

Cardiff Sixth Form College, Cambridge

89 Regent Street, Cambridge, Cambridgeshire CB2 1AW

Inspection date

18 May 2022

Overall outcome

The school is likely to meet all the independent school standards when it opens

Boarding provision outcome

The school is likely to meet all the national minimum standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a-g), 2A(2)

- The school's pupils are likely to be international students who aspire to progress on to university. There is a written curriculum policy, which reflects leaders' vision to be a centre of excellence for A-level and GCSE courses. The curriculum policy outlines an ethos of high expectations and ambition.
- Pupils and students will typically follow subjects related to science, technology, engineering, mathematics (STEM) and the legal professions. The curriculum is also designed to provide opportunities for debate, sport, music, drama, volunteering, entrepreneurship, critical thinking, as well as developing pupils' speech, language, communication, research and leadership skills.
- Curriculum plans are underpinned by appropriate schemes of work. The curriculum for relationships, sex and health education (RSHE) meets statutory requirements. Proposed programmes include regular personal, social and health education (PSHE) taught time, which includes RSHE, for pupils aged 14 to 16 and for post-16 students.
- Tailored careers advice and guidance will be provided, alongside a wide range of support to help develop students' applications to higher education and employment.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- Leaders' planning and performance in similar schools as part of the Dukes Education group suggest that teaching will enable pupils and students to achieve well. Planning focuses on extending pupils' knowledge and skills beyond academic learning, including providing for experiences that continue to promote their cultural capital in different environments.
- Policy and procedures are in place to assess pupils' prior learning when they join the school. Ongoing assessment includes a range of formative and summative approaches. Teaching will be adapted to meet the needs of pupils and students who speak English as an additional language (EAL).
- An interim principal has been appointed from a similar Dukes Education school. The proprietor proposes to appoint two more teachers and to draw on the expertise of staff in other Dukes Education settings. An impressive programme of professional development is on offer for both new and existing team members.
- Teaching will take place in seven suitably resourced classrooms, a laboratory and preparation room. There is no outdoor space for physical education (PE) on site. However, plans are in place to access outdoor provision at a neighbouring school and off-site facilities, including swimming, at a local leisure centre.

Paragraph 4

- Nationally recognised examinations and accredited awards, including GCSE and A-level qualifications, will be used to assess the outcomes achieved by pupils.
- Leaders have ensured that the requirements of these independent school standards for the quality of education are likely to be met by the proposed school.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The proposed curriculum includes a focus on promoting pupils' spiritual, moral, social and cultural (SMSC) development. Leaders say they aim to ensure pupils are not discriminated against through the active promotion of British values and by providing staff role models. Their vision is to, 'Promote inclusion and harmony between pupils of different cultures and to engender respect for cultural and spiritual beliefs and values, including the opportunities, responsibilities and experiences of life in British society.'
- Pupils' and students' views will be considered in shaping changes. This will include opportunities to share ideas through regular meetings of the student council, who will take account of feedback on school-based and boarding experiences.
- A comprehensive induction programme for new entrants will help them to prepare for life in Cambridge. Plans include guided tours of the city, a visit from the local police and to health professionals.
- The enrichment programme provides opportunities for pupils and students to socialise and sometimes cook food together. Activities such as fundraising for charities, volunteering and off-site visits aim to enhance pupils' social and moral development,

while broadening their cultural understanding of the people who live and work around them.

- Leaders have ensured that this independent school standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school's safeguarding policy is in line with the most recent statutory guidance.
- The interim principal will become the designated safeguarding lead (DSL). Two other staff will be trained as deputy DSLs on appointment. The managing director leads on safeguarding governance across the proprietor body's schools.
- All newly appointed staff will be provided with up-to-date training in safeguarding and child protection as part of their induction programme. Suitable monitoring arrangements include regular reviews of safeguarding practice to support ongoing training and development.
- Appropriate policies and procedures are in place to manage pupils' and students' health and safety on site, and to promote their safety and well-being. This includes routine sharing of information between education and boarding staff teams to identify any additional support needs.
- The curriculum is designed to promote pupils' and students' understanding of risks and how to manage them, including safe use of the internet and social media.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 8

- The arrangements to promote the safety and well-being of boarders while they are accommodated at the proposed school comply with the national minimum standards for boarding schools.
- Leaders have ensured that the requirements of the national minimum standards for boarders are likely to be met.

