

St Andrew's

13 Station Road, Cambridge CB1 2JB

Inspection dates

10–12 May 2016

The overall experiences and progress of children and young people

Good **2**

The quality of care and support

Good 2

How well children and young people are protected

Good 2

The impact and effectiveness of leaders and managers

Requires improvement 3

Summary of key findings

The boarding provision is good because

- Young people benefit from the boarding experience. They cite the dedicated staff, comfortable halls and individual support as key factors underpinning their academic achievement and overall enjoyment.
- Young people maximise their potential and access further education opportunities as a result of attending the college.
- Young people are safeguarded during their stays. They are supervised and supported well by staff. Safeguarding arrangements at the school are embedded and implemented by all staff.
- Behaviour and conduct are very good. Young people treat staff and one another with respect and courtesy.
- Complaints are not managed in line with the school's own policy; the records do not demonstrate clearly responses to and outcomes of complaints.
- The school's policies for medication and searching young people's rooms require reviewing and developing to ensure clear guidance for staff.
- Internet access is not consistent across the halls of residence, resulting in periods when young people are frustrated by its slow speed.

Compliance with the national minimum standards for boarding schools

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

- Ensure that the school follows and maintains the policies and documents described in appendix 1 (National Minimum Standard 13.7).

Points for improvement

- Monitor the speed and availability of the internet provision in the halls of residence.
- Devise and implement a policy to support and guide staff where a room search is deemed necessary.
- Ensure that young people are aware of the role of the independent listener.

Information about this inspection

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

Inspection team

Deirdra Keating	lead social care inspector
Rosie Davie	social care inspector
Trish Palmer	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. Boarding accommodation is provided in six 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 23 May 2015.

Inspection Judgements

The overall experiences and progress of children and young people

Good

Young people make good academic progress at the college, providing a gateway to university education. Additionally, their grades improve in core subjects and they acquire fluency in English. Young people talk about their conditional university place offers. This enhances their life experiences and broadens their horizons. Young people are positive and pleased with the boarding and academic provision. Quotes from young people include: 'It's perfect' and 'Great food, great people, good living.'

Young people benefit from the support of the staff and social interactions with others. Young people report that house managers are always there. One young person said: 'If I have things that I need help with I will go to the manager.' Another young person said: 'She is always available and there when we need her.' This supports young people adjusting to studying far from their homes.

Young people have many opportunities to socialise with others and become orientated with the local area. House managers and host families give clear advice about how to keep safe and continually monitor young people's whereabouts and wellbeing. This supports their individual welfare and safety.

Young people's views are sought using meetings and feedback forms provided by the college. This provides opportunities for young people to contribute to the smooth running of the halls. Feedback is used to make changes and drive improvement, helping young people feel listened to and valued. Improvement in accommodation decor and procedures have been made since the last inspection.

A reoccurring complaint of young people is the variation in internet speed. While this may not impact on communications, it can delay access to current resources for studying during times of busy usage.

The quality of care and support

Good

House managers provide a good induction process. This enables them to get to know each young person's individual circumstances and needs. Young people new to boarding are supported by those experienced in being away from home who have good knowledge of the college and the locality. Structured induction and sharing of knowledge reduces the likelihood of isolation.

Staff treat young people with positive regard and respect. They are responsive and sensitive to their respective culture, beliefs, race and ethnicity, helping them to maintain their own cultural identity while living in the halls.

Young people are registered with medical professionals locally. House managers provide guidance about other services such as sexual health matters. There are locked cabinets in each hall where medication can be stored. Approach and administration of

purchasable medications remains unclear. The supporting policy lacks clarity and definition. As there are no acute conditions or specific medical needs among young people, there is no impact on their current health needs.

The majority of young people own smart phones, tablets or laptops. This helps them maintain contact with home. Communal telephones and computers are available to support young people contacting home. Young people say: 'It is easy with my phone to keep in touch with my family and friends.' However, ongoing issues with the speed of the wireless internet service continue and young people report that this is frustrating.

The majority of young people have their own rooms, which are comfortable, personalised, and afford ample space for study, general and personal storage. This helps them to feel relaxed and provides study and personal space away from others. House managers monitor students that tend to isolate themselves. This ensures their wellbeing.

Catering is provided by house managers and host families. Observation and discussion demonstrate that food is freshly prepared and cooked from raw ingredients. Knowledge of young people's dietary needs enables house managers and host families to provide balanced, nutritious meals which encompass an international cuisine.

A limited range of activities are provided. Activities that young people can access include football and debating. Trips are put on during the summer months and some young people attend the gym or enjoy the cultural aspects of the city. The majority of young people are focused on study time and spending time with peers, reducing demand for structured activities. Monthly house meetings highlight local events and noticeboards in halls provide information about what is going on. This helps to provide social opportunities, thus reducing isolation.

House managers report that the staff in the college are responsive if problems begin to emerge and that they are quick to meet with young people and look at support options. Concerns raised by young people are dealt with quickly. Dynamics in relationships are addressed and opportunities given for discussion and resolution. This results in a harmonious atmosphere where young people treat one another with mutual respect. One young person summarised, 'I think that we are quite unique here because we see each other every day, spend time together and celebrate birthdays.' Young people experience similar challenges and share academic goals and ambition. This brings a sense of community and kindred spirit.

