses. The remaining students follow A-level or university foundation courses in the sixth form.
- Almost all students are from minority ethnic groups and are international students from a wide range of countries. The majority of students have English as an additional language. The college aims to ensure that students' English skills as well as their subject knowledge are at an appropriate standard for entry to British universities.
- There are currently no disabled students or any who have special education needs.

What does the school need to do to improve further?

- Improve teaching and accelerate further the learning of students whatever their competence in speaking English by ensuring that
 - teachers' planning and the resources available always take good account of students' levels of spoken English and needs
 - teachers consistently give students opportunities to practise and improve their spoken language skills in subjects.
- Ensure that subject leaders' feedback, following their checks on teaching,
 - conforms with the college's own policy about the quality of teaching
 - is always clear about what teachers should now do to improve, and how such improvements will be measured.

Inspection judgements

The leadership and management are good

- St Andrews College is well led and managed. Leaders and the proprietors have ensured that all the required regulations for independent schools are met. They have created an environment where staff and students have high expectations and students are motivated to work hard and behave well. These positive attitudes are promoted by good teaching and an environment in which all are valued and diversity is celebrated.
- The college leaders check on the progress of all students, through regular assessments in English language and in students' chosen subject areas. Students who require extra support receive well-targeted support from the college's special educational needs staff, so that they catch up where necessary or deepen their understanding well. More-able students, too, benefit from well-targeted individual and group support so that they too make good progress.
- The college's curriculum is good. There is a clear statement of aims for the college which includes a requirement for partnership between staff and students. This means each student's programme of study takes good account of their needs, interests and ambitions. There are appropriate detailed plans for all courses. The curriculum for students of compulsory school age includes all the required areas of learning. The college has a good policy for supporting students to learn English. However, the application of this policy is not yet outstanding. This is because a small number of lessons do not take sufficient account of students' current level of English and next steps. These students make less progress at such times in both subjects and English skills.
- There is a good range of enrichment and extra-curricular activities. These contribute well to students' spiritual, moral, social and cultural development. The students on the business courses use the Young Enterprise scheme to create their own real and successful trading companies. The college football team provides students with an opportunity to play in the Cambridge University League. Students take advantage of the many events and lectures in the local community. This all helps them to feel included and to understand further aspects of life in modern Britain.
- The college promotes equal opportunities very well in line with its aim of creating 'a close, ordered and friendly community'. Staff ensure that discrimination in any form is not accepted and students themselves recognise this. The college prides itself on the multicultural tolerance and respect it promotes in students. There is a good emphasis on ensuring students understand British heritage and values.
- The college has a good staff induction policy. College leaders have a well-informed view of the general quality of teaching because the principal and leaders of curriculum areas carry out regular lesson observations. They also use tutorials and surveys to take account of the views of students about their lessons. However, the leadership role of teachers in charge of subjects is not yet fully developed. While they check on standards in their subjects regularly, they do not hold teaching staff sufficiently to account by using the college's agreed set of teaching standards in its policy. This slows improvement of teaching towards outstanding because teachers are not always clear about exactly what they now need to do to improve.
- All staff training in first-aid and safeguarding is in place and updated appropriately. Health and safety, fire risk and other risks are assessed thoroughly, including those for arranged, out-of-college visits.
- The college has improved its careers library since the previous inspection and provides good quality careers advice and guidance to all of its students, including the required access to independent advice.
- Staff are vetted carefully before appointment. The safety of students is managed rigorously. The child protection policy and procedures are carefully assured by good management oversight.

■ The governance of the school:

The joint proprietors and principal provide effective oversight of policies, routines and procedures. They have an accurate view of the quality of teaching, the college's strengths and areas for improvement. The development plan is reviewed annually to ensure priorities are met. They understand how well students are performing and ask probing questions of the school's leaders to hold them to account.

The joint proprietors hold college leaders to account well for performance. There is an incentive scheme for full-time staff. The proprietors fulfil all their regulatory duties well, ensuring all regulations are met, including safeguarding requirements and that students' well being is of high priority.

