

Oxford Tutorial College

12 King Edward Street, Oxford, Oxfordshire OX1 4HT

Inspection dates

12–14 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The actions of the recently appointed acting principal, well supported by her senior staff and middle managers, have ensured that this is now a good school which has improved considerably since the last inspection.
- Leaders are ambitious and have a clear vision for the school. They have worked tirelessly to ensure that the school fully meets all the independent school standards, including those for safeguarding.
- The curriculum is broad and balanced, but the use of literacy and technology across subjects is inconsistent. The promotion of pupils' moral, social and cultural development is strong.
- The school prepares local and international pupils well for life in modern Britain. Equal opportunities are supported and promoted very well.
- The quality of teaching is good. Teachers have high expectations of pupils. Teachers have good subject knowledge and plan activities for pupils that are pitched at an appropriately challenging level. Relationships are supportive.
- Questioning is used effectively to check pupils' understanding. Teachers adapt their teaching where necessary. Feedback in books is regular, detailed and supportive.
- Arrangements for safeguarding, including staff vetting, are effective. Pupils feel safe in school. This security contributes to the growing confidence that pupils show in their learning and relationships.
- Pupils are well behaved, polite and courteous. They get on well with adults and their peers. A very few pupils do not attend school often enough. Some pupils are tardy in getting to their lessons on time.
- Pupils' progress, including in English, mathematics and science, is good given their different starting points. However, available information is not sufficiently analysed to identify and act upon trends.
- The provision of careers education and guidance is very strong and actively encourages pupils to aim high so that many pupils go on to further education and university.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent Schools Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and progress by ensuring that:
 - teaching is consistently good or better across subjects, and that existing good practice is shared across the school
 - literacy, including the development of pupils' subject-specific vocabulary, is supported across the curriculum
 - teaching makes greater use of technology in order to engage, enhance and encourage pupils.
- Raise personal development and behaviour by improving attendance and punctuality for the very few pupils who come to school less often and those arriving late to lessons.
- Improve the quality of leadership and management by ensuring that available information on students is used more robustly to evaluate rigorously and quickly act upon trends in attainment, progress and attendance.

Inspection judgements

Effectiveness of leadership and management

Good

- The school meets all of the independent school standards. The senior management team has successfully transformed a previously inadequate school into one that is effective and improving. The acting principal is well supported by other senior and middle leaders.
- Leaders have a good awareness of the school's effectiveness. However, new systems and procedures are not yet fully embedded. Available information is not used meticulously to identify and act upon trends in attainment and progress.
- Pupils benefit from a tailored curriculum that caters for their specific interests and ensures their good progress in reading, writing and mathematics. The curriculum is broad, balanced and well planned to allow pupils to make good links between subjects.
- Curriculum plans are in place to support the varying needs of the pupils who have different starting points. The school's enrichment programme makes an important contribution to pupils' understanding of British values, rights and responsibilities.
- The school promotes pupils' spiritual, moral, social and cultural development well. Enrichment lessons ensure that pupils develop a strong understanding of different religions and an appreciation of diversity. The promotion of equal opportunities is very strong.
- The school offers a range of extra-curricular activities, including law and ethics, print-making, photography and drama. These clubs, as well as visits from Oxford University staff and a seller of 'The big issue', contribute significantly to pupils' confidence, teamwork, social skills and community awareness.
- Literacy and numeracy are strongly supported in English and mathematics but the use of literacy in other subjects is less evident, especially in supporting subject-specific vocabulary. The use of technology is similarly variable, although strong in English, art and photography.
- Effective performance management procedures are in place which hold teachers to account for pupils' academic performance and their personal, social and emotional developmental. Staff are well supported, through various training programmes, to help them to develop their expertise and meet their targets.
- The school's website was amended during the inspection and now meets statutory requirements for the publication of information. The website contains a comprehensive, up-to-date safeguarding and child protection policy as well as detailed policies on safer recruitment and e-safety.

Governance

- Members of the school's governing board know the school well. They are kept informed through regular briefings and detailed documentation. They carry out their statutory duties efficiently to ensure that leaders are held to account for improving the quality of education, and that all of the independent school standards are met.
- Governors effectively oversee the school's work and provide support and challenge for

leaders. Their focus on the financial viability of the school is suitably balanced by the appointment of a governor with direct responsibility for teaching, learning and assessment.

Safeguarding

- The arrangements for safeguarding are effective.
- The school complies with all of the elements of the independent school standards regarding the safety of pupils, including publishing a child protection and safeguarding policy. The policy is regularly reviewed to ensure that the school meets statutory requirements in line with guidance from the Secretary of State.
- All staff have received up-to-date training on the latest guidance and requirements. Statutory safeguarding requirements are carefully followed through and the security of pupils is a priority. The safeguarding team are well known to pupils, and details of the school's 'independent listener' and first aiders are visibly posted around the site.
- Staff know pupils extremely well and are proactive when offering support and guidance. Pupils who spoke to the inspector were very complimentary about the levels of support afforded to them by teachers. The student guide provides useful advice on helplines and keeping safe. Students confirm that they feel safe.
- All the required arrangements for staff vetting and checking are in place and rigorously pursued. There is a strong safeguarding culture across the school. Staff know the procedures to follow in the event of any concerns raised. There are sufficient staff trained in first aid, and the medical room meets requirements.