How well children and young people are protected

Good

The support and care of young people is good. A strong emphasis on safe personal conduct and adhering to the house safety rules supports young people's safety. Students are required to sign in and out of the halls and the house managers are quick to tackle individuals when they do not follow protocol. House managers take a parental approach to monitoring the whereabouts of young people. One house manager summarised: 'I look out for the small pieces of information that fit together to help the students to make better choices and to keep themselves safe when out and about.' This provides

reassurance for those living many miles from family and friends.

Risks are identified and managed well to support young people's safety. These include consistently upholding house rules. Young people understand the expectations and rarely exceed their agreed curfew times. Host families and house managers teach young people about public transport and cycling proficiently. This enables young people to commute safely maintaining personal autonomy appropriate to their age. Young people who show particular signs of vulnerability are given one-to-one support and are monitored by teaching and welfare staff. Risk assessments determine how individuals are supported. These minimise risk and support young people's individual wellbeing.

The school has a number of designated child protection leads, trained to level 2 in managing child protection concerns. Discussion with the local authority designated officer raises no concerns or referrals about adults. Concerns about young people's welfare are referred promptly to children's services. A robust policy defines how to manage allegations. House managers and host families receive safeguarding and Prevent training. This provides knowledge of risks that are pertinent to young people, including radicalisation or exploitation. The knowledge of such risks supports a vigilant adult curiosity and referral. This helps protect young people.

Young people all confirm that they have an adult they can approach but not all are aware that there is an independent listener appointed by the provision. This role is reappointed to every year by the principal, and young people are advised by letter that the listener is available. However, this is not given enough profile and therefore is not used.

Young people's behaviour is extremely good and incidents are very rare. There are no incidents of young people going missing, no use of restraint and few sanctions imposed. Issues generally centre around housekeeping grumbles. Conflict between young people is addressed using resolution and reflection. The conflict can stem from room sharing and is addressed by house managers and personal tutors.

Personal belongings are the responsibility of young people. Secure provision is provided for all young people in their rooms. Occasional incidents of missing items are investigated and action is taken to ensure that young people's belongings are safe. One serious incident was referred to the police and staff carried out room searches. While this was done with minimal disruption, there is no record of the search or of supporting policy. Overall, the school took swift and decisive action to ensure that young people's belongings are secure and that future incidents are prevented.

Halls are maintained well, and environmental safety checks and appliance servicing are regular and routine. This minimises hazards and ensures that the premises are physically safe.

Adults and host families undergo suitability checks prior to working with young people. Plans to renew these at a regular point in time are being introduced. This is a significant undertaking due to the high number of host families. Contracts ensure that changes or concerns about any adult must be notified to the school.

The impact and effectiveness of leaders and managers

Requires improvement

The small management team are accessible and united in their oversight of the boarding provision. The managing director and deputy director oversee the boarding provision while working closely with the principal of education. This provides a sound oversight of students' progress and welfare. The school is successful in providing further education and access to university education in the United Kingdom for an international cohort of young people. Quotes from young people support this and include, 'I feel that I have been very well prepared for going forward to university'.

The senior management team and house managers are established and stable, providing consistent staffing and a wealth of experience. This gives good support to international students, who are adjusting to studying away from home. House managers provide an adult in each hall of residence to supervise young people and ensure their daily safety and wellbeing. House managers are appraised and supported by the deputy director. Clear targets identify training needs and support their professional development, this in turn supports good care and knowledge of young people's diverse cultural and individual needs.

Monitoring of the provision is adequate. The deputy director visits the halls and records support these visits. Performance management of managers is linked to the quality of the halls and this link has been successful in improving the quality of accommodation. A review of the boarding provision is basic and meets the minimum requirements. Monitoring and checks on homestay arrangements are carried out annually; ensuring that accommodation provided by host families offers a homely environment. Host families provide parental controls to support young people's safety and ensure that behaviour is conducive to good college attendance and focused study.

Significant improvements have been made since the last inspection. The senior management team demonstrates a compliant and willing attitude to meeting requirements. While these are acknowledged, the management team are realistic that there remains work to be done, particularly in regard to policy development and review. This is in regard to the complaints policy not being followed on one occasion, the development of a better medication policy and devising a room search policy.

There were a number of shortfalls raised at the last inspection and these have been addressed. However, actions do not exceed the minimum or demonstrate strong practice. There are no widespread failures that impact on young people's welfare and ongoing work to address the areas identified is evident.

Parental feedback is difficult to obtain. In general, parents use an agent in the United Kingdom to make travel and school arrangements and support young people at the provision. Feedback from three agents was positive and cited the school's consistent success in enabling access to higher education. The small class numbers and individual support are cited as being highly beneficial to young people.

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	155
Gender of boarders	Mixed
Age range of boarders	15 to 22
Headteacher	Mr Wayne Marshall
Date of previous boarding inspection	22/06/2015 to 24/06/2015
Telephone number	01223323718
Email address	wayne.marshall@standrewscambridge.co.uk

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