

Oxford International College

1–5 London Place, Oxford, OX4 1BD

Inspection dates

17 December 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 1, 2, and 3.

- The proposed curriculum for the school is broad and balanced. It plans for all aspects of education required by the independent school standards and gives pupils the knowledge and experiences expected for key stage 4 and key stage 5. Suitable schemes of work are in place for English and mathematics and for a broad range of different GCSEs and A-level studies.
- Leaders have put together appropriate provision for pupils' physical education (PE). All pupils will receive PE lessons at the local leisure centre and will be provided with additional gym memberships to pursue sports and physical activity outside of lesson times.
- There is an extensive programme of planned personal, social, health and economic education. This is supported by a well-thought-out programme of activities and assemblies that explore current affairs and social issues. It is likely that provision will ensure that pupils develop tolerance and respect for each other, and for those people with protected characteristics.
- Leaders have put together robust plans to ensure that pupils will receive unbiased careers guidance. These will take into consideration pupils' interests and aspirations and provide them with support to choose the right qualifications to help achieve their ambitions. Additional opportunities for pupils to experience relevant work placements will further enhance this provision.
- Teaching is well planned and thorough. Schemes of work demonstrate a wide range of different teaching styles and techniques to engage and enthuse pupils. Though teaching could not be seen, this planning is likely to promote pupils' learning and broaden their knowledge and understanding in a range of subjects.
- Leaders have put in place clear policies and procedures to set high expectations of pupils' behaviour. There is a firm commitment to ensure that the school promotes positive attitudes and rewards and celebrates pupils' good conduct. Leaders' expectations are clear in their well-written behaviour and anti-bullying policies.

Paragraph 4

- Leaders have a detailed framework for checking pupils' progress and attainment. Appropriate assessments are planned throughout the school year which will be monitored by teaching staff and senior leaders. Parents are to be kept well informed through formal written reports and regular electronic communications with staff.
- The school is likely to meet this independent school standard.

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

Paragraph 5

- The school's curriculum and ethos provide well for pupils' spiritual, moral, social and cultural development. For example, there are frequent planned opportunities for pupils to reflect upon different faiths and religions and to visit a range of cultural sites.
- Guest speakers are in place to talk to pupils about a range of different topics, including, for example, lesbian, gay, bisexual and transgender issues. This provision is likely to assist pupils develop the skills and understanding to contribute well to life in modern Britain.
- Leaders have put in place good opportunities for pupils to learn about British values. For instance, rule of law is covered not only in lesson planning, but also practically, through pupils' participation with the school council. Pupils will learn about voting and the representation of views in a hands-on and meaningful manner.
- The school is likely to meet this independent school standard.

Part 3. Welfare, health and safety of pupils

Paragraph 6 and 7

- The school's safeguarding policy meets requirements. It takes account of the latest guidance issued by the Secretary of State. The policy has been tailored appropriately for the school and its pupils.
- The principal has undertaken recent training to ensure that she has the skills and knowledge appropriate for her role as the designated safeguarding leader. Similarly, the proprietor and other senior leaders are suitably trained in safeguarding.
- School leaders are clear on their responsibility to ensure that all staff have the skills to keep children safe. They have produced an appropriate training schedule, including staff induction, that provides staff with the information they need to keep their safeguarding knowledge up to date.

Paragraph 9 and 10

- The school's behaviour and anti-bullying policy meets requirements. It sets clear expectations about pupils' behaviour and outlines appropriate, measured sanctions.

Paragraph 11, 12, 13 and 14

- Leaders have written a thorough health and safety policy that meets requirements. It is implemented well. It is clear, for example, that frequent checks are made on water sanitation, and that the building is maintained well.

- Fire safety checks are carried out regularly and systematically by qualified assessors. Leaders' fire safety documentation demonstrates that they act swiftly upon the advice given by these professionals. Similarly, fire safety equipment is checked appropriately.
- The first aid policy, and policy for administering medication, meets requirements. Leaders have ensured that suitably trained first-aiders are on site. Throughout the school, pupils are supervised effectively to help keep them safe.
- Leaders are particularly mindful to meet pupils' mental health and welfare needs. They have put in place regular opportunities for pupils to meet with a counsellor to discuss any concerns or worries they might have. Leaders are determined to ensure that pupils are supported, for example, if they suffer with any stress or anxieties.

Paragraph 15

- Leaders have recently introduced an electronic attendance register. This meets statutory requirements. Leaders are aware of their responsibilities in this area and know what information must be gathered and maintained.

Paragraph 16

- Leaders manage risk effectively in line with their risk assessments and overarching policy. Leaders demonstrate clear vigilance in mitigating potential dangers, for example when planning educational trips, to ensure that staff and pupils remain safe.

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

Paragraph 17, 18, 20 and 21.