Quality of teaching, learning and assessment

Good

- Teachers use their knowledge of pupils' prior attainment well to plan activities that meet individual pupils' needs. Because of this, all pupils, including the most able, become secure in their knowledge, skills and understanding of the subjects they study.
- Teachers are quick to establish pupils' individual interests. They carefully craft learning activities around these interests to enable pupils to engage well with their learning and to become secure in their understanding.
- Staff have good subject knowledge which they put to good use across the school. Classroom visits showed staff using their specialist knowledge to deepen learning and motivate pupils through thoughtful questioning.
- This was the case in a range of subjects, including religious studies where the teacher's exceptional skills encourage pupils to develop their understanding of different religions and reflect on subject-specific terminology such as cosmological arguments.
- Teachers use questioning effectively to check on pupils' understanding. They are quick to identify and resolve pupils' misconceptions. They adapt their teaching to ensure that pupils are secure in their understanding. Feedback in books is regular, detailed and supportive.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Relationships are strong. These include those between the pupils themselves, who are supportive of each other and show good attitudes to learning most of the time.
- The school has very high aspirations for all its pupils. Staff and pupils work well together. All pupils are treated with dignity and respect. Their physical and emotional well-being are supported exceptionally well throughout the school. Pupils say that they feel secure, supported and valued.
- Pupils are enthusiastic about the school and what it has to offer. They understand about bullying, including cyber bullying, and say that this is very rare and dealt with quickly by staff. Pupils know about safe and unsafe situations. Pupils' understanding of how to stay safe while online is good.

Behaviour

- The behaviour of pupils is good. Pupils understand what constitutes good behaviour and the consequences of poor behaviour. In the majority of lessons, pupils display positive attitudes to their learning and listen carefully to the teacher.
- Pupils are enthusiastic and complimentary about the school. They say that instances of poor behaviour are dealt with firmly and sensitively. Routines and systems to promote good behaviour are effective. The school's new policy offers a suitable focus on rewards.
- Attendance is below national averages. Attendance figures are skewed by small numbers, part-time pupils and regular non-attendance by a small group of pupils and recent arrivals.
- Available attendance information is not always analysed effectively and this means that strategies to improve attendance in school are not always identified and pursued. Punctuality to school is good but some pupils are tardy in getting to their lessons on time.

Outcomes for pupils

Good

- During their short time at the school, pupils make good progress from their very different starting points. This progress is the result of regular monitoring, appropriate intervention, and teaching that recognises pupils' strengths and areas for improvement.
- A large number of pupils arrive with limited English and leave with qualifications in a variety of subjects as well as with increased personal confidence. Subject-specific words are not stressed and highlighted in all lessons.
- Teachers and leaders are quick to ensure that they gather an accurate understanding of pupils' levels of ability. They use this to plan lessons that meet pupils' needs. Because of this, pupils, including the most able, become secure in their knowledge, skills and understanding across a range of subjects. This supports their good progress.
- At the end of Year 11 in 2017, pupils studied for a range of GCSE qualifications in subjects, including English language, English literature, mathematics and science. Other subjects included art, geography and Russian.

- Half of the pupils attained five GCSEs at grades A* to C, including English and mathematics. Three quarters of the GCSE results were in the A* to C range, with a high proportion in the A* to A range.
- Although some pupils did not attain GCSEs at grades A* to C, all made good progress given their starting points on entry to the school. Pupils identified by the school as having specific educational needs achieved particularly well.
- The quality of work in current Year 11 pupils' books and folders suggests that pupils are making good progress in their GCSE work. Given the small size of this cohort, it is not possible to draw comparisons with other pupils nationally.
- The provision for pupils' careers advice is a particular strength, and the vast majority of pupils move to meaningful destinations in either further education or work. Regular interviews, discussions and detailed action plans actively support their future aspirations and career choices.

School details

Unique reference number	139779
DfE registration number	931/6012
Inspection number	10039166

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	Other independent school
School category	Independent school
Age range of pupils	15 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	5
Number of part-time pupils	1
Proprietor	Oxford International Education Group
Chair	Chris Spanoudakis
Principal	Jacqueline Ecoeur
Annual fees (day pupils)	£21,000
Telephone number	01865 793 333
Website	www.oxfordtutorialcollege.com
Email address	info@oxfordtutorialcollege.com
Date of previous inspection	9–11 December 2014

Information about this school

- Oxford Tutorial College was registered in April 2013 as a non-selective, independent, co-educational school for up to 10 students aged from 15 to 16 years of age. The school opened in September 1996 as a nationally accredited examination centre for British and overseas students. The school is owned by the Oxford International Education Group.
- The school was last inspected by Ofsted in December 2014 when it was found to be inadequate as the school failed to meet the national minimum standards for boarding. A follow-up inspection by social care inspectors in March 2017 found the overall experiences and progress of children and young people in the boarding provision to be good.

- At the time of the inspection, there were five pupils and one part-time pupil on roll in the 15 to 16 age group. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above the national average. The school caters for pupils with an increasing range of learning and social difficulties.
- The school has no pupils who are supported by pupil premium funding. The majority of pupils are from a mix of local and international backgrounds. The proportion of pupils who speak English as an additional language is similar to national averages. The school does not make use of any alternative provision.
- The school meets all requirements for the publication of specified information on its website.

Information about this inspection

- Inspectors undertook observations of pupils' learning in 11 lessons or parts of lessons. They reviewed pupils' books in English, mathematics and science to check attainment, progress, feedback and presentation. Meetings were held with the acting principal, senior leaders and middle leaders.
- The lead inspector spoke with the chair of the governing body and another representative of the governing body. Inspectors held meetings with pupils in the school and spoke informally to pupils inside and outside of lessons.
- Inspectors looked at the school's website and a range of school documentation, including the self-evaluation form and the school improvement plans as well as safeguarding records and a range of policies. They also looked at the school's attendance, behaviour and exclusions information.
- There were too few responses to Ofsted's online survey, Parent View, to be considered. The inspector discussed the school's own surveys of parents' and pupils' views. Responses to the inspection questionnaires completed by 14 members of staff were also considered.

Inspection team

Paul Metcalf, lead inspector

Ofsted Inspector

Sue Bzikot

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