

International School of Creative Arts

Framewood Road, Wexham SL2 4QS

Inspection dates

20 October 2020

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

Paragraphs 1 and 2

- The provision currently operates as a private further education college for international students aged between 16 and 19 who wish to pursue a career in the creative arts. Students achieve in a range of mostly level 3 qualifications. The proprietor wishes to broaden its offer by offering level 2 qualifications in creative arts to pupils from the age of 15.
- There is a written curriculum policy in place which sets out the school's intention to educate pupils in a range of subjects, with a strong focus on creative arts. The policy places a high priority on developing pupils' spiritual, moral, social and cultural understanding, along with an appreciation of British values, equalities and life in modern Britain.
- Associated plans (schemes of work) show in detail what pupils will be taught in each subject throughout the year for each year group. These are well thought through, demonstrating both high expectations for pupils' achievement as well as an understanding of how knowledge will need to be sequenced for pupils to learn securely.
- The curriculum provides for rich experience in aesthetic and creative education through studying fashion and textiles, 3D design, communication design, fine art and critical contextual studies (similar to the history of art). Lessons in drawing and photography underpin these studies. Qualifications are taken in a range of appropriate Level 2 and 3 courses, including A-level and vocational options.
- The projects studied as part of creative arts learning encompass broader themes to ensure that pupils experience learning in human and social, and technological, understanding. There is plausible early thinking about how more scientific experiences can be delivered in the curriculum, including plans to use experts from other schools to teach science lessons online. All pupils study functional mathematics, and some take A-level mathematics. The curriculum also includes physical education, with badminton and swimming being popular with current pupils.

- The majority of pupils speak English as an additional language. To develop linguistic skills, all tuition is delivered in English. The curriculum includes opportunities for pupils to develop their oral and written literacy skills further through discussion and critique exercises. Extra support is provided for pupils who need further help with developing their English skills.
- The headteacher is training as a special educational needs coordinator. He demonstrates a secure understanding of how to support pupils who need extra help learning.
- Careers education has a high priority in the curriculum. All pupils have a 'progression tutor' who supports them in making choices about their future. The school has strong links with university and further education providers. It organises visits and ensures that pupils attend virtual open days, talks and exhibitions put on by universities to help them prepare for their next stages. Help with higher education applications is also provided. If pupils decide not to follow a career in the creative arts, they too are supported in finding the right next steps for them.

Paragraphs 3 and 4

- Pupils who have attended the school in the past have achieved highly in creative arts subjects at A level. Last year, all pupils successfully progressed on to university or college to study in the creative arts.
- Members of the proprietorial body have a clear vision of the values that underpin the school's culture. They articulate a strong belief that pupils should achieve academic excellence through learning provided by skilled teachers who are experts in their professional field. Leaders have a clear programme for monitoring the quality of teaching, with training and mentoring in place to support any improvements and refinements in pedagogy needed.
- Teachers assess pupils' progress regularly through formal assessments and regular feedback and discussion. 'Critique' forms part of the curriculum to help pupils develop and refine their projects. All pupils also receive personalised tutorial sessions to provide feedback on their learning.
- No teaching could be seen during this inspection due to the COVID-19 (coronavirus) pandemic. However, pupils were seen from a distance working calmly and diligently in their classrooms, with teachers supporting their learning.
- The school is likely to meet all of the standards in this part.

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

Paragraph 5

- Leaders have carefully considered the school's approach to developing pupils' spiritual, moral, social and cultural development. They intend that this will be reinforced effectively throughout the planned curriculum and extra-curricular experiences. They recognise that there are numerous opportunities through pupils' project work to help them develop these aspects of learning. For example, pupils consider the moral implications of the materials that artists use, and many projects explore how society interacts with itself.

