

Felixstowe International College

Garrison Lane, Felixstowe, IP11 7RF

Inspection dates 3–5 March 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Inadequate	4

Summary of key findings

This is an inadequate school because

- School leaders, including the proprietor, have not ensured that all of the independent school standards are met, especially with regard to welfare, health and safety.
- Leaders have struggled to carry out everything they needed to do because the school has grown and relocated to much larger premises.
- Students and staff now occupy new premises where there is no recent fire risk assessment in place. The fire alarm system does not work. The emergency lighting system has not been regularly checked.
- The proprietor has not ensured that other risk assessments that secure the welfare, health and safety of students are implemented.
- Safeguarding is inadequate because not all the checks on the suitability of adults to work with students have been carried out.
- These weaknesses in welfare, health and safety also make the sixth form provision inadequate.
- The school's checks on the quality of teaching, learning and achievement are very new and not yet fully implemented, including how staff are held to account for students' progress.
- A few students' writing skills lag behind those in mathematics and reading, because they do not have sufficient opportunities to write at length in other subjects.
- Not all students are clear about how well they are doing in relation to their target grades which are set by the school.

The school has the following strengths

- Students achieve well in all the subjects they study and outstandingly well in mathematics. Teaching is well-matched to their needs and deepens their understanding and skills.
- Small-group teaching and individual attention in the sixth form enables new students to settle in quickly and make rapid progress. Students achieve very well from their starting points in Year 12 in all the subjects they study.
- Students behave well, are extremely well motivated and almost always try their best. They are polite, respectful and appreciative of the values promoted by the school, including those related to living in modern Britain.
- Almost all staff support students' English well, whatever the subject they teach. This means that students make very good gains in their English skills and particularly in their reading, sometimes in a very short time.

Compliance with regulatory requirements

- The school must take action to meet the schedule of The Education (Independent School Standards)

Regulations 2014 and associated requirements. The details are listed in the full report.

Information about this inspection

- The inspector visited a range of lessons, accompanied by the Deputy Principal. She examined students' books and their work around the school.
- Discussions also took place with the Deputy Principal, a governor, other staff and groups of students, including those in the sixth form.
- The inspector examined a range of documentation to check compliance with the independent school standards. The following were also looked at: the school's own evaluation of its strengths and its development planning; minutes of its planning meetings; policies and records relating to keeping students safe, and to their attendance and behaviour.
- There were insufficient responses completed by parents to Ofsted's online questionnaire, Parent View. A few parents did submit email communications to the inspector to share their views of the school.
- Although this is a boarding school, this was an education only inspection. The inspection of the school's boarding provision took place in May 2014 when it was judged adequate.
- The inspector considered a material change as part of this inspection in relation to the new accommodation. This school had recently moved premises but these had not yet been approved by the Department for Education. The inspector looked at documents relating to safety and security of the premises and the checks made on these. She visited all parts of the new accommodation to consider its suitability.

Inspection team

Susan Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- Felixstowe International College is an independent day and boarding school which is now located in Garrison Lane, Felixstowe. It moved there in January 2015. The site was previously occupied by the Felixstowe Academy and is leased from Suffolk local authority. The boarding accommodation remains at the school's previous site in Maybush Lane.
- The school opened in 1995 and is registered for 32 students aged nine to 19 years. Almost all students are residential. All are overseas nationals and most come from Korea. A small number also attend from Russia, China, Ukraine and Tanzania. Students can arrive at any point during their late primary or secondary school years, but mostly arrive in Key Stage 4 or Year 12.
- In the past, many stayed just for a few months to learn English before moving onto other English schools. Since the school extended its age range, most are staying for longer and a few have been in the school for three years or more. When the school moved to its new site, its roll increased to 39 students. Thirteen students currently attend the school's sixth form and only a small number are aged between 10 and 14 years.
- The school has no disabled students or those who have special educational needs. All students are learning English as an additional language. It does not use any alternative provision. All lessons, including those for physical education, now take place on the Garrison Lane site. No students have yet completed their sixth form studies.
- The college has a Principal and a Deputy Principal. The Deputy Principal has responsibility for the running of the school, but has also had considerable duties in relation to the boarding accommodation in the last year while the Principal has been absent or away on school business. The Principal was away on school business at the time of the inspection and the proprietor lives overseas. A second Deputy Principal took up her post during the week of this inspection visit.
- The college's values are based on the Christian faith, although students with other backgrounds and faiths are welcome. The college seeks to 'enable pupils to become fluent in English; to become familiar with English independent education and to give students the experience of living in a boarding community with a family atmosphere'.
- Since its last full inspection in December 2011, the school had a monitoring inspection in June 2012 and a joint education and social care inspection to consider an extension of its age range and numbers in June 2013. Although the extension of the age range to 19 years was approved, the increase in numbers was not because of restrictions in the school's accommodation. At its last monitoring visit in May 2014, the school was judged to meet all of the independent school regulations and noted to be actively seeking alternative premises. The school agreed that the extension of numbers was not appropriate while it was housed at Maybush Lane.
- The school is now housed in large buildings which include specialist teaching rooms, although not all are in use. There are two sports halls, outdoor hard-standing areas and playing fields. The premises had been unoccupied for some time before Felixstowe International College moved in. Plans are being drawn up for further adaptations to the building so that part of it will be used for boarding accommodation.