Paragraph 9, 9(a), 9(b), 9(c)

- The behaviour policy sets out expectations of good behaviour. It includes details of the roles and responsibilities of pupils, staff and parents and arrangements for managing behaviour that falls short of the expected standard. The policy will be shared with pupils and parents as part of the admissions and induction processes.
- A suitable system is in place to monitor pupils' behaviour. Staff aim to use this information to provide support for any pupils whose behaviour does not meet expectations and, where necessary, to inform PSHE curriculum changes.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 10

- The school's anti-bullying policy takes account of different types of bullying, including bullying concerns related to people with protected characteristics.

- Electronic systems will be used to record and monitor any bullying incidents. Leaders will review records regularly to evaluate the effectiveness of actions taken.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 11

- Health and safety policies meet requirements, including those linked to fire safety and evacuation procedures. The policies detail the responsibilities of leaders and staff in keeping the premises, pupils and others safe.
- Arrangements are in place to complete daily and weekly checks on the premises and services, alongside the required annual checks completed by external contractors. The online system used to record these checks is up to date and well organised.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 12

- The fire risk assessment meets requirements. Potential hazards and actions taken to reduce them are identified. Evacuation procedures and arrangements for regular fire drills are in place. Well-maintained fire exits, call points, escape routes and location of fire extinguishers are clearly marked.
- Arrangements for routine fire-safety training is part of the induction for new staff members when they are appointed. All staff will be trained as fire marshals.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 13

- Leaders have appropriate first-aid policies and procedures in place. The proposed school will have a full-time school nurse on site. First-aid training is planned as a requirement for all staff.
- Routine checks on first-aid equipment will ensure supplies are replaced as required. A suitable recording system will track any accidents and incidents to support the identification of any further steps needed to prevent reoccurrence.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 14

- The ratio of pupils to staff is appropriate for the currently proposed registration of 39 places. Staff will be trained in leaders' expectations of them when they are supervising pupils in the education and boarding settings.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 15

- An online system will track pupils' admissions and attendance when the proposed school opens.
- Leaders know the information they need to record and retain in the admissions register when pupils join and leave the school.
- Arrangements for registering each pupil's attendance on a day-to-day basis and for reporting absence are clear.
- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 16, 16(a), 16(b)

- Risk assessments include, for example, site, premises, visitors, educational visits, off-site activities and location risks. The documents contain the necessary detail of potential hazards and how risks will be mitigated.
- Leaders have ensured that this independent school standard is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- The interim principal and other senior staff, including the proprietor’s managing director with oversight of safeguarding governance, are suitably trained in safer recruitment.
- At this stage, only one member of staff, the interim principal, has been appointed. All the necessary checks have been made on the principal and on other staff belonging to the proprietor body, including section 128 checks as required. Governors will be subject to the same checks as other senior leaders. Checks on new staff, for both the education and boarding provision, will be completed before they take up their new posts. The systems are in place for these checks to be recorded.
- School leaders do not currently plan to use supply staff. However, they know the procedures to follow should they choose to in the future.
- Leaders have ensured that this independent school standard is likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

- The new school will be in the premises of an existing independent school. Classrooms and social areas, easily sufficient for the currently proposed capacity of 39 pupils, are being redecorated.
- There are four, individual, unisex, lockable toilets with washing facilities for the use of pupils. A separate facility is available for staff and visitors. The supply of hot and cold running water is maintained at an appropriate temperature. Appropriate arrangements are in place for routine water temperature checks to prevent the risk of scalding.
- PE will take place off site at the local leisure centre and another local school. Timetabling arrangements will enable pupils to arrive wearing suitable kit and to shower in the boarding accommodation before returning to school. Where pupils attend swimming at the leisure centre, changing and shower facilities are available on site.

- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- The medical room has a bed, washing facilities and is close to a toilet. A full-time school nurse will have oversight of the recording and administration of medicine and first aid.

- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 25

- The provider has taken appropriate steps to ensure that the premises are likely to meet the educational, health, safety and welfare needs for the school's proposed registration.

- The required health and safety policies and arrangements for the cleaning of the premises are in place.

- Leaders have ensured that this independent school standard is likely to be met.

Paragraph 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- Classrooms, corridors and communal areas are well lit. Acoustics are appropriate for the use of the premises. External lighting allows for safe entry and exit.

- Drinking water is labelled and is easily accessible for pupils.

- Water temperatures are checked so they do not pose a scalding risk to users.

- While there is no outdoor space on site, leaders have taken steps to ensure that pupils have wider access to risk-assessed outdoor areas, including local green space and sports facilities

- Leaders have ensured that the requirements of this independent school standard are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The proposed new school does not yet have a website. Leaders are planning to develop one linked to the existing website of the similar school in Cardiff. The required information, including safeguarding and complaints policies, will be made available to parents and pupils online and in hard copy on request.

- Checks on pupils' progress and achievement will form the basis of the proposed formal reports to parents. These will be provided at two different points during the academic year.

- Leaders have ensured that this independent school standard is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- A written policy for handling complaints is in place. The policy provides clear guidance for pupils and parents on the procedures, timescales, composition of the panel, representation and confidentiality.
- This independent school standard is likely to be met by the proposed school.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The chair, managing director and other senior leaders of Dukes Education have extensive experience of opening and leading independent schools. The proposed governing body has a wide range of academic and professional expertise.
- The interim principal has been appointed. This is an extension of his role as principal in a similar Dukes Education school. There are plans to appoint an experienced leader to the permanent post by the start of the spring term 2023.
- Well-developed quality assurance arrangements are in place to oversee the school's work once it opens. Support and challenge for school leaders will be provided by the proprietor body's managing director and governors, with the expectation of regular reporting on the quality of provision through to board level.
- New staff will be provided with appropriate training to ensure that they are suitably equipped to meet the needs of the proposed school's pupils and students.
- This independent school standard is likely to be met by the proposed school.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan provides details of how all pupils will access the curriculum, premises and relevant information effectively.

Residential provision

The likely overall experiences and progress of children and young people

- Suitable accommodation is available in separate premises to the school for the use of up to 39 boarders. Rooms are for single occupancy, with en suite toilet and shower facilities. All rooms have a desk and chair, appropriate lighting, and storage space.
- Access to boarding accommodation and grounds is controlled by secure key fob entry. Arrangements for accommodation security and supervision are secure.
- Suitable risk assessments of sleeping arrangements are based appropriately on age, gender, and pupils' and students' additional needs.

- A standalone section of the ground floor of the boarding premises is set aside for staff. Boarders will not be able to access this, although they will still be able to contact staff if they need to.
- A second section of the ground floor will form a sick bay. This includes six individual bedrooms and an office. A qualified nurse will oversee the care of the sick. Other staff will complete a 3-day first aid at work qualification. The dedicated sick-bay cluster will provide ample space for the proposed 39 students.
- Boarders have access to laundry facilities. Younger boarders will also have the option of staff carrying out this task.
- Each landing has its own kitchen area. This provides pupils and students with the facilities to store and prepare food. Cooked evening meals will be provided via caterers with a five-star food hygiene rating.
- Pupils will be able to contact an independent listener. This is so that they can share any concerns with someone outside of the school if they wish to. The student committee will take account of pupils' and students' views to make changes to improve the quality of students' experiences over time.
- This standards in this part are likely to be met.