- Leaders, including the proprietor, have all undergone appropriate vetting procedures to make sure they are suitable to work with children.
- Leaders are clear on the checks that must be made when recruiting new staff. These are recorded accurately on the single central record, which is managed effectively. Additionally, leaders have undertaken recent safer recruitment training, and demonstrate a robust understanding of their duty in this regard.
- Leaders do not intend to use any supply staff in the proposed school.
- The school is likely to meet this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23, 24, 25, 26, 27, 28, 29.

- The premises are well equipped to function as a school. Throughout the building there are suitable toilet and washing facilities for pupils. Regular maintenance ensures, for example, that the water temperature from taps is maintained appropriately.
- The school's medical room is fit for purpose. This purpose-built space provides adequately for the rest and recuperation of any sick pupil. A separate toilet and washing facility is close by, and a 'put-up' bed has been installed. Appropriate storage and a range of suitable first-aid products are in place.
- Teaching spaces are of a particularly high standard. Classrooms are bright, airy and well furnished. They are lit well and provide good ventilation and heating. The acoustics are good and conducive to effective learning.

- Drinking water is available throughout the school. In addition, there is a recreation room on the lower ground floor that provides a range of refreshments for pupils.
- A local park outside the school building provides for pupils' recreational needs. Suitable risk assessments for this area are in place. There is additional outside space at the nearby halls of residence.
- Outside lighting is good. The school is situated on a well-lit public footpath.
- The school is likely to meet this part of the independent school standards.

Part 6. Provision of information

Paragraph 32

- The school's website has been constructed. Once registered, leaders are clear about the information that needs to be published on it. All necessary information, policies and documents have been written and are ready to be shared with prospective parents of the new school.
- The school is likely to meet this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school's complaints policy meets requirements. It provides for both formal and informal resolutions to parental concerns and has in place clear guidelines and timescales. Provision has also been made for an independent panel to hear any concerns that are escalated beyond the level appropriate for school leaders to resolve.
- The school is likely to meet this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor has significant experience within the education sector. He has a clear vision for the school and takes an active role in supporting leaders and managers. His understanding of the requirements for running an independent school is strong, and upon registration he is likely to provide effective accountability.
- The principal of the proposed school has a wealth of experience of teaching, and of school leadership. She demonstrates clear determination to provide both high academic standards and effective nurture and care for pupils' general health and well-being.
- The principal and other senior leaders work well together. Clear lines of accountability are in place, and roles and responsibilities are well established. Regular meetings between leaders and staff, and with the proprietor, ensure that the school is likely to run smoothly and effectively.
- The school is likely to meet this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- The school is adapted well to meet the requirements of the Equality Act 2010. There is a lift to all floors, and additional wheelchair-access ramps are situated throughout the building.

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	146516
DfE registration number	931/6022
Inspection number	10086091

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
School status	Independent boarding school
Proprietor	Dr Mario Peters
Chair	Dr Mario Peters
Principal	Mrs Kim Terrar
Annual fees	£42,000 (boarding) £21,000 (day fees)
Telephone number	01865 203988
Website	www.oxcoll.com
Email address	info@oxcoll.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	122
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	76
Total hours of teaching provided per week	34

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	16–19	14–19	14–19
Number of pupils on the school roll	122	160	160

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	122	160
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	35	40
Number of part-time teaching staff	5	5
Number of staff in the welfare provision	10	10

Information about this proposed school

- The proposed school is a co-educational independent boarding school.
- It is currently operating as an independent boarding tutorial college for pupils aged 16 to 19 years. If registered, it will continue to operate in a large, former museum building in the centre of Oxford.
- The proposed school will operate for up to 160 pupils across key stage 4 and key stage 5.
- The proposed school does not plan to admit pupils with special educational needs and/or disabilities or who have education, health and care plans.
- Leaders do not plan to use any alternative provision outside of the proposed school.
- If registered, the school plans to provide a broad programme of study and a range of GCSE and A-level qualifications to meet pupils' educational needs, in line with the independent school standards.

Information about this inspection

- This was the second pre-registration inspection of the proposed school, prior to the planned opening of the school in September 2019. The inspection focused on whether the proposed school was likely to meet the independent school standards.
- Her Majesty's Inspector met with the proprietor, the principal, and the deputy principal. Curriculum plans, schemes of work, resources and policies were scrutinised to check if they were likely to meet the independent school standards.
- The inspector evaluated arrangements for safeguarding, including the school's planned approach to child protection and safer recruitment.
- Meetings were held to discuss the proposal for the school, including how it intends to prepare pupils effectively for the next stage of their education, provide a broad and balanced curriculum, and promote British values and pupils' spiritual, moral, social and cultural development.
- The inspector toured the proposed premises to check the suitability of the building, rooms and facilities to operate as a school.

Inspection team

Dom Cook, lead inspector

Her Majesty's Inspector

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