What does the school need to do to improve further?

- Improve leadership and management and students' safety by ensuring that:
 - a fire risk assessment and other risk assessments related to the premises and range of activities that the school carries out in its new buildings are completed urgently and implemented
 - any defects identified are swiftly addressed and that risks identified are managed effectively, including through staff training and clear assignation of responsibility for checking that all has been done
 - the fire alarm system is in full working order and emergency lighting system checked as often as it should be
 - all the required checks are carried out on staff before their appointment and recorded on the school's single central register
 - the areas where the school now prepares food have current environmental health certificates
 - the areas which students currently use and those which are out of bounds are clearly delineated

appropriate signage is in place to indicate where chemicals and hazardous substances are stored
leaders have sufficient time to check on the quality of teaching and students' learning and hold teachers to account for these.

- Improve teaching and raise achievement in English so that attainment is as high in speaking and in writing as it is in reading and in mathematics by:
 - implementing quickly the new leadership structure and ways of checking on student learning and progress
 - ensuring that the best practice is shared throughout the school as to how to extend students' spoken English or deepen their understanding and use of key vocabulary
 - ensuring that students have more opportunities to write at length in different subjects
 - making sure that all students are clear about how well they are doing in relation to their target grades.

The school must meet the following independent school standards

- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety (paragraph 11).
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005¹ (paragraph 12).
- The proprietor ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- The proprietor ensures that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2) and 18(2)(b)).
- The proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question (paragraph 21(1)).
- The proprietor ensures that in relation to each member of staff appointed on or after 1st May 2007, a check was made to establish whether each member of staff is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction (paragraphs 21(3), 21(3)(a) and 21(3)(a)(iii)).
- The proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils. (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

¹ S.I. 2005/1541, to which there are amendments not relevant to these Regulations.

