

Oaks International School

Cherry Hinton Hall, Cherry Hinton Road, Cambridge, Cambridgeshire
CB1 8DW

Inspection dates

13 November 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h) and 2(2)(i)

- There is a well-thought-out and detailed curriculum in English and mathematics. This curriculum is complemented by a wide range of other subjects, including computing, history, geography and languages.
- Programmes and schemes of work have been written for the different subjects on offer in the school. The proprietor and headteacher are clear that these will be further adapted to suit the needs and ages of incoming pupils, including for the youngest children in the Nursery provision.
- British values will be woven throughout the curriculum, but covered specifically through personal, social, health and economic (PSHE) education and through assembly themes. This is also where early careers advice and guidance will be provided to pupils.
- Leaders have thought carefully about supporting pupils to continue to develop a thorough understanding of their native language and culture through 'mother tongue' sessions taught by specialist teachers.
- The proprietor has ensured that the requirements of the standard in this paragraph are likely to be met.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- Staff have the appropriate skills and experience to plan and deliver effective learning, including in the early years.
- Classrooms are light, bright and well resourced. Recent building works have added additional teaching space and a well-planned learning environment. They provide pupils with a welcoming environment where they can learn effectively. There are separate facilities for pupils when they need space or to work individually. The outdoor space is well equipped to support a range of ages, including children in the

Nursery and Reception provision.

- Leaders are using the local authority's early years profile and the national curriculum for the basis of their assessment processes for all year groups. Leaders plan to carry out baseline assessments to assess pupils' ability and additional learning needs on entry to the school. This also helps leaders to understand the additional support children and pupils will need to develop their early understanding of English.
- The proprietor has ensured that the requirements of the standards in these paragraphs are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Schemes of work show that spiritual, moral, social and cultural development will be threaded through all subjects, but specifically through the PSHE and themed assembly programmes.
- Leaders are developing links within the local community and have planned a series of trips and visits to help to build pupils' confidence and social skills, while developing respect for others.
- A core aspect of the school's ethos is to continue to support pupils' varying cultural and linguistic identities. Leaders plan to continue to develop pupils' own language skills and understanding of their cultural heritage through 'mother tongue' lessons with specialist teachers.
- The proprietor has ensured that the requirements of the standard in this paragraph are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The proprietor and headteacher have clear procedures and detailed policies to safeguard pupils and to promote all aspects of their welfare, health and safety.
- The two designated officers for child protection have undertaken suitable training.
- There are suitable arrangements to ensure pupils' safety and well-being, well supported by a wide range of appropriate policies.
- All staff will receive annual training for safeguarding pupils, and new staff will receive training as part of their induction programme, including child protection training. Leaders are aware of their responsibility to inform staff about the recent changes to the disqualification from childcare statutory guidance.
- Staff will consider pupils' individual needs based on information received and their own initial assessments. Detailed records of any safeguarding concerns will be kept.
- The safeguarding policy reflects the latest statutory guidance. This and other policies required by legislation are available from the school on request. They will be posted on the website when it goes live in January 2019.
- The proprietor has ensured that the standard is likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- The proprietors have ensured that a suitable behaviour policy is in place, and this links closely to their anti-bullying policy. These policies set out the school's approach to rewards and sanctions, which will be used to promote pupils' good behaviour.
- The proprietor has ensured that the requirements of the standards in these paragraphs are likely to be met.

Paragraphs 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The proprietors have ensured that a range of policies are in place to cover the required aspects of health and safety, and fire safety. Gas and electrical equipment is serviced regularly and checked to ensure that it is in good condition. Safety checks are made on fire extinguishers and fire exits. Leaders are currently ensuring that fire evacuation notices are being placed into every room, additional to the notices in the main areas of the school.
- First aid resources are readily available and easily accessible. There is a sufficient number of trained first aiders in the school.
- The proprietors have ensured that detailed, written risk assessments and health and safety checks are carried out to ensure that any potential hazards identified are addressed.
- The proprietors plan to open the school with approximately 67 pupils initially. As admission numbers increase, leaders have clear plans about how to facilitate additional classrooms and staffing. There will be no more than 18 pupils per class when the school reaches its maximum capacity. This plan will retain the current high staff-to-pupil ratio and will allow for close supervision and individualised support of pupils.
- Appropriate systems for recording admissions and attendance are in place. The new leader for this is consolidating the processes for coding absence for when the school opens to ensure that there is a mutual understanding between all leaders about when different codes are used.
- The proprietor has ensured that the requirements of the standards in these paragraphs are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 17, 18, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f) and 18(3)

- The required pre-employment checks, related to the suitability of staff to work with children, have been carried out and meet statutory requirements.

Paragraph 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d)(i), 19(2)(d)(ii), 19(3) and 19(4)

- Leaders undertake the required checks that need to be made before any person undertakes supply work.
- The proprietor and headteacher have plans in place to employ additional staff as pupil numbers grow.

- The proprietor and headteacher are not going to establish a governing body beyond the proprietor when the school initially opens.
- Currently, the school is planning to use its links to the International School Partnership (ISP) as a consultant support to the school. Leaders are aware of the checks that they must undertake on any governing body that they decide to form in the future.

