

Oxford Tutorial College

12–13 King Edward Street, Oxford OX1 4HT

Inspection dates	20/03/2017 to 22/03/2017	
The overall experiences and progress of children and young people	Good	2
The quality of care and support	Good	2
How well children and young people are protected	Requires improvement	3
The impact and effectiveness of leaders and managers	Good	2

Summary of key findings

The boarding provision is good because

- Students make good progress with their academic achievements, and their social and emotional learning and development while boarding at the school.
- Skilled staff have developed good relationships with students, enabling them to support and guide students to make positive choices about their welfare and education.
- Boarding facilities are supervised and managed by a company on behalf of the school. Staff are awake and available to students 24 hours a day. They are skilled and appropriately trained for the role that they fulfil.
- Students can access a wide variety of support networks through the school and academic programme. The personal tutors provide essential education and advice to assist students with their physical, emotional and other needs while attending the school.
- Robust systems and procedures are in place, ensuring both suitability and that the quality of residential staff and homestay families is of a good standard. Knowledgeable staff explore and make sound decisions which match students to their accommodation.
- Staff regularly seek student views through questionnaires, surveys, one-to-one conversations, the student council and the suggestion box. An independent listener is also available for all boarding students.
- Safeguarding policies, procedures and training are detailed and informative, providing all staff with essential information and advice to enable them to keep students safe.
- 'Missing' procedures and policies require clarification and amendment to ensure that

all staff are clear on what is required if a student is missing.

- Records and systems are not robust enough to ensure that all health and safety checks have been completed.

Compliance with the national minimum standards for boarding schools

The school does not meet the following national minimum standards for boarding schools:

- 13.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.
- 15.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

What does the school need to do to improve further?

- Staff are to maintain and evidence all records pertinent to the management of health and safety matters through regular oversight and scrutiny. Specifically, these are matters relating to fire, electrical equipment testing and fridge temperatures.
- To maintain a log detailing all complaints and positive comments received from students and others, with details about actions and outcomes.
- To amend the policy for behaviour management to ensure that it distinguishes between education and boarding.

The school was given two and a half hours' notice of the inspection. Junior boarding groups and host families were visited. Student feedback was obtained while the inspectors were in the boarding facilities and visiting host families. Inspectors met with the senior management team, including the principal, director of student support services and director of education. Interviews were also held with curriculum leads, residential staff, host parents, the human resources officer and the facilities manager. Parents' feedback was obtained through telephone calls and Parent View. Documents relating to the welfare and safety of children were sampled. Inspectors met with a board member, the independent listener, and a manager from the organisation that manages and staffs the boarding provision.

Amanda Maxwell

Lead social care inspector

Chris Peel

Social care inspector

Full report

Information about this school

Oxford Tutorial College is an independent college specialising in A level, BTEC and GCSE tuition for those intending to go on to higher education. The college offers an environment quite different from that of a traditional school. The teaching approach is interactive and informal, and small seminar groups are combined with individual tuition. This is designed to enable a clear focus on individual needs and learning styles. The college has an inclusive ethos, and a culture which encourages industry and a growing sense of responsibility. There is a range of accommodation available to students, including host families with 18 students, and managed residencies in which 31 junior students reside and are supervised by resident supervisors. There is also a managed residence for 17 adults, and student houses in which adult students live independently. Food is provided at two meals a day in the homestay accommodation and in the junior accommodation, while other accommodation is self-catered. Accommodation is sourced as close as possible to the college buildings, which are situated in the centre of the town. Across all accommodation, the students have single study bedrooms.

Inspection judgements

The overall experiences and progress of children and young people

Good

The ethos of the school is to create life-enhancing learning experiences for students, enabling them to develop personally and academically, and enriching their future opportunities. This is evident throughout the school and boarding provision. Academic learning is a focus, and staff encourage and support students to engage with their individual learning programmes. Students make good progress academically, socially and emotionally while developing essential life skills.

Students reside in either the boarding provision or with host families in the community. The boarding provision is managed by a company on behalf of the school. It is run and managed effectively, with skilled staff present at all times.

Staff offer, and signpost students to, a wide variety of clubs, activities and social opportunities. The take-up of student engagement varies. Leaders and managers are exploring how to promote and encourage more activities, especially at weekends, for boarders to attend and engage in.