Inspection judgements

The leadership and management are inadequate

- The proprietor and the school leadership team have not ensured that all of the requirements regarding keeping children safe are met. Although all staff show high level of concern for students and check on how they are feeling, the proprietor has not ensured that all the checks that should be carried out on the premises and staff have been undertaken at the times that they should be.
- Although the safeguarding policy and staff training are all up-to-date, the school has not checked whether new staff are subject to a prohibition order from teaching prior to confirming their appointment. The school was swift to act once the requirement was pointed out, but it does not have systems in place to ensure that its practices are constantly checked and updated as necessary.
- In addition, not all the required checks and risk assessments in relation to the new premises and the school's work there have been carried out. No risk assessments were made before moving staff and students into the building, although the landlord did carry out electrical and gas checks. The school has responsibility for the internal maintenance and repair of the building; leaders did not assess the health and safety risks the new site presented. The flooring in a number of classrooms is in poor condition.
- There is no fire risk assessment for the new premises. The one carried out for the previous occupants is out of date and there has been no checking by the school that the required works were then completed. At the time of the inspection, the fire alarm system was not working. The school bell was being used for fire drill practice and only certain areas of the school were being used. However, students had unimpeded access to other areas and there were no written procedures and safeguards concerning this. Emergency lighting had not been checked. Although new fire extinguishers were in place in the areas in use, there were none in other parts of the building which were accessible to students.
- The school prepares meals on the premises but does not have an environmental health certificate for the kitchen. The safe storage of chemicals and hazardous substances is carefully considered but these areas do not have the appropriate signage.
- The Deputy Principal has had too much to do and has had no other leadership staff to support her within the school. This has adversely affected the rigour of previously established practice. In addition, the school's development of systems, such as those for improving teaching and achievement further, has slowed.
- The proprietor and Principal have recognised this and a new appointment of a Deputy Principal has been made to oversee teaching and learning. This appointment took effect during the week of the inspection and it is too early to judge the impact of this action.
- The proprietor and leaders have ensured that, despite all the changes, students' achievement in all key stages and in the sixth form has remained good and sometimes better. This is because they have been careful to keep classes small and to recruit teachers who are expert in their subjects and, wherever possible, understand the challenges for students in learning these through English as an additional language.
- Leaders are extremely ambitious for all students and determined that they should have the resources and accommodation they need to learn. This ambition and high expectations are shared by students and staff. Parents too are very happy with the school and with the ways in which it keeps them involved and informed. Appropriate careers advice is available within the school, through online courses, visiting speakers and community links.
- The good curriculum has an appropriate emphasis on English and all students, including the sixth form, study mathematics and sciences, taking international GCSE courses in these and other subjects and A/S levels and A levels. Individual talents are catered for well. All the required areas of learning are provided for students in Key Stages 2, 3 and 4. An increasingly wide range of subjects is offered in the sixth form

so that when individual students arrive with strengths or particular interest such as in economics, art or business, these can be provided for.

- The school is particularly successful in developing students' understanding and appreciation of life in modern Britain and promoting an ethos of care, concern, respect and tolerance. Careful attention to individual needs and a very strong pastoral system ensures that the school fulfils its responsibilities in relation to the Equality Act 2010.
- Students, parents and staff confirm that diversity is celebrated, including the views of other faiths. Students in all year groups say that they particularly enjoy studying history. During the inspection students showed good awareness of British values as they discussed the impact of mass media and perceptions of government and the monarchy, and how such views might change over time.
- This all means that students' spiritual moral, social and cultural development is good. Although most students relish the opportunity to share their experiences with others, and to visit and take part in local community events, a few are less keen. This is why spiritual, moral, social and cultural development is not outstanding.

■ **The governance of the school:**

Governance is inadequate. Although the proprietor and governors are committed to the school, they have not ensured that the school meets all the independent school standards and particularly those relating to the welfare, health and safety of students.

The proprietor has not ensured that as the school expands there are sufficient leaders available to cover all that must be done. This has slowed the development of the school.

The proprietor and governors do not have sufficient knowledge of how the management of teacher performance is improving the quality of teaching and students' progress.

The proprietors and governors have not ensured that the school's new premises were approved as suitable before moving the students into them. They have not put risk assessments into place while awaiting any such confirmation.

The governing body comprises the Principal and two school governors who are resident in the community, including a safeguarding governor. Governors are actively involved in the school and community. This benefits students' links and involvement in the community and their understanding of life in modern Britain when, for example, governors arrange a visit to the Town Hall.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of students is good. Students' attitudes to learning are excellent. They are highly motivated and take great care in presenting their work. Almost all complete their homework on time and respond to any comments their teachers have made in marking.
- As they spend longer in the school or sixth form, students gain in confidence in making spoken contributions to lessons. They try hard to adapt their answers as their teachers give them ideas or ask more questions. A few remain less confident in some subjects, although all respond when asked.
- Students say that they are proud to be able to be part of a different educational system and wish to achieve their best. They are hugely respectful to their teachers and each other and very supportive of new students as they arrive.
- Incident logs and records show that there is rarely any poor behaviour. Students, including those in the sixth form, are extremely attentive, and low-level disruption does not occur. They work extremely conscientiously whether individually, in pairs or in the larger groups.
- Students' attendance is high. There is no absence except for a small amount for illness, and there have been no exclusions or incidents of bullying of any type. Students show a good understanding of each other's needs, whatever the background or country they come from. They believe their Christian-based education teaches them to be tolerant and respectful of difference including those that relate to gender,

race or sexual identity.

