



ISI Independent
Schools
Inspectorate

BELLERBYS COLLEGE CAMBRIDGE

**REGULATORY COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

28 TO 29 JUNE 2016



School's Details

Full Name of College	Bellerbys College Cambridge
DfE Number	873/6023
Address	Bellerbys College Cambridge Queens Campus Bateman Street Cambridge Cambridgeshire CB2 1LU
Telephone Number	01223 652800
Email Address	nwaite@studygroup.com
Principal	Nicholas Waite
Chair of Proprietors	Mike Everett
Age Range	16 to 22
Total Number of Students	42
Gender of Students	Mixed (34 boys; 8 girls)
Number of day students	Total: 0
Number of boarders	Total: 42 Full: 42
Students' Ability	Standardised tests provided by the school indicate that the ability of the students in Year 11 is in line with the national average, with the ability of the students in Years 12 to 13 being above the national average.
Students' Needs	One student requires support for special educational needs and/or disabilities. No students have a statement of special educational needs or an education, health and care plan. Thirty-seven students have English as an additional language and all receive specialist support.

School's Details

History of the School	The school was founded in 1996 and is one of four Bellerbys colleges situated in the United Kingdom.
Ownership and Governing Structure	The proprietor is Bellerbys Educational Services Ltd and the four colleges are part of Study Group, which is a global educational organisation. The Bellerbys College Advisory Board assists the proprietor in the oversight of all the colleges.
School Structure	The school caters for international students and specialises in science and engineering subjects. It offers a variety of tailored pathways including English language, International GCSE (IGCSE), A levels and university foundation courses.
Inspection Dates	28 to 29 June 2016
Other Useful Information:	<p>i) Boarders are accommodated in a combination of residential houses and homestay families, with separate accommodation for boarders who are over 18 years of age.</p> <p>ii) Bellerbys College operates a four-term academic year, with the main points of entry in September and January. Along with an English language class, only those students who began their university foundation course in January were present at the time of the inspection.</p> <p>iii) A new principal was appointed in 2015.</p>

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

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 in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for Boarding Schools 2015, and associated requirements and no further action is required as a result of this inspection.

PART 1

Quality of education provided

At IGCSE in the years 2012 to 2013, performance was in line with the national average for maintained schools. Performance in 2014 was below the national average. However, performance in 2015 indicates an improvement.

In the sixth form, A-level results in the years 2012 to 2014 have been well above the national average for sixth formers in maintained schools.

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 student performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of students

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.

The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

PART 3

Welfare, health and safety of students

Arrangements are made to safeguard and promote the welfare of students by means that 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. Boarders do not experience discrimination, and their care is sensitive to different needs.

An appropriate induction process for students new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed. The school makes appropriate arrangements to provide long-term lodgings for some boarders.

The standards relating to welfare, health and safety [paragraphs 6 -16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2-4, 6-12, 15, 16 and 20 are met.

PART 4

Suitability of staff, supply staff, and proprietors

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.

The standards relating to the suitability of those in contact with students at the school [paragraphs 17-21] and NMS 14 are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for students and appropriate accommodation for their 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.

The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.

The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

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.

The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with teachers, senior members of staff and with the chairman of the advisory board. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and reviewed student assemblies. Inspectors visited the facilities for sick or injured students. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Pamela Leech

Miss Jane Stanley

Mrs Jean Gray

Mr Alex Tate

Reporting Inspector

Compliance Team Inspector (Bursar, HMC school)

Team Inspector for Boarding
(Former Senior Teacher, HMC school)

Team Inspector for Boarding
(Deputy Head, HMC school)