

ST CLARE'S, OXFORD
ANNUAL REPORT
FOR 2018/19



CHAIRMAN'S FOREWORD

I am pleased to present the annual report and accounts for St Clare's, Oxford for the year ending 31 August 2019.

The college has had another very successful year across the many fronts described in this report. Income for the year was £14.886M, and the surplus was £748K, with good performances at the International College and in Summer Courses, and a similarly good performance from the IB World School. The total number of student weeks for the whole college in 2018-19 was 14,828 (15,457 in 2017-18). As always, all surpluses are used for various forms of investment in the education of our present and future students and for the benefit of the public in accordance with our charitable objectives: to advance international education and understanding, and to run a successful educational establishment.

St Clare's achieves what it does only through the first-rate work of its staff under the overall leadership of the Principal. I take this opportunity of thanking them for all that they do to sustain and enhance the quality and standing of St Clare's, and to further our mission in the field of international education. I also thank my fellow Governors for their stewardship, their wise counsel and unwavering commitment to the benefit of the college. We were delighted that the two reports by the Independent Schools Inspectorate in March 2019 highlighted the excellence of both the IB World School and the International College.

We remain concerned about the continuing uncertainty resulting from the Brexit referendum result in 2016 as well as the tightening up of immigration regulations, both in terms of student recruitment and because of the high proportion of our staff who were not born in the UK. These threats pose a challenge to the values of St Clare's. However, we are determined to rise to these challenges by maintaining our commitment to academic excellence and young people's personal development in an international context.

The outstanding quality of the education we offer to young people and the highly professional way in which the college is run mean that St Clare's is well placed to continue to flourish in an ever changing and challenging environment.

Richard Dick
Chairman



ST CLARE'S OXFORD

PRINCIPAL'S INTRODUCTION

There has never been a more important time for the optimistic mission of St Clare's, Oxford to be promulgated. The vision of Anne Dreydel and Pamela Morris remains as true in 2019 as it was in 1953 when the college was founded: young people from different countries living and learning together, challenging preconceptions and stereotypes and thereby achieving a greater understanding of each other's cultures. In a world in which xenophobia is on the increase the values of St Clare's are its antithesis: an open-minded welcome towards people from other countries and a willingness to adjust one's views in the light of such encounters.

2018-19 has seen continued success in all areas of college activity. The 1B World School has had an enrolment of 266 students and boasts one of the largest cohorts of 1B Diploma students in the UK. 1B Diploma results in 2019 were again very strong, especially considering that St Clare's is unselective in its intake. The 2019 results were the best since 2015, placing the college 12th nationally in The Times A Level/IB 'Diploma league table of state and independent schools in August 2019. A remarkable performance.

St Clare's is the only school in the UK which is an authorized 1B training provider. Our 18 Institute trained over 200 teachers from all over the world on 25 courses in various aspects of the 1B Diploma during 2018- 19, as well as running short 1B preparatory courses for teenagers in the summer period.

Alongside all other providers, our International College is adjusting to the changing market for English language teaching and strong competition in the provision of University Foundation courses from UK universities and commercial providers.

The demand for Summer Courses in 2019 was stronger than in 2018 and almost reached the peak of 2017. I hope that this report will enable those interested in St Clare's to gain an insight into our educational and other charitable activities as well as the sound business practices which support them.

Andrew Rattue
Principal



ST CLARE'S OXFORD

STRATEGIC REPORT

ACHIEVEMENTS AND PERFORMANCE

The Banbury Road Campus is the principal base for courses for pre-university students aged 15-19. The Bardwell Road Centre is the main academic centre for courses for students aged over 18. Aggregated bookings on all courses run during the year were as follows:

Total Student Weeks:

2018/19 – 14,828

2017/18 – 15,357

The College was founded in 1953 by Anne Dreydel and Pamela Morris who wished, amongst other things, to promote interaction between students from England and Europe after the Second World War. The College continues to support and give meaning to their ambitions by maintaining its mission of promoting international education and understanding. Last year 48 nationalities were represented at St. Clare's and more than 20 different languages were taught.

The College operates a number of business streams on two sites. The Pre-IB and International Baccalaureate Diploma are taught at the IB World School on the Banbury Road site. Separately, courses for students aged 17+ are taught at the International College situated at Bardwell Road.

ACADEMIC PERFORMANCE

The Independent Schools Inspectorate (ISI) conducted a combined Focused Compliance (FCI) and Educational Quality Inspection (EQI) of the St Clare's IB World School in March 2019. We were judged to be compliant in all areas in the FCI and the Key Findings of the EQI were as follows:

The quality of the students' academic and other achievements is excellent.

- Students' attitudes to learning are exceptional.
- Overseas students make extremely rapid progress in developing their communication skills.
- Students' knowledge, skills and understanding across a range of subjects are highly developed.
- Students show an excellent aptitude for independent study.

The quality of students' personal development is excellent.

- Students celebrate diversity and promote inclusivity with great success, becoming extremely tolerant of differences whilst retaining a pride in their own cultures and traditions.
- Students are highly aware of their strengths and weaknesses and adept at identifying strategies for improvement.
- Students have a strong moral compass.
- Students show an exceptional awareness of the importance of service to the local community and the wider world.