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)

- All appropriate checks on the suitability of staff, and the proprietors are recorded on the school's single central record. This meets statutory requirements.
- The proprietor has ensured that the requirements of the standard in this paragraph are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The premises are clean, well kept, safe and secure. Lighting and acoustics are suitable throughout the building.
- The school building includes classrooms for the Nursery and Reception classes. Many classrooms have interactive whiteboards. There is also a hall area which will be used for assemblies, a reception area, a meeting room, and a series of offices. Leaders also currently lease an additional building on site to facilitate a communal dining and sports area.
- There is an adapted toilet for use by disabled pupils.
- Staff and pupils have separate toilet facilities, all with hot and cold running water. Pupils have access to drinking water throughout the day.
- There is currently a room that provides for the short-term care of sick pupils. However, leaders are reviewing whether this is as well developed as possible to make it fully comfortable for the short-term care of pupils who need medical assistance.
- The site provides ample space and lots of opportunities for pupils to play outside.
- The proprietor has ensured that the requirements of the standards in these paragraphs are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f) and 32(3)(g)

- The school's website is not yet live. All school policies will be available via the website when it goes live in January 2019. In the meantime, school policies are available to parents, carers and those who may have responsibility for pupils on request.

- Leaders will provide parents and carers with written reports on a termly basis. The school's records showing pupils' academic and social progress will also be used at the annual reviews for the few pupils who have education, health and care (EHC) plans. This information will also be used to review the progress of those pupils who have been identified as having special educational needs and/or disabilities (SEND) but do not have an EHC plan.
- There are no pupils who are likely to have a place at the school and be fully funded by the local authority when it initially opens. Leaders are aware that if this should occur, they are responsible to providing a breakdown of the income and expenditure for the funds received from the local authorities.
- Leaders know that they need to account for funds received from local authorities towards the additional provision for pupils who have EHC plans. They are planning to do this through the EHC reviews.
- The proprietor has ensured that the standard in this paragraph is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The procedures, timescales, composition of the panel, and steps towards resolutions are clear for both formal and informal complaints.
- The proprietor has ensured that the standard in this paragraph is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The proprietor, headteacher and other leaders have a clear vision for the school.
- The proprietor and headteacher have considerable experience of this type of setting. The proprietor and headteacher are familiar with the independent school standards.
- The proprietor and headteacher have worked as part of the ISP group for many years. They are planning to continue to use this team to support the school through consultancy work. They are also considering using experienced educationalists and health and safety experts from the ISP team if they decide to formulate a larger governing body after the school has opened.
- The proprietor has ensured that the requirements of the standard in this paragraph are likely to be met.

Schedule 10 of the Equality Act 2010

- The accessibility plan provides details of how all pupils can access the premises and the curriculum effectively.
- The proprietor has ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

Statutory requirements of the Early Years Foundation Stage

- Leaders have ensured that they have a thorough understanding about the statutory requirements of the early years foundation stage (EYFS). This includes the changing and sleeping provision for two-year-olds.
- Leaders have identified that despite a strong understanding of provision for three- and four-year olds, they do not have a full range of expertise in how to structure high-quality play for two-year-olds, alongside older early years children. As a result, they have recruited a nursery specialist manager to run the provision for two-year-olds. This leader starts her new position in February 2019.
- The headteacher and the early years leader work and liaise with the Cambridgeshire local authority. They are very familiar with the local authority advisers, resources, and moderation processes, and intend to use these extensively in the new school. They continue to seek advice from the local authority about how to ensure that the sleeping area for two-year-olds provides children with the best provision possible.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	146301
DfE registration number	873/6056
Inspection number	10077491

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent
School status	Independent school
Proprietor	Nicholas Andrew Rugg
Headteacher	Philippa Mills
Annual fees (day pupils)	£12,981
Telephone number	01223 416938
Website	www.oaksinternationalschool.co.uk (Not yet live)
Email address	head@oischool.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	2 to 11	2 to 11
Number of pupils on the school roll	Not applicable	140	140

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	140

Number of part-time pupils	Not applicable	Not yet determined
Number of pupils with special educational needs and/or disabilities	Not applicable	Not yet determined
Of which, number of pupils with an education, health and care plan	Not applicable	Not yet determined
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not yet determined

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	9
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The provider seeks its own registration with the Department for Education (DfE) as an independent school, to cater for pupils between the ages of two to 11 serving as a nursery and primary school provision.
- The school will provide full-time education for pupils as a day school. Most pupils who will attend the school initially will be pupils who speak English as an additional language and/or in the early stages of learning English.
- The educational provision on the site at present, Cambridge International School (CIS), is run by the International School Partnership (ISP). This school has its own separate DfE registration and is inspected by the Independent Schools Inspectorate (ISI). This school is a split-site school. The new school proposes to only be resident on one half of the current two sites; a single site at Cherry Hinton Hall in Cambridgeshire. The other half of the current school will retain the title and registration of CIS.
- The provider seeks capacity for up to 140 pupils. The school intends to open with up to approximately 70 pupils in January 2019, However, there is a graduated plan in place to stagger pupils' entry, before building to capacity, if required, over the next few years.
- The proposed proprietor will be a sole proprietor. This proprietor is currently also a

regional director for the ISP. In the first instance, ISP will act as a consultancy support group for the school. The role of governance when the school opens will be retained by the proprietor.

Information about this inspection

- This is the first pre-registration inspection of the proposed school. It was conducted by Ofsted at the request of the DfE to consider the school's application to open an independent school registered for pupils aged 2 to 11.
- The inspector met with the proprietor, the headteacher, the bursar, the special educational needs co-ordinator, the health and safety leader and the early years leader.
- The visit included a guided tour of the site.
- The inspector scrutinised the school's policies, procedures, curriculum content, and the single central record of employment checks.

Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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