- Students feel safe from the moment they arrive in the country because the proprietor and leaders have prepared them well for what to expect. The rules and conventions about how to behave in England, how cultures differ and what the school expects from each have been carefully explained. They value the freedom they are given, for example through using a bicycle or taking part in the Duke of Edinburgh award scheme, but understand that with it come responsibilities.
- Students love the facilities that the new premises make available to them and are shocked that some of the classrooms had fallen into disrepair. They treat the environment with great respect.

Safety

- The school's work to keep students safe and secure is inadequate. This is because the school has failed to ensure that all the required safety measures are in place, both relating to checks on staff and in relation to the new premises.
- The school has ensured that the site is secure and introduced a strict signing-in procedure for visitors, staff and students. However, the parts of the school not currently in use are not sealed off. This means students could wander into other areas and not be accounted for if an evacuation of the building takes place. The fire alarm system is not working and, should a fire occur, someone must return to the office to ring the school bell.
- Students do not use derogatory or discriminatory language. The school is careful to explain through its pastoral care support and through its religious education and personal, social and health education programme the types of language and behaviours that might be thought to be offensive. Any cultural differences between students' own culture and British culture are highlighted. This includes exploring what might be considered to be extremist views, as well as how to understand each other's point of view.
- Students say that there is no bullying, and this is confirmed by parents and staff. Students are confident that they could turn to staff for help if they had any concerns.
- Parents view that their children are kept safe and that the school nurtures and protects them well. This inspector agrees that the school shows great care and concern for individual students, but the school's failure to meet regulations means that this aspect is inadequate overall.

The quality of teaching

is good

- Good teaching promotes good achievement because of the individualised attention to student needs and regular checks on their progress. Small-group teaching promotes students' learning well and helps them to quickly develop their English skills so that they learn effectively in all subjects through English, whatever their starting point on entry.
- Teachers have high expectations and ambitions for their students. They are determined to do all they can to enable students to achieve what they can and what their parents want them to. Teachers quickly establish excellent relationships so that their students try their hardest and are happy to tell their teachers when they do not understand.
- The teaching of mathematics is particularly effective and students achieve extremely well from their starting points in this subject. Teachers are skilled at building on the ways in which students have studied mathematics in their own countries. They extend students' knowledge of English vocabulary and terms expertly so that almost all achieve the highest levels in GCSE and are then on track for high levels of achievement in the sixth form.
- Other students make remarkable progress in science. In a very short time, teachers devise individual work for these students as well as extra support to help them to understand subject vocabulary in English. They work extremely well with the residence through 'prep' time and weekend support. Consequently, students catch up quickly and leave with good qualifications even when they attend for

just one year or less.

- Students in the sixth form studying science have access to specialist science teachers for every subject. The new science laboratories have strengthened provision further so that students' work and motivation supports their high achievement by the end of their course.
- Students make good progress in history because the school has carefully identified courses for them that allow them to develop their English skills and understanding of British values and traditions, as well as supporting their historical understanding and skills. Students were keen to share their knowledge about the Royal family as they studied headlines from newspapers and different perspectives on the monarchy over time.
- The teaching of reading is good because teachers help students to work out how to pronounce words and what they might mean in almost all subjects. They build well on students' reading skills in their own language and in English prior to entering the school. Support for students in improving their writing is less consistent. In some subjects there are few opportunities for them to write at length and to practise and develop these skills. This slows progress in writing for a few students.
- Teachers generally use assessment well to adapt the work and most are highly skilled at adapting and changing their language as they check on students' understanding in lessons. However, occasionally teachers less experienced in teaching students whose first language is not English confuse students. For example, they use other vocabulary students do not know to explain a term or word. Teachers sometimes do not write down key vocabulary or sentences to help students to remember them. When this happens learning slows, particularly for those with less developed English skills.
- A few students are not sure how well they are doing and the marking of students' work does not always help them to understand this. In the best instances, it makes clear to students that they are on track for their targets and what they could do to improve their work further. In a few cases, it merely indicates that work is right or wrong.