- Leaders have identified many differences between British culture and those of pupils' home nations. They understand that most pupils join the school without a deep understanding of British values and many are unfamiliar with British equalities. Leaders therefore promote an ethos of tolerance and respect for others through the school's core curriculum, behaviour policy and how they expect adults and pupils to conduct themselves around the school.
- Leaders aim to provide pupils with a better understanding of life in modern Britain, and to ensure that pupils live within the rule of law. Pupils have weekly lessons in personal, social, health and economic education. This includes sex and relationships education and safeguarding education. Visiting speakers, for example from the police, mental health and safeguarding services, support this work.
- There is a well-planned programme of extra-curricular trips and visits to help develop pupils' understanding of life in Britain. This typically includes trips to London to visit museums, galleries and the British parliament. This year, leaders have identified several museums and galleries that can provide virtual tours and tutorials for pupils during the COVID-19 emergency.
- The school is likely to meet all of the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The school has an up-to-date safeguarding policy which references the most recent statutory guidance. Leaders have clearly considered the context of the pupils who attend their school in their policy and practice, particularly that there might be pupils who are anxious and feel isolated because they are living away from home and communicating in a language other than their native language.
- The headteacher and another member of staff have the appropriate level of training in safeguarding to carry out the role of designated safeguarding lead (DSL) and deputy DSL. All staff have regular training in safeguarding, with updates on any emerging issues. All staff have had training in 'Prevent' duty.
- Records show that staff are alert to pupils' potential vulnerabilities and the signs that might indicate abuse, and that they report concerns when they have them. Leaders act on these, including using external agencies to support pupils when necessary.
- Leaders explained how they follow safer recruitment requirements when appointing new staff. The single central record was up to date and accurate. The proprietorial body understands its safeguarding responsibilities, including the need to report concerns about adults to the local authority designated officer and disclosure and barring service.
- There are sensible measures in place to protect pupils when online, including rules for staff and pupils to follow when learning is remote.

Paragraphs 9 and 10

- There are clear behaviour and anti-bullying policies in place. Leaders have paid special consideration to pupils' cultural backgrounds in how they manage any behaviour issues. Sanctions are proportionate. Pupils' behaviour observed during the inspection

was calm and polite. Staff have thought carefully about the potential issues that younger pupils may have in managing their behaviour.

Paragraphs 11 and 12

- There is a health and safety policy in place which complies with relevant health and safety legislation. Similarly, the proprietor ensures that fire safety requirements are met. Leaders use external agencies to review the school's provision annually, acting on any minor issues raised. A tour of the site showed that fire-safety equipment, such as extinguishers and fire doors, are in place. Pupils and staff practise evacuation procedures regularly.

Paragraphs 13, 14, 15 and 16

- There is a suitable first aid policy, equipment and trained first aiders in place. There is a medical room for pupils who are sick or injured. Leaders are clear on the system of proper administration of medication.
- The proposed staffing structure and organisation of the day mean that pupils are likely to be properly supervised. This includes having a rota for the use of the dinner hall, which is shared with the other school that occupies the site, so that pupils from the different schools do not eat at the same time.
- The school uses an electronic programme to record admissions and attendance. Records contain all of the required information about pupils' personal details and circumstances. This includes a UK based guardian to aid communication between parents and the school where necessary. Attendance registers are kept up to date and are in line with legal requirements. More detailed information on pupils' attendance at lessons is collected by leaders to identify any potential issues pupils may have during their time in school.
- There is an appropriate risk assessment policy in place to show how risks are managed. Leaders can articulate clearly the possible risks to pupils on the school site, including when using specialist equipment and risks associated with having two schools in the same grounds. Written risk assessments are satisfactory, and some are strong, but do not always reflect leaders more detailed thinking and understanding.
- The paragraphs in this part are likely to be met.

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

Paragraphs 18, 19, 20 and 21

- Leaders are aware of the required checks that need to be made on adults working in schools. This includes staff, supply staff, leaders, members of the proprietorial body and any contractors. Leaders also liaise with the other school in the grounds to make sure that their checks are also carried out in line with requirements.
- There is a single central record (SCR) showing that the required employment checks have been made, including the right to work in the United Kingdom and relevant qualifications. It shows that staff do not commence work at the school until all checks are complete.
- The SCR and associated staff files are kept securely. They are well maintained and orderly. The headteacher checks the records regularly.

- The school is likely to meet the requirements of this part.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23, 24, 25, 26, 27, 28 and 29

- The school premises are fit for purpose, clean and well maintained. Security guards control entry to the site. Internal and external lighting, and internal acoustics, are appropriate for a school. Radiators supply heat to rooms.
- There are suitable classroom spaces to allow for pupils to learn creative arts subjects, including using computer technology. More formal rooms with rows of tables and chairs, and a lecture theatre, are also available for teaching.
- Adequate, labelled drinking water is available from machines situated around the school and in the dinner hall. There are separate toilets and washing facilities for staff and pupils. Hot and cold water supplies are maintained at suitable temperatures and labelled appropriately. The school provides separate changing facilities for boys and girls. Additionally, all pupils can access their own individual toilet, washing and changing facility in their bedrooms.
- There is plenty of space for recreation and relaxation. The school is situated within large grounds which contain fields, gardens, football pitches, tennis courts, a sports hall and indoor swimming pool. There are also indoor areas for pupils to socialise and relax in, containing comfortable seating, table-tennis tables and a piano. There is a dining room, which is shared with the other school on the site. Leaders have put in place a rota so that the different schools do not use facilities at the same time, and that areas are supervised with each school's own staff when pupils use them.
- There is a medical room for use when required. It contains a bed with a separate toilet and sink. It is likely to meet the necessary requirements.
- The requirements in this part are likely to be met.