Staff regularly review and monitor the progress that students make, exploring and implementing strategies to support them to address identified areas of weakness.

Staff have good relationships with students, and this is evident through their interactions. Students are well informed about who they can seek assistance from, if this is required. Staff maintain contact with students throughout the day. Students keep in touch at mealtimes, when staff check their well-being and plans for the day. Staff are positive role models for pupils, providing clear boundaries, expectations and routines.

Staff have a good understanding and awareness of what is required to keep students safe. Students have developed relationships of trust with staff. Weekly personal tutor sessions offer a one-to-one opportunity to review and reflect on achievements, and the challenges and issues affecting them.

Senior staff have very good knowledge and understanding of the needs of those in their care. They have identified weakness in their provision and have made changes as required. Staffing levels meet need. Staff are deployed as required on a daily basis. They have a good understanding of the individuals and their needs, and the individual approaches to enable them to care for students well.

Staff support students to develop positive relationships with peers. They seek mentors and buddies for students who are finding it harder to make friends and settle into life at school. They encourage and provide ideas and strategies to students to assist them in developing social networks and friendships.

Student views are regularly sought about the accommodation and care that they receive in boarding or with host families. There is a wide variety of ways in which a student can voice an opinion. The suggestion box, questionnaires and surveys are examples.

Students can join the student council, if they wish.

Staff work collectively and collaboratively with the whole school. This provides a positive, consistent and robust approach, with students responding positively to the joined-up approach.

Staff have regular communication and contact with families and others, when required. Students have open access to their parents, families and others when they wish in boarding time.

The accommodation is of good quality. The social areas would benefit from being larger, but they provide a space for students to gather and socialise if they wish. Students feel safe and relaxed at the provision and state that they enjoy their time in boarding.

The quality of care and support

Good

Staff have good knowledge and insight into the needs of students, and they have a wealth of knowledge about their individual needs. Staff in boarding are available to students at all times, and they support and assist them when required.

Senior leaders, managers and boarding staff work closely, communicating information and details about individuals daily. Staff have shared knowledge of key challenges and the difficulties that students face. They explore and consider solutions and strategies to work collaboratively to support students to address needs.

All students are treated with respect and dignity. Staff are responsive to each individual's identity, culture and previous experiences. Staff focus on enabling and supporting students to develop their confidence and self-esteem, encouraging them to achieve their personal goals.

Staff have good understanding of each student's health needs and spend time with them to ascertain their level of cognitive ability and competence. No young person has a health plan at this time, but staff have procedures in place if the need were to arise. Staff seek parental permissions, but records viewed did not evidence that they had sought parental permission for medical and dental treatment, first aid or non-prescription medication. More concerning, these were not easily located and, if they were required in an emergency, staff would not have these at hand. Staff have requested referrals to specific healthcare services when the need has arisen. They signpost students to a private counselling service if they identify a need or this is requested by a student. There are systems in place to manage and store medication, if required. No student currently takes regular prescribed medication. The home is well equipped with first aid boxes, and all staff are first-aid trained.

Students in the boarding house have bedrooms with en suite facilities, and host families offer a variety of en suite and shared bathing facilities. All the accommodation viewed was of a good standard. Students state that they feel safe and secure in their accommodation, and have the facilities to store items securely.

Staff support and encourage students to lead healthy lifestyles through the personal

tutor and enrichment programmes. They also provide a planned, well-balanced diet through the food choices offered in boarding. The menu is varied, and staff respond to requests made by students. During the inspection, some students chose to eat together, but this was a very low proportion (seven out of 31) of those in boarding. Students do not engage in the social occasion of sharing a meal together. There is not enough space or seating for all students to eat together if they chose to.

How well children and young people are protected

Requires improvement

The boarding environment is well maintained and safe, with robust systems in place for managing security and personal safety. The annual maintenance health and safety services have been completed. Evidence of records detailing regular monitoring and oversight of weekly fire alarm checks was lacking. There are items which have not been electrically tested, and the temperature checks for all fridges in boarding have not been recorded or gathered.

Staff are knowledgeable and have a good understanding about how to keep students safe. They have accessed good-quality safeguarding training and had their knowledge and practice reviewed. Staff ensure that the environment is safe, respond to all incidents and concerns, and follow the school's policy and procedure.

