

# Oxford Tutorial College

12 King Edward Street, Oxford, Oxfordshire OX1 4HT

## Inspection dates

19 June 2018

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2*

- The college meets the standards in paragraph 2.
- The college has an overarching written curriculum policy which takes full account of students' and pupils' needs and their differing aptitudes, as well as part 6 of the Equality Act 2010. It also stipulates that British values should be promoted throughout the curriculum.
- The college has detailed plans to support those students who have special educational needs (SEN) and/or disabilities. During the inspection, the inspector observed students who have SEN and/or disabilities engaging in their learning well.
- Curriculum plans for subjects link with the overarching curriculum policy and follow a common format, which supports the development of skills across the curriculum. Subject plans include opportunities for students to discuss ideas and learn how to communicate effectively. This aspect of learning is a key strand in the curriculum policy.
- Curriculum plans show that students access activities appropriate to their needs. The plans support students in their personal, social, emotional and physical development.
- Students are provided with experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education through small-group learning and additional one-to-one tutorials.
- Students receive one-to-one careers guidance from the principal, who has extensive experience in careers education. They also access independent guidance from the careers fairs they attend and other careers events.
- Students access physical education at the local leisure centre.

#### *Paragraph 3*

- The college meets the standards in paragraph 3.

- The college's results indicate that students do well in the subjects they study, acquiring new knowledge and understanding. Students told the inspector how much they benefited from individualised support, especially when writing essays. They also commented how much they appreciate what subject tutors do for them.
- Educational visits are a key aspect of the curriculum, and the college makes good use of the high-quality cultural, historical and arts-based amenities that Oxford has to offer.
- Teachers receive useful information about students' prior attainment, along with predictions for future attainment. Predictions take into account performance in baseline tests taken when students join the college. Teachers use this information when planning learning and setting targets.

#### *Paragraph 4*

- There is a framework for assessing students' and pupils' work which teachers apply. The students who spoke to the inspector commented that feedback was detailed and timely. They said that if have any concerns about the quality of feedback or frequency with which they receive it, they can speak to the subject tutor concerned or their personal tutor. Students described their personal tutor as being very receptive and helpful.

## Part 2. Spiritual, moral, social and cultural development of pupils

#### *Paragraph 5*

- The college meets the standards about the spiritual, moral, social and cultural development of students in the college.
- The college has a policy which underpins its work to support students with particular religious, dietary, language or cultural needs.
- A range of induction activities enables students who hail from diverse backgrounds and cultures to find common ground and mix well. The atmosphere in the college is harmonious.
- A number of trips and talks from visiting speakers are focused on promoting tolerance and respect, for example trips to the local church and talks from people who have turned their lives around.
- Plans for delivering subject-specific knowledge, skills and understanding include objectives that show how spiritual, moral, social and cultural development can be linked into subject-specific topics.
- Citizenship and personal development curriculum plans include programmes of study and activities aimed at promoting fundamental British values. The topics covered in programmes of study support students in staying safe and making healthy choices.
- Students observed in class by the inspector showed high levels of motivation and confidence. They asked questions about their learning and responded to the probing questions that teachers posed them.
- The leader with responsibility for student welfare has established partnerships with external organisations that provide help and support. Students' views are presented by the active student council. Leaders of the student council attend leadership team

meetings.

- Educational visits are planned according to well-established protocols to ensure that they tie in with students' learning. Checks are made to ensure that they do not undermine fundamental British values.
- The written behaviour policy is on the college's website and supports the staff in building positive relationships with students.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a) and 7(b)*

- The standard in this paragraph is met.
- Arrangements to safeguard children are fit for purpose. They include a range of support for students who have emotional needs and mental health issues.
- The designated leader is very aware of the potential risks pupils face from being in the heart of a busy city with a large university student population. In response to these risks, students attend talks given by relevant visiting experts, including the police. The designated leader is honest about the challenges the location brings. She has made sure staff are informed about those risks identified as being most pertinent to the experiences of the students. For example, she has shown staff examples of the paraphernalia used for drug taking.
- All students have access to an independent listener to whom they can speak in confidence and from whom they can receive support and guidance.
- Students told the inspector that they felt well cared for and safe. They enjoy imbibing the culture and atmosphere of Oxford but recognise that they need to take sensible precautions in order to stay safe.

### Part 6. Provision of information

#### *Paragraph 32, 32(1)(c)*

- The standard in this paragraph is met.
- The detailed safeguarding policy is easily accessible on the website and compliant with the current version of 'Keeping Children Safe in Education'.