The proprietors fully meet their obligations to offer suitable and well-maintained teaching premises. They provide effective information for parents. Procedures and practices for handling complaints are effective.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. Relationships are strong between students and between staff and students, including in the sixth form and these promote students' learning well. Students are well-motivated and keen to learn whatever their differing stages of English language proficiency and confidence. However, on the rare occasions when teaching does not take sufficient account of their English levels, they are less involved and their concentration wanes.
- Students' strong attitudes to learning are reflected in the care they take in the presentation of their work and the ways in which they respond to their teachers' marking and try to improve their work further.
- Students' attendance is regular and they are punctual to class. This is because the college monitors these aspects effectively and holds students to account well. There is good college induction and so students come well prepared to lessons.
- Students meet their personal tutor each week. There is an effective tutor system which identifies if a student is having problems. Extra support is organised for those students who need help with their progress. Some students demonstrate a wider willingness to contribute to the local community, for example, by taking on voluntary work in a local hospital and for Oxfam.
- Students report that they rate the college highly and feel that they are listened to. Staff know students well and give them a great deal of help and support, whatever their background or ability. Students listen attentively and respond well to teaching and tasks, such as homework.
- Students get on extremely well together, whatever their background or heritages. They demonstrate respect for each other and for their teachers and each other and value the opportunities they have to discuss issues relating to diversity and different cultures and religions. Both Key Stage 4 and sixth form students demonstrate a good understanding of the values and responsibilities of life in modern Britain and a real enjoyment of the cultural opportunities they have in college and through the local community.

Safety

- The college's work to keep students safe and secure is good. Students told inspectors that they feel very safe in college. They value the support of the student services manager, as well as their academic tutor if they have a problem. They understand the behaviour and anti-bullying policies used and indicate that bullying of any kind is extremely rare. Logs kept by the college confirm this.
- Students confirmed that their work in general studies and personal, social and health education (PSHE) helps them to understand how to stay safe and to evaluate risk, including how to recognise extremist views. This includes careers information, drugs education, e-safety, recognising and dealing with bullying, financial management and relevant local information. The college has a strict no smoking policy.
- The college has monthly minuted meetings of senior leaders to review all the required aspects of welfare, health and safety. This ensures prompt action, delegated responses and that students' safety is secure.

Thorough student consultations are embedded into all aspects of the college's work, so that students say that they feel able to raise any areas of concern. This has a strong impact on students' conduct and safety, such as they learn to travel around the community.

The quality of teaching

is good

- Good specialist teaching provides students with a range of opportunities to make good progress from their starting points in subjects and in English. Teachers have strong subject knowledge as well as a good understanding of examination requirements. Most also have a strong understanding of how to enable students with more limited English to succeed in their subjects. However, occasionally teachers' use of resources and planning do not take sufficient account of the English levels of students. Consequently, this does not enable students to develop their spoken English skills or progress as rapidly in their understanding of subject vocabulary and language as they could.
- Teaching of English is good, including that related to improving students' English skills through a specific English language programme and assessment scheme. Tests results related to this show almost all students make good progress and sometimes stronger in their spoken and written language and grammar, so that students achieve the level required by universities, despite some having very low starting points in English on entry.
- All teachers know how well their students are progressing through regular assessment of essays, portfolios and tests. In science there are well managed practical assessments that ensure that students work with care and precision in handling chemical quantity measurements. The good marking systems in subjects give students useful feedback on how improve their work.
- Teachers have high expectations of students. This motivates them to work hard towards their academic success. The small group organisation of teaching means that much individual attention can be given. Students who need extra support are given this on a regular basis by teachers in additional sessions to the main lessons.
- Mathematics is taught well and students achieve high success in this area as a result. Teachers' strong explanations and careful checks on students understanding ensure that students of all levels of abilities make good progress. The more-able mathematicians receive Maths Challenge work to fully extend their skills.
- Teachers use homework effectively to consolidate students' knowledge and skills. Students have available a quiet study room in college, good information technology facilities and are encouraged to use the local library facilities to work independently.
- Students take pride in their work and show good presentation skills. Teachers make good use of displays of students' practical work to promote their understanding of colour, texture and visual impact to develop wider understanding of the expressive arts.