The achievement of pupils

is good

- Students achieve well because of good teaching and careful checking on their progress and understanding. Regular progress meetings ensure that if any student is in danger of falling behind then help is put into place. Good examples of this were seen during the inspection, for example in mathematics and in science.
- Students' attitudes and their very positive relationships with staff make a strong contribution to their achievement. Not a moment for learning is lost and students are proud to talk of the progress they have made.
- The most-able students regularly achieve the highest grades in the subjects they take, and move onto subjects, such as business studies and further mathematics, where they can apply their excellent mathematical understanding. They similarly achieve high grades and sometimes the highest grades in subjects such as history, despite their starting points in English on entering the school.
- All students take an internationally recognised qualification in English as a foreign language and most reach levels accepted by university entrance requirements before they leave, even after a short time at the school. The school has just appointed a new teacher of English so that it can offer a broader range of qualifications, including GCSE and A-level English, as individual students remain for longer at the school.
- Students achieve better than others of their age nationally and particularly so in mathematics, where almost all students achieve the highest levels.
- All students by Year 11 achieve international or GCSE qualifications in mathematics and science, almost always at Grade C or above. In mathematics all students achieved A* or A grades last year and this is usually the case. Students also achieve good GCSE passes in business studies, economics, art and history.

Other subjects may be taken according to their interests and talents. Many students also study music and play musical instruments to a high level.

- In the sixth form, no students have yet taken A-level examinations and all, whatever their age, were currently working within A/S level courses. Their work shows them to be on track for good passes in their examinations, particularly those who had been in the school for longer.
- The expansion of the school and its move has meant that the school now provides more systematically for some aspects of the curriculum, such as investigations and experiments in science and a range of sporting opportunities in physical education. This is already paying off in students' fitness and skills. The school is currently exploring what other qualifications besides the Duke of Edinburgh Award they might offer students in this area.
- Students learn well because the curriculum is well tailored to their needs and the school's aims. Teaching staff and boarding staff work well together to ensure that students have access to good extra-curricular opportunities and visits that support their learning well.

The sixth form provision

is inadequate

- Leadership and management of the sixth form provision are inadequate because the regulatory failures relating to safety also impact on the sixth form and put these students at risk. However, teaching and learning in the sixth form have developed well since the last inspection. The school has extended the range of courses on offer and continues to do so. Sixth formers have benefited from the move to the new school and now have their own study areas and common room. They enjoy the privileges that these bring but also the ready contact with others in the school.
- About half of the sixth form were new to the school in September 2014; several other students arrived in late January this year. All praised the ways in which the school had helped them to settle and how well they were being prepared for their goal of entering a British university. Those who arrived in September have made excellent progress in their English skills and good progress in all of the courses that they are taking. More recent arrivals are very well included in everything the school does and say that they feel safe to learn because the school 'feels more like a family than an institution'.
- Students who have been longer at the school are building very well on their prior attainment; a few, for example, are retaking mathematics or English qualifications at GCSE or A/S level to achieve an even higher grade. Observations in classrooms, students' work and discussions with them show that they have a good understanding of their work, and at similar or better levels compared with others of their age, even though at time their English vocabulary may slow their progress slightly. Good attention to English skills by almost all teachers means that this improves quickly, although some students do wish that their skills in speaking and writing developed even faster.
- The highly individualised planning for students and often very small group working enables students to improve rapidly from their starting points and in all subjects, and particularly in English and mathematics. This means that students are acquiring skills which set them up very well for their next steps. Good attention is paid to students using their skills in the local community through work experience, charity work and Duke of Edinburgh schemes. Appropriate careers advice is in place, including the opportunity to visit different universities. Students' careers ambitions are carefully recorded when they are interviewed even before entering the school, so the school knows how best to provide for them.

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.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	124899
Inspection number	454253
DfE registration number	935/6076

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Independent
School status	Independent boarding school
Age range of pupils	10–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	39
Of which, number on roll in sixth form	13
Number of part time pupils	n/a
Number of boarders on roll	39
Proprietor	Dr Yong Ho Kim
Chair	n/a
Headteacher	Seung Jin Kim
Date of previous school inspection	December 2011
Annual fees (day pupils)	£15,000
Annual fees (boarders)	£22,500
Telephone number	01394 282388
Fax number	n/a
Email address	fic-uk@hotmail.com

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