

St Andrew's

13 Station Road Cambridge CB1 2JB

Inspection dates

22/06/2015 to 24/06/2015

The overall experiences and progress of children and young people

Requires improvement 3

The quality of care and support

Requires improvement 3

How well children and young people are protected

Requires improvement 3

The impact and effectiveness of leaders and managers

Requires improvement 3

Summary of key findings

The boarding provision requires improvement because

- Safeguarding arrangements in the school are not always effective. There are shortfalls in recruitment processes and safeguarding training for host families.
- Bullying incidents, although rare, are not thoroughly investigated. Despite this, most young people say they feel safe.
- Internal assessment against the National Minimum Standards has taken place. However, monitoring of the provision is poor and does not drive improvement.
- Complaints are not managed effectively; the records do not clearly demonstrate responses to and outcomes of complaints.
- Policies are unclear and require updating to ensure there is clear guidance for staff, specifically regarding medication storage and administration.
- The majority of young people and parents cite the boarding experience as extremely positive. They are complimentary about the accommodation, the staff and the academic provision.

Compliance with the national minimum standards for boarding schools

The school does not meet the national minimum standards for boarding schools

What does the school need to do to improve further?

- The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. (National Minimum Standard 3.1)
- The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly as advised by the Local Safeguarding Children Board, and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy. (National Minimum Standard 20.6)
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. (National Minimum Standard 6.3)
- Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State. (National Minimum Standard 14.1)
- The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes: measures to combat bullying, including cyberbullying, and to promote positive behaviour; school rules; disciplinary sanctions; when restraint, including reasonable force, is to be used and how this will be recorded and managed; and arrangements for searching pupils and their possessions. (National Minimum Standard 12.1)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. (National Minimum Standard 13.1)
- The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). (National Minimum Standard 18.2)

Points for improvement

- Update and maintain the school's policies and documents in line with recent changes to the National Minimum Standards.
- Continue the refurbishment programme to modernise and standardise the halls of residence to ensure accommodation is equally good.

Information about this inspection

This inspection was carried out within four hours of telephone notification to the school. The inspection took place over two days. Discussions with young people, staff and host families informed the inspection judgments. Documents, records and surveys were scrutinised. Feedback from the parents and the designated safeguarding officer at the local authority was obtained prior to the inspection.

Inspection team

Deirdra Keating	Lead social care inspector
Fiona Littlefield	Social care inspector

Full Report

Information about this school

St Andrew's College was founded in 1976 as an independent college and is located on two sites in Cambridge. It is privately owned and provides a range of educational courses for students aged from 15 to 24 years. Boarding accommodation is provided in five boarding houses and with host families. Currently there are 106 students on roll. The college's aim is to create an academic environment in which students can achieve examination results that will enable them to enrol in higher education. The college prepares overseas students both academically and socially to benefit from higher education in the United Kingdom.

The college was last inspected on the 12th October 2012.

Inspection Judgements

The overall experiences and progress of children and young people

Requires improvement

Young people who attend the school are extremely positive about their experiences. Despite this, there are a number of National Minimum Standards that are unmet. Some of which impact on young people's wellbeing.

Feedback from parents is limited, although generally positive. Boarding surveys are used to gauge young people's views and make improvements. Young people who raise concerns are responded to quickly, however, records of complaints are not kept. Therefore, some issues may go undetected and monitoring does not capture the true picture of events.

Young people are made aware of who to contact for support. The school provides a student services manager who is made known to young people on arrival. The support is limited to housekeeping and general matters. Students who have experienced some bullying issues have not utilised this support and staff are unaware of some of the difficulties young people face. Therefore, young people are not fully supported.

Young people are strongly affiliated with personal tutors and boarding house managers. Surveys show that 90% enjoyed boarding. Young people make excellent progress with their academic studies in preparation for higher education and the next stage of their lives.

Most young people centre their lives around their study and exam preparation. A rounded curriculum is offered. Activities in the halls help young people socialise with one another. One young person said: 'The house managers are nice, caring and thoughtful, they find a way of making boarding life fun and interesting by having games and cultural themed dinners.' The majority of young people enjoy the experience of being away from home.

The different types of accommodation provided meets young people's needs. Host families provide young people with a homely and welcoming base. Young people enjoy an easy rapport with host families and staff, citing them as supportive and helpful. This helps young people spending significant periods away from home to feel supported and nurtured.

The quality of care and support

Requires improvement

The experienced team of boarding staff are compassionate and caring. They show empathy and insight regarding the diverse needs of young people arriving from overseas. This helps young people adjust to a different culture and environment.

Relationships between staff and young people are respectful and supportive. One young person described her house manager as, 'friendly, chatty, calm and approachable. She makes you feel very welcome.'

The links between academic and boarding staff have improved. Communication systems provide a more holistic approach to young people's welfare and support. This identifies potential barriers to young people's well-being and ensures good attendance supporting academic progress.

Staff respect individuals and are responsive and knowledgeable in regards to young people's identity and background. Multi-lingual staff support students with initial language barriers and individual dietary needs are catered for unobtrusively by house managers.

House accommodation is bright and modern in some halls, others require modernisation and a refurbishment programme is underway. Furniture is functional and communal areas offer ample space for young people to eat and socialise. One young person said: 'I like it here because it is clean and comfortable and the food is good.' Refurbishment is of a good standard; however, there is disparity between the quality of houses.