### Part 8. Quality of leadership in and management of schools

#### *Paragraph 34*

- The standards in this paragraph are met.
- The new principal has a clear improvement plan which identifies and prioritises the areas needing short- and long-term development. He has identified these areas through conducting a thorough review of the college's work, which has taken into account the views of the student council. One major change planned for September 2018 is the introduction of set times for morning and afternoon break.
- Governors oversee the progress the college is making made towards meeting targets outlined in the plan. They have useful expertise in corporate governance.
- The college's leaders are knowledgeable about what they are required to do to carry out their roles effectively and how their work contributes to the college meeting the

independent school standards.

- Senior leaders check that agreed policies and strategies are implemented. They work closely with subject leaders so that subject leaders follow agreed processes for assessing and planning learning.
- Subject leaders use their expertise to develop the teaching in the subject areas they manage. The special educational needs coordinator supports students in their learning and shares key information about students who have SEN and/or disabilities with staff across the college.
- Senior leaders actively promote students' well-being through the support they provide to individual students and the partnerships they have developed with external support services. They carefully review procedures and make changes where necessary.

## **Compliance with regulatory requirements**

The school is meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	139779
DfE registration number	931/6012
Inspection number	10055006

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Oxford International Education Group
Chair	Chris Spanoudakis
Headteacher	Mr Mark Love
Annual fees (day pupils)	£21,000
Telephone number	01865 793 333
Website	<a href="http://www.oxfordtutorialcollege.com">www.oxfordtutorialcollege.com</a>
Email address	<a href="mailto:info@oxfordtutorialcollege.com">info@oxfordtutorialcollege.com</a>
Date of previous standard inspection	12–14 September 2017

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	15–16	15–19	15–19
Number of pupils on the school roll	173	250	250

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	11	20
Number of part-time pupils	20	20
Number of pupils who have special educational needs and/or disabilities	63	50
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	6	6
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	5	5

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	23	31
Number of part-time teaching staff	91	71
Number of staff in the welfare provision	4	8

## Information about this school

- Oxford Tutorial College is an all-ability co-educational day and boarding tutorial college in the centre of Oxford City. It is owned by Oxford International Education Group.
- It specialises in A-level, GCSE and BTEC National Diploma tuition for those intending

to go on to higher education. It also caters for older students who wish to broaden their learning as part of a gap year, either before or after university (advanced studies programme). Many courses are taught in small groups and each pupil currently has a personal tutor who supports them in their studies

- In September 2015, the college successfully applied to be registered for 20 students aged 15 to 16. The college is currently registered for up to 250 students in total, which includes 20 students aged 15 to 16 years. The college is currently registered with Ofsted for inspection of its provision for students aged 15 to 16 years. The college's post-16 provision is currently inspected by the Independent Schools Inspectorate (PFE section).
- The college had a full standard inspection conducted by Ofsted of its provision for students aged 15 to 16 years in September 2017 and was graded good for overall effectiveness.
- Previous to the most recent standard inspection in 2017, the college underwent an Ofsted inspection, in December 2014, receiving inadequate for overall effectiveness. Leadership and management, behaviour and safety, and the overall effectiveness of boarding experience were graded inadequate. The quality of teaching and achievement were graded as good. Following this, the college wrote an action plan. An advice note evaluating the action plan was completed by an additional inspector on 23 April 2015.
- Students benefit from being in the heart of Oxford, with all the amenities of the city on the doorstep. College leaders are aware that this brings risks as well as opportunities.
- A new principal joined the college in November 2017, the second in post since the last material change inspection in September 2015. He has made a number of changes, for example strengthening some procedures and plans to make more improvements. These are primarily focused on improving and streamlining the way teaching is organised.



## Information about this inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent colleges.
- This visit was requested by the Department for Education and was undertaken by one of Her Majesty's Inspectors. The college has asked for its post-16 provision to be registered with Ofsted for inspection. It is currently registered with the Private Further Education inspectorate (PFE). PFE is the arm of the Independent Schools Inspectorate, which inspects private further education, and language, colleges. There are currently 250 students taking post-16 courses.
- Inspection activities focused on checking if the college met paragraphs 2, 3, 4, 5, 7(a) and 7(b), 32(1)(c) and 34 of the independent school standards.
- As part of the inspection, records, policies and documents relating to safeguarding were scrutinised, including the central record of the safeguarding checks carried out in relation to staff. Policies, plans and key documents relating to the curriculum documentation and assessment were reviewed. The college's improvement plans and own evaluation, along with external reviews of the college's post-16 provision, were scrutinised. Students aged 17 and over were interviewed.
- The safeguarding policies found on the college's website were evaluated and found to be up to date, fully compliant and informative.

## Inspection team

Sarah Hubbard, lead inspector

Her Majesty's Inspector

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