How well children are likely to be helped and protected

- The leadership team understands the procedures to follow and has systems to keep pupils, students and staff safe. A clear fire safety management plan is in place. An update to the fire risk assessment linked to the boarding accommodation was completed recently.
- The safeguarding policy meets statutory requirements. Senior leaders and staff are suitably trained, including in safer recruitment. Leaders have a good understanding of safeguarding issues, for example they are alert to the importance of recognising and responding to low-level concerns regarding staff behaviour. They have established links with the local safeguarding partnership and the local authority designate officer (LADO).
- The boarding staff team will constitute a head of pastoral and boarding, one senior house parent, one house parent and two graduate residential assistants. These posts have yet to be recruited to. However, leaders have ensured that there is additional capacity within the wider organisation, including experienced staff, to carry out these roles if recruitment becomes problematic.
- The leadership team understands the importance of good induction, training and supervision of staff. Staff will receive half-termly one-to-one meetings with line managers, and six-monthly appraisals.
- Leaders have ensured that a statement of boarding principles is in place. The documents stipulated within the national minimum standards for boarding schools are available for scrutiny.
- The standards in this part are likely to be met.

The likely effectiveness of leaders and managers

- The leadership team is knowledgeable and demonstrates a clear understanding of the requirements for registration.
- Although a head of boarding has yet to be confirmed in post, advanced plans are in place to appoint an identified, experienced leader once registered.
- Leaders present a clear and aspirational vision for the education and boarding provision. Suitable staffing ratios and recruitment arrangements are in place.
- The welfare, health and safety of pupils, students, staff and visitors are high priorities. All the required policies and procedures are in place to support this.
- The standards in this part are likely to be met.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), and the national minimum standards for boarding schools and associated requirements.

Proposed school details

Unique reference number	149027
Social care unique reference number	2689127
DfE registration number	873/6058
Inspection number	10236964

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Independent school
School status	Independent boarding school
Proprietor	Dukes Education Ltd.
Chair	Aatif Hassan
Principal	Gareth Collier (interim)
Annual fees (boarders)	£49,300
Telephone number	07825 678898
Website	The school will not have a website
Email address	gareth.collier@ccoex.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	NA
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	NA
Total hours operating as a school per week	NA
Total hours of teaching provided per week	NA

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	NA	14 to 19	14 to 19
Number of pupils on the school roll	0	39	39

Reason for inspector's recommendations

- Leaders changed their original registration proposal from up to 200 places to a maximum of 39 during this pre-registration inspection. There are appropriate teaching spaces, resources and boarding accommodation and resources for this maximum number of pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	7
Number of part-time pupils	0	0
Number of boarders on roll	0	39
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	4
Number of part-time teaching staff	0	9
Number of staff in the welfare provision	0	7

Information about this proposed school

- The proprietor body of the proposed boarding school is Dukes Education Limited. Senior leaders have extensive experience in operating independent schools.
- The new school will be in the premises held by a different city-based independent school until July 2022.
- The school will offer places for up to 39 pupils from 14 to 19 years of age when it opens.
- All pupils will be boarders housed in the separate boarding accommodation, which is located within walking distance of the school.
- The provider operates a similar provision at another school in Cardiff.
- An experienced interim principal is currently in post. He will hold the position until the permanent principal is appointed.

Information about this inspection

- This was an integrated inspection of education and boarding provision carried out by one school and one social care inspector.
- The inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the independent school standards and the national minimum standards for boarding, prior to opening as a registered boarding school.
- This is the school's first pre-registration inspection. During the inspection, the proprietor body confirmed the intention to reduce the registration request to admit 39 pupils, rather than the original request for 200 places.
- Inspectors met with representatives from the proprietor body, on both the school and boarding accommodation sites. The lead inspector met with the chair of the proprietor body via a videoconferencing link.
- Inspectors reviewed a range of documentation relating to the independent school standards and the national minimum standards for boarding. This included curriculum, complaints and safeguarding policies. They checked the safeguarding procedures and arrangements for the recruitment of school and boarding staff.
- The inspectors carried out a tour of the school and boarding premises. Documentation about the suitability of the provider's welfare, health and safety procedures and documentation relating to the reduction of risk were also reviewed.

Inspection team

Christine Dick, lead inspector
Ashley Hinson

Her Majesty's Inspector
Regulatory Social Care Inspector

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