

Carfax Tutorial Establishment

39-42 Hythe Bridge Street, Oxford, Oxfordshire, OX1 2EP

Inspection dates

10–12 June 2014

Overall effectiveness

Good **2**

Achievement of pupils

Good 2

Quality of teaching

Good 2

Behaviour and safety of pupils

Good 2

Leadership and management

Good 2

Summary of key findings

This is a good school

- Good and on occasion outstanding teaching enables pupils to make good progress and achieve well.
- The senior leaders work hard to provide good, tailored, individual curricular provision within a caring environment for pupils.
- Teachers support individual pupils well in their learning.
- Pupils say they are happy and feel safe and well looked after in the school.

It is not yet an outstanding school because

- Teaching staff do not have access to regular professional development.
- Provision for pupils' personal, social and health education (PSHE) and the promotion of their spiritual, moral, social and cultural development are limited within the one-to-one teaching system, although the school has taken steps to enhance these aspects of pupils' education.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed 14 lessons, looked at pupils' work, teachers' planning and information about pupils' progress. Meetings were held with senior leaders, teaching staff and individual pupils. School policies and other documentation were examined.
- The inspection took account of the responses in ten staff questionnaires. There were too few responses to the online Parent View questionnaires for this to be analysed.

Inspection team

Flora Bean, Lead inspector

Additional Inspector

Full report

Information about this school

- Carfax Tutorial Establishment (CTE) is a non-selective, coeducational, independent day school situated close to the centre of Oxford.
- There are currently nine full-time and 16 part-time pupils between the ages of 7 and 20.
- The school was founded in 2009 as part of the Carfax education group.
- It offers GCSE and A level courses through one-to-one and small group tuition, examination re-takes and Easter revision courses, tailored to the needs of individual groups.
- The school also provides teaching in English as an additional language (EAL) and entry preparation for younger pupils to British independent day and boarding schools.
- Carfax is a registered centre for all main A level and GCSE exam boards.
- Pupils spend from a few days to three weeks or up to one or two years in the school, to meet the specific requirements of their parents. Pupils only attend designated tutorials so there is no general provision. Any pupils who stay over lunchtime are supervised off-site.
- The make-up of the school's pupil body varies over time. Long term pupils are generally British, from Western and Eastern Europe, the Middle East, and the Far East. The majority of international pupils on short term courses are from Russia or other Eastern European countries. There are no pupils with a statement of special educational needs
- The school is governed by a proprietor. The current headteacher was appointed in 2010 and has operational responsibility for the school.
- This is the school's first inspection.

What does the school need to do to improve further?

- Further improve the already good quality of teaching by:
 - providing professional development for the teaching staff
 - finding ways to integrate personal, social and health education (PSHE) into teaching programmes; and enhancing provision for pupils' spiritual, moral, social and cultural development within the one-to-one teaching system of the school.

Inspection judgements

Achievement of pupils

Good

- Pupils achieve well in this small tutorial establishment. Results from baseline assessments made on entry to the school are used to identify pupils' specific learning needs. From these starting points, pupils make consistently good and often rapid progress. This is because one-to-one teaching is well planned and tailored to meet the needs of each individual pupil.
- Evidence in pupils' work indicates that they are achieving well in their chosen subjects and are working in line with and, on occasion, above national standards. Pupils read regularly in English which positively develops their knowledge of vocabulary and fluency in reading.
- School examination results indicate that almost all pupils have met their expected goals and gained entry to the schools and universities of their choice. Pupils who are preparing for entry to universities make good progress through an intensive curriculum with subjects tailored to their individual needs.
- From Year 2 to Year 6 pupils make rapid progress in literacy and numeracy as a result of the strong focus on development of basic skills, with pupils working at the appropriate level for their age and starting points.
- Pupils who join the school to improve the quality of their English make rapid progress in reading, writing, speaking and listening skills as a result of good teaching which is well matched to their individual learning needs.
- Long-term pupils have access to a personal tutor who supports them well in their individual work. Pupils are given opportunities to identify areas for improvement in their work. This is then discussed with teaching staff to aid progress.