The achievement of pupils

is good

- Students of compulsory school age study a range of GCSE courses and their results show good levels of achievement including in English and mathematics. This prepares them well for the sixth form provision available at the college, as they have acquired up to eight good A* to C GCSE passes.
- A very large proportion of the sixth form students leaving the college achieve their aim of gaining a place at a British university of their choice. Many achieve three or four 'A' level passes at high grades in their chosen subjects. The foundation courses provide access to British universities and are equivalent to good passes at 'A' level, the large majority of these students gain merit or distinction passes.
- The college uses a baseline assessment for English skills and recognises the differing international qualifications with which students arrive. It places them on suitable matched courses which underpin their success in the sixth form. Twenty five 'A' level or foundation courses are offered which provide pathways

to architecture, art, business, engineering, the humanities, law, medicine, modern languages and science. The college data on students' progress show students have consistently good outcomes for all these courses.

- There is no significant difference between the performance of male and female students in any subject areas. The college also keeps data comparisons of student attendance and progress by nationality so that any significant changes can be acted on. This means that any particular group of students' needs are quickly identified so that it does not impact negatively on their achievement.
- The most-able students achieve well. The proportion of sixth form students getting the highest grades at 'A' level, and either distinction or merit at foundation level are above the national figures. There are too few GCSE students for a comparison to be made with the national figure for A*-C grades. However, these students make good progress and achieve well.
- All students are well prepared for the next stage of their education. The foundation courses particularly allow teachers to provide students with a very wide range of academic, core and practical skills to prepare them well for university level courses. The well-taught tutorial programme effectively develops students' general knowledge and life skills.

The sixth form provision is good

- The leadership and management of the college's sixth form provision are good. College leaders know their students well. For example, the principal teaches across the tutor groups to ensure that he knows all students personally and their specific needs. This means that students feel valued as individuals, but also ensures the leadership is aware of individual needs as well as the success of the provision overall.
- All sixth form students in the last three years, who applied, gained a place at a British university. This is because students' achievement is good across the full range of courses offered in the college's sixth form provision. In some subjects, such as mathematics and modern foreign languages, the achievement is outstanding with a high percentage of A and A* grades at 'A' level.
- The quality of teaching and assessment are good. The sixth form curriculum is well planned and delivered. Foundation courses are moderated twice yearly by the validating body and moderation reports indicate high satisfaction with student progress and standards of work.
- Outcomes from the formal assessments in relation to English language show that the large majority of students make good or better progress in their English fluency.
- Tutorial sessions monitor progress through data and provide students with feedback and action points. The tutors develop wider skills so that students are well prepared for interviews, subject presentations or university entry assessments.
- The college offers good careers support and guidance. The students receive advice on differing progression routes into employment, advanced training and higher education. The programme includes visiting speakers and independent advice. This means that students are better able to consider alternative career paths to the more traditional ones.
- The behaviour and safety of sixth form students are good. Students feel safe in the college and know how to stay safe in differing situations. They develop good skills of tolerance, respect and appreciation of the rule of law and democracy. The college meets all the requirements of the 2010 Equality Act and independent school regulations for students' behaviour and safety.

What inspection judgements mean

School and boarding/residential provision

Grade	Judgement
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Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

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School details

Unique reference number	110932
Inspection number	446379
DfE registration number	873/6019

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	International sixth form college
School status	Independent boarding school
Age range of pupils	14–22
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	122
Of which, number on roll in sixth form	115
Proprietor	Helena and Mervyn Martin
Headteacher	Wayne Marshall
Date of previous school inspection	11 October 2011
Annual fees (Tuition)	£15,300 - £19,950
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