Part 6. Provision of information

Paragraph 32

- The school website contains the required information and policies, including the safeguarding policy, to be shared with and available for parents. The headteacher is aware of the need to provide information to parents in paper form on request.
- The school informs parents of pupils' attainment and progress termly, and at other times as requested by parents.
- Leaders understand their duty to publish any specific information required by the government on its website, such as Ofsted reports. Inspection reports conducted by the Independent Schools Inspectorate are published on the school's website.
- The school is likely to meet the requirements of this part.

Part 7. Manner in which complaints are handled

Paragraph 33

- There is a written complaints policy in place. It is compliant with the requirements of this part. The policy sets out clear timescales for the management of a complaint, provides for informal complaints to be escalated to formal complaints, and for a panel

of three people to hear complaints, one of which must not be associated with the management of the school. Leaders have identified an appropriate adult that could fulfil this role should it be needed.

- There were no complaints made against the school in the last full academic year. There was one complaint in the year before. Records of this complaint are available for inspection. They are full and detailed and kept securely.
- The school is likely to meet the requirements of this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The headteacher and other leaders demonstrate sufficient understanding of the requirements set out in the independent school standards. They are committed to providing education that supports pupils in achieving success in the creative arts.
- Members of the proprietorial body demonstrate a secure understanding of their role in overseeing the strategic running of the school. They are regularly present in the school to conduct monitoring walks on the quality of teaching and to ensure that staff knowledge of safeguarding is secure.
- A detailed development plan is in place to support the schools ongoing development should it be registered to allow pupils from the age of 15 to attend. Leaders liaise with other independent schools and linked organisations to make sure that they are up to date with the latest requirements and best practice.
- Leaders have a strong understanding of their role in promoting pupils' welfare, health and safety, particularly with regard to understanding the complexities of educating pupils from a variety of different cultures, backgrounds and first languages. Tolerance and respect for all is at the forefront of their thinking.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- There is an accessibility plan in place which sets out appropriate requirements for access to information, the curriculum and physical access to the buildings.

Proposed school details

Unique reference number	148010
DfE registration number	825/6050
Inspection number	10154701

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	Other independent school
School status	Independent boarding school
Proprietor	International School of Creative Arts Limited
Chair	Yukio Sato
Headteacher	Robert Hunter
Annual fees (boarders)	Between £28,980 and £43,470
Telephone number	01753 208 820
Website	www.isca.uk.com
Email address	enquiries@isca.uk.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	60
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	50
Total hours of teaching provided per week	30

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	16 to 19	15 to 19	1519
Number of pupils on the school roll	60	100	100

- The 'school's current position' figures are based on the existing provision, which is registered with the Independent Schools Inspectorate as a private further education college.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	60	100
Number of part-time pupils	0	0
Number of boarders on roll	60	100
Number of pupils with special educational needs and/or disabilities	2	2
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	0
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	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	9
Number of part-time teaching staff	7	7

Information about this proposed school

- The proposed school is located within the grounds of Teikyo School. It occupies separate, purpose-built buildings. It shares dining and sporting facilities with Teikyo School.
- The provision is currently registered with the Independent Schools Inspectorate as a private further education college for international students aged 16 to 19. It has a specialism in creative arts. All those attending the provision board in purpose-built accommodation in the school grounds.
- The provision proposes to now also take international pupils from the age of 15. It intends for these pupils to study a specialist curriculum focusing on the creative arts. Pupils would also board on site.

Information about this inspection

- The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014, if the Department for Education decides to register it. It was the school's first pre-registration inspection.
- The inspection was commissioned by the DfE during the COVID-19 pandemic of 2020.
- A separate inspection is to be arranged to check whether the school is likely to meet the national minimum standards for boarding schools.
- The provision opened as a private further education college in 2009. There are currently 60 students attending the college. The inspector did not observe teaching or talk to students because of the COVID-19 pandemic.
- The inspector held discussions with one of the two directors of the proprietorial body, the headteacher, and other senior leaders.
- The inspector toured the premises with senior leaders. From the corridor, she saw some groups of students working in their classrooms.
- The inspector scrutinised a wide range of policies, documents and records presented by leaders as evidence towards the school's likelihood to meet the independent school standards. The inspector also reviewed the school's website.

Inspection team

Catherine Old, lead inspector

Her Majesty's Inspector

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