The school's safeguarding systems and procedures are robust, with effective reporting, recording and monitoring systems. Concerns have been referred to required agencies and the records detail the outcomes. The school safeguarding team meets regularly, sharing, reviewing and updating records. These records are reviewed and monitored by the strategic team responsible for safeguarding.

Staff have positive links with the Local Safeguarding Board and other agencies.

Students access weekly personal social health and economic education sessions. Staff provide good-quality essential education and advice about risk-taking behaviours. They explore and learn about a wide variety of topics which supplement students' knowledge and understanding.

Policies and procedures are in place for staff to follow if students should go missing. However, these are open to misinterpretation and, in one instance, led to staff not talking sufficiently prompt and robust action in response to a student going missing. In addition, the policy does not currently detail what action is required if a student is absent without authorisation or what is expected of staff to support a student when they return.

Students have a trusted adult whom they can speak to if they are concerned, worried or upset. The independent listener is available for students and visits the college regularly. Students have access to details in the boarding provision on how to contact the independent listener.

Students' behaviour is of a high standard in school and boarding. Students are well informed of expected behaviour in the student guide. Behaviour has been consistently well managed in the school, with no incidents of physical intervention recorded. Staff follow the policy and have rarely needed to implement major sanctions. Financial

sanctions are recorded following incidents involving students on school premises. The school's behaviour policy does not currently reflect a difference in policy between boarding and school.

Staff and volunteers are recruited as per the safer recruitment guidance.

The impact and effectiveness of leaders and managers

Good

The school is managed effectively by a team of senior managers and leaders with clear roles, responsibilities and accountabilities. The team works collaboratively across the school to ensure a holistic, joined-up approach to supporting and caring for students.

The boarding provision is well managed by a contracted company on behalf of the school. This is an effective arrangement, and the company provides highly skilled and qualified staff to complete this role.

The ethos of the school is visible in staff interactions with students. It is also apparent in how staff strive to develop students' confidence and self-esteem to achieve their personal goals in boarding and education. Each student is treated with respect and dignity. Staff seek their views and involvement in day-to-day issues. Staff offer a 'listening ear', giving time to listen to problems and worries. Staff are caring and nurturing, and support each student to overcome challenges and explore solutions.

Staff are available for students at all times. They support students to make good progress with their academic learning while residing at the accommodation. The provision is adequately staffed at all times. Leaders have chosen to staff the boarding house with waking staff at night, so staff are always available to students.

Qualified staff manage the boarding house. Their practice and training are regularly reviewed and assessed. All staff access a wide range of training appropriate to their role and regular update training sessions, ensuring that their knowledge and practice are current.

Regular effective scrutiny and oversight of the management of the provision are reviewed by the principal and senior management team. Staff in boarding complete daily and weekly checks to ensure that standards and the safety levels remain high. A wide variety of staff at the school visit the boarding house, including the independent visitor and board members.

Student feedback, surveys and questionnaires provide beneficial insight and information. Staff have acted on these responses, and changes have been made so that students are aware of the impact of their voice.

Leaders have responded to complaints, and there is evidence of resolution and outcomes. Staff have learned and reflected on serious incidents and accidents. There is no central log of all complaints, positive comments and outcomes. This limits the monitoring and oversight of complaints.

Staff review incidents or situations of concern, and specific learning and information are

shared with the senior leaders and governors of the school. Governance provides a robust, effective, additional layer of scrutiny to the oversight of the school. The school improvement plan identifies the school's strengths and weakness. The action plan details activities to implement and improve, with deadlines, to achieve targets. This is regularly reviewed by senior staff and presented and reviewed by the governing body.

What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceed the standard of good and result in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children's and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded, or if their care and experiences are poor and they are not making progress.

School details

Unique reference number	139779
Social care unique reference number	SC470137
DfE registration number	

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Boarding School
Number of boarders on roll	48
Gender of boarders	Mixed
Age range of boarders	15 to 16
Headteacher	Julia Southby
Date of previous boarding inspection	2 November 2015
Telephone number	01865 793333
Email address	info@oxfordtutorialcollege.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk or look for the link on the main Ofsted website: www.gov.uk/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

if you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.co.uk/ofsted

© Crown copyright 2017