House managers fully support young people living away from home. Many go the extra mile to ensure young people feel comfortable and equipped to study and live away from home. They help with health appointments and encourage young people to access opportunities in the community including volunteering. This helps young people recognise their specific skills, building confidence and self-esteem.

Young people are registered with health professionals, depending on their length of stay. There are arrangements for storage and administration of young people's medication, however, these are unclear. The medication policy is confused and potentially contradictory. House managers are unclear as to what they can and cannot do in relation to medication. This could impact on their ability to support a young person who becomes unwell.

How well children and young people are protected

Requires improvement

Young people feel safe and contained by staff who implement agreed curfew times. One young person said: 'Yes I feel safe; there are procedures that are in place to keep us safe, if I go missing they will call me.' For those spending time away from home this ensures that staff and host families know of their whereabouts at all times.

Young people generally know who to approach with concerns. These are raised and responses are quick, however, there is no record of these. This means that key factors may not be identified and concerns are not analysed for patterns.

Staff monitor young people's wellbeing and respond immediately to incidents. Despite

this, underlying causes are not always investigated. One incident of bullying cited by a young person and detailed in writing by a parent had not been responded to appropriately. Alleged links to difficulties with other young people, including an allegation of bullying, were not acknowledged by the school. This loses sight of individuals and contradicts the safeguarding policies that state the school will investigate bullying.

Young people are guided in terms of safe travel, personal and internet safety and local information pertaining to their safety. Host families and staff reiterate the guidelines and this teaches young people to take responsibility for their personal safety. While some aspects of risk are considered, others are not. Young people often share bedrooms in accommodation and lodging arrangements, this is guided by accommodation staff. The associated risks are not identified, leaving young people and adults vulnerable. The missing from school policy does not provide clear guidance for staff about when to escalate missing incidents to the police and where to record a chronology of the events and actions taken.

Young people's behaviour is exemplary; they present as articulate and considerate young adults with a desire to learn and realise their potential. Minor misdemeanours such as untidiness and pushing curfew times are managed with reduction of free time or loss of privileges. Young people treat staff with respect and understand the need for boundaries and rules. The atmosphere in the halls is calm and conducive to study, helping young people work towards their academic goals.

The school have designated staff assigned to safeguarding young people. These staff are trained to required levels and named around the school. Safety checks are conducted on staff and host families. However, the systems for initiating new checks do not always work, this means that there are occasions when adult family members will return to families without checks and the school is not made aware. Additionally, the majority of host families have not received safeguarding training.

Recruitment checks are not systematic. Files are disordered and several aspects are incomplete. Therefore, concerns about potential staff may not be identified. There is no system to identify gaps or monitor the files properly. This does not provide a recruitment system that is consistently robust.

The impact and effectiveness of leaders and managers

Requires improvement

The leadership and management of the residential provision require improvement. The identified shortfalls against the National Minimum Standards have a potential impact on young people's safety and well-being. There are no immediate concerns about young people's safety as staff respond to incidents. However, the systems to safeguard young people are not robust or linked. Incidents are not always acknowledged and shared amongst staff. Therefore, key staff are not always aware of serious incidents in the

boarding provision.

Staff respond quickly to concerns to safeguard young people's welfare. However, complaints are not managed effectively or transparently. Despite a serious complaint and allegation by a parent and a separate one from a young person, the senior staff were not aware that there had been any complaints. Complaints are not logged as such, although a response had been sent to a parent there is no clear outcome of the action taken. This prevents robust oversight and hinders managers from identifying any patterns or trends.

Expectations and aspirations are high; these are shared by young people, staff and parents and evident throughout the school. There is a strong ethos of study; young people are focused and motivated in their studies and achieve their academic aims.

The boarding provision is managed by the College Director, who supports the house managers of the halls of residence. Staff are dedicated to their roles and work as a team to provide a standardised approach. Regular staff meetings ensure that difficulties and barriers to learning are identified and addressed. Support is tailored to young people's needs. However, understanding of incidents is limited, resulting in a narrow approach and failure to fully investigate some incidents. This fails to capture all incidents, resulting in some individuals being bullied and unhappy.

There has been an increase in the range and depth of monitoring taking place within the organisation. This provides basic scrutiny, however, monitoring is not yet sufficiently robust, nor does it result in clear action plans for improvement.

The school continues to provide education that enables young people to continue on their chosen career path. Staff consistently support young people, ensuring they are equipped and prepared for study. Improvements have been made since the last inspection with some review and evaluation of the boarding provision. However, the understanding and implementation of the National Minimum Standards continues to be weak. Several standards are unmet and some areas of practice do not provide good safeguards to young people.

The use of a bound log of policies creates a risk whereby out-of-date policies are still on file, and newer policies are on a computer system. There was no explicit bullying policy at the point the bound book was issued and policies require updating in order to provide clear guidance to staff.

What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

School details

Unique reference number	110932
Social care unique reference number	SC015288
DfE registration number	110932

This inspection 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	Boarding School
Number of boarders on roll	106
Gender of boarders	Mixed
Age range of boarders	15 to22
Headteacher	Mr Wayne Marshall
Date of previous boarding inspection	October 2015
Telephone number	01223 323718
Email address	wayne.marshall@standrewscambridge.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/ofsted." If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk or look for the link on the main Ofsted website: www.gov.uk/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

if you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St

Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.co.uk/ofsted

© Crown copyright 2015

