



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

St Andrew's College

September 2022

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School's Details

College	St Andrew's College		
DfE number	873/6019		
Address	St Andrew's College 13 Station Road Cambridge CB1 2JB		
Telephone number	01223 903048		
Email address	wayne.marshall@standrewscambridge.co.uk		
Principal	Mr Wayne Marshall		
Proprietor	Dukes Education		
Age range	15 to 22		
Number of students on roll	115		
	Day students	26	Boarders 89
	Seniors	9	Sixth Form 106
Inspection dates	28 to 29 September 2022		

1. Background Information

About the school

- 1.1 St Andrew's College is an independent co-educational boarding and day school. It was registered as an independent school in 1976. The school educates mainly international students through pre A-level, A-level and University Foundation courses.
- 1.2 The school has a Year 11 cohort and a sixth form. It comprises seven boarding residences and a number of day students residing with local families. There are three boarding residences for female students and four for male students. The residences are within 15 minutes' walk of the main teaching campus.
- 1.3 Since the previous Ofsted Inspection in 2018, the school has become part of the Dukes Education Group which provides the board of governors.

What the school seeks to do

- 1.4 The school seeks to provide a safe, caring and friendly community which enables students to achieve their academic and personal potential whatever their ability. It aims to prepare each student to be an independent learner who is able to communicate effectively in English both socially and academically.

About the students

- 1.5 Students come from a variety of backgrounds from across the world. Over 21 nationalities are represented on the school roll. The small number of day students live within walking distance of the school. Nationally standardised test data provided by the school indicate that the ability of the students is above average when compared to those taking the same tests nationally. The school has identified one student as having a special educational need and/or disability (SEND), who receives additional specialist help. English is an additional language (EAL) for 113 students, all of whom receive additional support for their English. The needs of students identified as the more able in the school's population are met within the curriculum.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2021 to 2022, performance has confirmed that teaching enables students to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level and University Foundation results in the years 2021 to 2022 have confirmed that teaching enables students to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the students and covers the required breadth of material. The teaching enables students to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of students' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Students receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of students

- 2.7 Principles and values are actively promoted which facilitate the personal development of students as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow students and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of students

- 2.9 Arrangements to safeguard and promote the welfare of students mostly pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Students are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for students new to boarding is implemented, and suitable provision is made for boarders' medical and health care, and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.11 The school has not ensured that boarders are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity. Boarders are not provided with lunches and at weekends the school does not provide the boarders with evening meals.

- 2.12 The school has not provided a sufficient number of staff to supervise boarders outside teaching time for the age, number and individual needs of boarders, and the locations of the residences.
- 2.13 **The standards relating to welfare, health and safety in paragraphs 7, 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5, 7–12, 15–16, are met, but those in paragraph 8 [safeguarding of boarders], NMS 6 [provision and preparation of food and drinks] and NMS 20 [staffing and supervision] are not met.**

Action point 1

The school must ensure that all boarders are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity throughout the week, including Saturday and Sunday [paragraph 8(b); NMS 6.1].

Action point 2

The school must ensure that the staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved [paragraph 8(b); NMS 20.3].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.14 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.15 **The standards relating to the suitability of those in contact with students at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.16 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for students' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.17 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 and 23 are met.**

PART 6 – Provision of information

- 2.18 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.19 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.20 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.21 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.

PART 8 – Quality of leadership in and management of schools

2.22 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the students. The leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.23 The proprietor does not ensure that the school provides boarders with sufficient quality and quantity of food throughout the week, and that the number of staff supervising boarders outside teaching time are sufficient in number.

2.24 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

Action point 3

The school must ensure that leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively so that the other standards are consistently met and they actively promote the well-being of the students, including boarders [paragraph 34(1)(a)(b) and (c); NMS 2.1, 2.2, 2.4 and 2.5].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with students and examined samples of students' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and students to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Nigel Lashbrook	Reporting inspector
David Bradbury	Compliance team inspector (Head, ISA school)
Michael Brewer	Team inspector for boarding (Head, SofH school)
Sarah Gomm	Team inspector for boarding (Deputy Head, HMC school)