



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**CAMBRIDGE INTERNATIONAL SCHOOL**

**SEPTEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Cambridge International School			
<b>DfE number</b>	873/6042			
<b>Address</b>	Cambridge International School 63 Bateman Street Cambridge CB2 6AN			
<b>Telephone number</b>	01223 832719			
<b>Email address</b>	office@cischool.co.uk			
<b>Principal</b>	Mrs Philippa Mills			
<b>Proprietor</b>	International Schools Partnership			
<b>Age range</b>	3 to 16			
<b>Number of pupils on roll</b>	123			
	<b>Boys</b>	67	<b>Girls</b>	56
	<b>Day pupils</b>	123	<b>Boarders</b>	0
	<b>EYFS</b>	10	<b>Juniors</b>	50
	<b>Seniors</b>	63	<b>Sixth Form</b>	0
<b>Inspection dates</b>	20 to 21 September 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Cambridge International School (CIS) was founded as a co-educational day school in 2006. In February 2015, it became part of the International Schools Partnership (ISP) whose board is responsible for the school's governance. The school's management structure has recently changed and a new principal took up her appointment in August 2017. The school accepts pupils between the ages of three and sixteen.
- 1.2 The school occupies premises on three sites. The primary school, which includes the EYFS and Years 1 to 6, is based at Cherry Hinton Hall on the outskirts of Cambridge. This site is in the process of redevelopment and, at the time of the inspection, only the EYFS remained at the Cherry Hinton site: Years 1 to 6 were temporarily accommodated at the Bateman Street site, which also houses the school's administration. The senior school is situated at The Temple at Little Abington just over six miles from the primary school.

### **What the school seeks to do**

- 1.3 The school aims to enable pupils to flourish in a stimulating and international environment.

### **About the pupils**

- 1.4 The pupils represent over 30 different nationalities. Most come from professional and business families who live in Cambridge or who have relocated to the area for varying lengths of time. Some pupils join the school during the school year, and a small number stay for only a short period because of their parents' work commitments.
- 1.5 The school's own assessment indicates that the ability of pupils is broadly average. The school has identified 40 pupils with special educational needs and/or disabilities (SEND) including Asperger's, dyslexia and dyspraxia; all these receive additional specialist help. Three pupils in the school have an education, health and care (EHC) plan or statement of special educational needs. English is an additional language (EAL) for 67 pupils and the school provides language support for them all. The individual needs of more able pupils and those with particular gifts and talents are provided for within normal lessons.

## 2. REGULATORY COMPLIANCE INSPECTION

### 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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 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 identified at their previous inspection.

The inspection was 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.** 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.

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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key Findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, performance has been in line with or above the national average for maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils 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. Pupils 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.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept.
- 2.11 The school does not ensure that all the checks, including against the list of those prohibited from teaching, of identity, qualifications, right to work, and checks on those from overseas, are recorded as required in the Single Central Register of Appointments (SCR), including the date on which the check was made. Staff files show that required checks have been carried out but, in a few cases, the date of a check has not been recorded in the file, meaning there is no evidence that the standard requiring checks to be completed before appointment is met.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17 to 20 are met but those in paragraph 21 (3) (a) (i), (iv), (vii), (viii) and (b) are not met.**

## Action point 1

- **the school must ensure that all the dates when checks were obtained are recorded in the SCR, in particular those of identity, qualifications, right to work, prohibition from teaching and on those coming to work from overseas [paragraph 21 (3) (a) (i), (iv), (vii), (viii) and (b)].**

### PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

### PART 6 – Provision of information

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] is met.**

### PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] is met.**

### PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management actively promote the well-being of the pupils.
- 2.20 The proprietor does not ensure that those having leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met.
- 2.21 **The standard relating to leadership and management of the school in sub-paragraph (1) (c) is met but those in sub-paragraphs (1) (a) and (b) [knowledge and skills and fulfilment of responsibilities] are not met.**

## Action point 2

- **the school must ensure that proprietors and senior leaders have adequate support and sufficient skills and knowledge so that they can fulfil their responsibilities for processing staff checks and ensure that the independent school standards are met consistently [paragraph 34 (1) (a) and (b)].**

### **3. INSPECTION EVIDENCE**

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the governing body, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mrs Catherine Williamson	Reporting inspector
Mrs Colette Culligan	Accompanying inspector
Mr Julius Sidwell	Compliance team inspector (Vice Principal, HMC school)