Quality of teaching

Good

- The quality of teaching is good and on occasion outstanding. This enables pupils to make consistently good progress.
- Teachers have high expectations of what pupils can achieve and plan lessons accordingly.
- Lessons are tailored for individual one-to-one teaching. They feature focused questioning and challenging tasks, to which pupils respond with enthusiasm. For example, in a Year 7 lesson, interesting practical activities helped a pupil understand atoms, molecules and elements and ensured good progress was made in basic chemistry. In Year 2 English a variety of opportunities to practise English speaking using a traditional story ensured good progress was made in learning basic verb forms.
- Teachers monitor pupils' work closely in lessons and use this information well for forward planning. Assessment procedures and checks on learning have been effectively developed to track pupils' individual progress over time.
- For younger pupils, reading, writing and mathematics are taught effectively to ensure that they have a sound and developing grasp of English language and key mathematical concepts as a basis for all their learning.
- Specific opportunities are planned for physical education, such as swimming, at the parents' request.

Behaviour and safety of pupils

Good

- The behaviour of pupils is good. Pupils are polite, courteous and appreciative of their learning opportunities.
- A positive, caring atmosphere prevails. This is consistently exemplified by staff whose conduct sets the tone for positive working relationships.
- There is a well-structured but relaxed environment for younger pupils, who are enabled to learn well. They are nurtured and well cared for at all times; they are closely supervised and accompanied between lessons and at the start and the end of the school day.

- The school's work to keep pupils safe and secure is good. Pupils settle well and report that they are happy in the school. They know that they can talk to the welfare officer or to any member of staff at any time, should the need arise. They say they are safe in school and well supported by their personal tutors and the individual members of staff who teach them.
- The school integrates some aspects of personal, social and health education (PSHE) in lessons, but this is still in the early stages of development. Pupils have occasional opportunities to go out of school on trips and outings which, with the curriculum, contributes to pupils' spiritual, moral, social and cultural development but this, too, is limited in some respects.
- Pupils gain a practical understanding of public institutions and democracy through discussion and educational visits.

Leadership and management

Good

- The leadership and management of the school are good. The headteacher has a clear vision for the school; accurate self-evaluation and effective action to tackle identified areas for improvement demonstrate the capacity to improve the school further. He is supported effectively by the proprietor in maintaining the ethos of the school and in promoting pupils' high achievement. As a result, pupils make at least good progress in all subjects, including literacy.
- The headteacher has a clear understanding of the strengths and areas for development in the school as a result of ongoing discussion with senior leaders and accurate monitoring of pupils' progress and examination results. Tracking arrangements for individual pupils are monitored effectively to ensure all pupils achieve well regardless of their starting points.
- A formal performance management system ensures teaching is monitored and areas for development are highlighted to improve the quality of teaching. However, there is no accompanying programme of training.
- The curriculum consists of a wide range of academic subjects tailored to meet individual needs. This is well organised and ensures that pupils of all ages and aptitudes are successfully challenged and supported.
- Good subject leadership and management ensure that teaching programmes are well suited to individuals and contribute well to their academic achievement and well-being. Good opportunities are available for pupils to use information and communications technology in the individually tailored lessons.
- The headteacher and teaching staff communicate regularly and effectively with parents for the benefit of pupils. Parents are sent monthly reports on the progress of their children.
- The school's arrangements for safeguarding meet statutory requirements for all pupils. All staff have been appropriately trained in safeguarding procedures and are aware of their responsibilities.
- Financial resources are well managed and staff are deployed effectively.
- Clear policies and procedures are effectively implemented to promote the welfare, health and safety of the all pupils at all times. Policies comply fully with government legislation and guidance.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	139997
Inspection number	443023
DfE registration number	931/6014

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Coeducational day school
School status	Independent school
Age range of pupils	6-20
Gender of pupils	Mixed
Number of pupils on the school roll	25
Number of part time pupils	16
Proprietor	Alexander Nikitich
Chair	n/a
Headteacher	Rupert Alesbury
Date of previous school inspection	N/A
Annual fees (day pupils)	£18,900-£67,500
Telephone number	01865 200676
Email address	enquiries@carfax-oxford.com

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