



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION
CAMBRIDGE TUTORS COLLEGE**

MARCH 2017



School's details

College	Cambridge Tutors College			
DfE Number	306/6095			
Registered charity number	312878			
Address	Cambridge Tutors College Water Tower Hill Croydon Surrey CR0 5SX			
Telephone number	020 8688 5284			
Email address	info@ctc.ac.uk			
Principal	Dr Chris Drew			
Chairman of trustees	Mr Chris Dixon			
Age range	15 to 23			
Number of students on roll	170			
	Boys	93	Girls	77
	Day students	48	Boarders	122
	Seniors	41	Sixth Form	129
Students' ability	The college does not use standardised tests on students entering to take GCSEs so there is no baseline testing on which to judge their ability. Nationally standardised tests indicate that the ability of sixth form students is above average.			
Students' needs	The number of students requiring support for special educational needs and/or disabilities (SEND) is nine. None have a statement of special educational needs or an education, health and care (EHC) plan. Most students have English as an additional language (EAL), and are supported in specialist English language lessons and in the wider curriculum.			
History of the college	Cambridge Tutors College was founded as a tutorial establishment in Warlingham in 1958, moving to its present site in Croydon in 1967. In 1973 the college became an educational trust.			

Ownership and governing structure	The college is owned and governed by a charitable trust whose members, alongside senior members of college staff, form the council of trustees which is responsible for governance.
College structure	The college educates students from over 25 countries worldwide as well as some British students. It offers both a full programme of A levels in either 18-month or 2-year courses, and a programme of 1 or 2 years leading to GCSE qualifications for a much smaller group of younger students. In addition the college offers one- or two-term pre-sessional English courses and summer courses for English language which include GCSE taster sessions.
Other useful information	A new boarding house for overseas students was opened in September 2016 though many continue to be accommodated with host families.
Inspection dates	28 to 29 March 2017

PREFACE

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. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The college meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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 GCSE in the years 2013 to 2015, results have been in line with the national average for maintained schools.

In the sixth form, A-level results in the years 2013 to 2014 were above the national average for sixth formers in maintained schools, and 2015 results were in line with the national average.

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.

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. Any prefect system operating in the college is suitably managed.

The standard 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.

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 college 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 college 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 college's arrangements for guardianship are suitably managed.

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

PART 5

Premises of and accommodation at colleges

Suitable toilet, changing and showering facilities for students and appropriate accommodation for their medical 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 activities. 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 college and the curriculum, and of the college'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 college year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the college's academic performance during the preceding college 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 college's website. A suitable statement of boarding principles and practice is published by the college.

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

PART 8

Quality of leadership in and management of colleges

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 standard relating to leadership and management of the college [paragraph 34] and NMS 13 are met.

ABOUT THE INSPECTION

The inspectors conducted formal interviews with students. They held discussions with teachers, senior members of staff and with the chairman of trustees. Inspectors visited boarding houses and 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 college.

Inspectors

Mrs Kate McCarey	Reporting inspector
Mrs Jean Gray	Boarding team inspector (Former senior teacher, HMC school)
Mrs Karenann Hood	Compliance team inspector (Deputy head, HMC school)