The full report may be viewed by [clicking here](#).

At the IB World School, students prepare for the International Baccalaureate Diploma which is taken in May of each year. Results for our IB2 cohort of 102 students in May 2019 were excellent:

- An overall average points score of 36.7 compared to a world average of 29.6 points. Our best results for five years. The maximum possible score at IB Diploma is 45 points.
- 97% scored above the world average for the IB Diploma.
- 68% scored 35 points or over, equivalent to AAA at A Level.
- 25% of our students scored 40 points or over equivalent to A*A*A at A level
- In 5 subjects 100% attained a Level 7 (the top grade in an individual subject).
- University destinations include Cambridge, Oxford, LSE and Imperial College London as well as a significant number of high-profile universities overseas.
- Three students were admitted to UK medical schools.

At the International College (Bardwell Road) students studied a variety of courses, including English Language courses, the University Foundation Course (UFC), and English plus Academic Subjects. The College also runs semester programmes for undergraduate students mainly from the US. The University of Record for this course is the University of San Diego. Results have been very good at the International College although performance tables are not available to allow direct comparisons with other institutions.

The International College received an Educational Oversight Monitoring Visit by the Independent Schools Inspectorate (ISI) Private Further Education division in March 2019. In all three areas inspected the college was found to 'exceed expectations':

- Curriculum, teaching and learners' achievements: Excellent.
- Students' welfare, including health and safety: Excellent.
- The effectiveness of governance, leadership and management: Excellent.

The full report may be viewed by following [this link](#).

Moreover, the university destinations of our leavers demonstrate the high quality of the teaching and careers advice which they receive. The report by our UFC external examiner from the University of Warwick for the 2019 examinations was also highly complimentary: 'The standards set for awards have remained consistent in my three years. There have been no trends of grade inflation or lowering of standards... The standard of student performance and academic performance is comparable to similar programmes which I am familiar with at The Open University and The University of Warwick.' (Dr Steve Gascoigne)

The College runs a nine-week summer programme of English Language Courses and courses related to the IB Diploma at the main site at Banbury Road, at the International College at Bardwell Road and also at Rye St Antony School which is hired every year to accommodate summer school students aged 10 to 15.



PASTORAL CARE

In the academic year 2018-2019, we built on the enhancements to pastoral care and boarding introduced the previous academic year.

- Weekend activities for Pre-IB students have been formalised and structured further and are run as a Leadership Programme. From September 2019, all Pre-IB students will be involved in the
- Bronze Duke of Edinburgh Award which will add more value to the Leadership programme.
- As a result of the review of our counselling service, we have extended the lengths of sessions that students have with the counsellor at no extra cost. Students also complete and submit a
- Client-Counsellor Feedback to the Vice Principal Pastoral to ensure the quality of our provision.
- Pastoral Welfare half-termly meetings for all staff have been introduced. The focus is on identifying pastoral and safeguarding issues and strategies how to support students to overcome those issues. Screen Time, Child Sexual Exploitation, Post-traumatic Stress Disorder, Culture of Appreciation, Healthy Eating and Sleep were covered during 2018-19.
- Healthy World, Healthy College and Healthy You programme has been launched focusing on physical, mental, future, technological, global and study health.
- One of our nurses has been appointed a Lead Nurse to further develop medical care.
- From September 2019, new boarding roles (House Parent and Deputy House Parent) as a replacement of two warden tutors will ensure continuous supervision and enhanced pastoral care for our younger students.
- A Wellbeing Room has been set up to enable students to access for reflection or a quiet time.
- A training programme, Senior Leadership in Pastoral Care, has been introduced and three staff are taking part in it.
- A number of staff have taken part or led the whole school initiatives: Healthy Lifestyle, Culture of Appreciation, St Clare's ISI inspection team (review by our staff of our readiness for the ISI inspection), bridging the gap between academic and boarding staff.



CO-CURRICULAR ACTIVITIES: CREATIVITY, ACTIVITY AND SERVICE 2018-19

Creativity, Activity and Service (CAS) is an integral part of the International Baccalaureate Diploma and provides an excellent structure for the co-curricular and community service aspects of the education provided by St Clare's, as well as our pastoral mission to help develop the whole person.

CAS has six main characteristics for personal development:

- **Enjoy and find significance in a range of CAS experiences**
The students are required to commit to one creativity, one activity, and one service experience each term from a programme which offers over 50 different choices each week. The Activities Department plans, coordinates and publishes the term's programmes which draw on the experience of the teaching and non-teaching staff for leadership. Creativity experiences include the coding club, studio art, economics club and the law society. Activity experiences (which incorporate team sports and individual sports) include students working on their gym programmes at the Oxfordshire Health and Racquets club, the football club at Oxford City FC, the basketball club at the Ferry Sports Centre and the tennis club. Service experiences (which includes advocacy, research or direct work) include the animal rights action group, the human rights action group and visiting the elderly. Students can choose to continue with the same set of experiences throughout the two years of their diploma. However, we do encourage them to try a variety.
- **Purposefully reflect upon their experiences**
All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement. The Portfolio is meant to be a collection of evidence that showcases the overall experience and is a source of pride for the student. Through regular CAS sessions the CAS Co-ordinator coaches the students on how to produce meaningful reflection, which are either spoken or written. We also encourage students to explore visual (photography, painting), kinaesthetic, (dance, theatre), and auditory (lyrical) means of reflection.
- **Identify goals, develop strategies and determine further actions for personal growth**
Guidelines focus the students on identifying goals in each of their chosen experiences, developing strategies on how to progress and through the process of regular reflection, determine further actions for personal growth. Through regular CAS sessions, the CAS Coordinator assists the students through these steps.
- **Explore new possibilities, embrace new challenges and adapt to new roles**
We are continuing to support students who establish and offer "student led" experiences in the programme.
- **Actively participate in planned, sustained, and collaborative CAS projects.**
Every Diploma student must participate in a sustained collaboration to discover the benefits of teamwork and of achievements realised through an exchange of ideas and abilities. The CAS project challenges students to show initiative, demonstrate perseverance, and develop skills including cooperation, problem-solving, and decision-making.



- Understand they are members of local and global communities with responsibilities towards each other and the environment.

Students who are members of the HAMSA project group continue to raise environmental and recycling initiatives. Students who volunteer with the Oxford University's Kids Enjoy Exercise Now (KEEN) and the Oxford City football team, the Casuals, have first-hand experience of working with young people with mental and physical disabilities. The Peer support group comprises second year Diploma students who arrange drop-in sessions for fellow students to discuss all aspects of boarding life at St. Clare's, exam preparation and technique, friendship and relationship advice amongst many other topics. The Pets and Plants group helps to develop the skills associated with the care of reptiles in the Science department. Students who join the Visiting the Elderly group visit elderly people who live locally while students who join the teaching assistants group interact with the younger members of our local community at St. Nicholas' Primary School. Students who volunteer in the local charity shops are gaining an insight into the impact of organisations such as Oxfam, Scope, Sobell House, and Blue Cross.

Creativity, Activity, Service (CAS) highlights during 2018-19 include:

CREATIVITY

The Model United Nations group organised another successful whole school conference held at the Oxford Town Hall in November 2018. The Chess team participated in the Oxfordshire Schools' league and played teams (home and away) from Cherwell School, Magdalen College School and Radley College. The Young Enterprise group attended three Oxfordshire trade fairs and collected an award for their product design at the end-of-year Oxfordshire Young Enterprise show. The School Magazine group produced two editions of Clarity.

ACTIVITY

Ten students completed their Gold Duke of Edinburgh's Award in 2019. The boys' football team won the Mediterranean International Schools' football tournament held in Verona, and the D'Overbroeck's- organised Oxfordshire Schools tournament. The team was defeated 4-1 in the semi-final of the Oxfordshire Schools Under 19 cup. The girls' football team competed in the Independent Schools Football Association National seven-a-side tournament at Charterhouse School. They also travelled for the first time to the Mediterranean International Schools' football tournament held in Verona. The boys' basketball team participated in the Oxfordshire Schools' League.

SERVICE

The environmental awareness (HAMSA) group organised a whole school Environmental Awareness day in September 2018, at which a number of external organisations were represented.



BUILDINGS AND PREMISES

St Clare's occupies 27 buildings in North Oxford, 25 of which are owned freehold by the college and 2 are leasehold. Many of these buildings are in the North Oxford Conservation Area and one of them is grade II listed. We maintain all our properties to a high standard and adapt and upgrade them as needs arise. During 2018-19, the budget for repairs, refurbishment and maintenance was £727K. A major £2.3M project to improve the dining experience, to expand student social space and to modernize the kitchen area at 135 Banbury Road began in June 2019. The completion of this project (due in 2021) will improve the working conditions for kitchen staff, among other benefits. A smaller project to improve disabled access, disabled lavatory provision and exterior landscaping at 3 Bardwell Road is due for completion in late 2019.

PUBLIC BENEFIT

The primary purpose of St Clare's, Oxford is the advancement of education and the fostering of international education and understanding. Inextricably linked with this purpose is the aim of contributing to the public good. St Clare's aims to contribute considerable public benefit to the local, national and international community. Students are encouraged and expected to develop an understanding of, and a commitment to, public benefit values as an integral part of their education. Students absorb these values both consciously and unconsciously and the college tries to deliver an appropriate programme in both a structured and unstructured way, and to lead by example. Perhaps the greatest public benefit that St Clare's can offer is the provision of an education that maximises the likelihood of its students developing into principled, informed, open minded and confident citizens who respect the beliefs of others and who are determined to make a positive contribution to society.

Alongside our primary role of educating young people who attend the college, St Clare's also contributes to the public good, directly and indirectly, in the following ways:

DIRECT BENEFITS

- Means-tested bursaries and scholarships. In 2018-19 there were 33 students at St Clare's in receipt of means-tested scholarship and bursary support, of whom 5 Students received 75% or more fee remission. The total amount of means-tested fee discount in 2018-19 was £730,265 (£738,080 in 2017-18). Both IB World School and International College students benefit. The Marie- Noelle Kelly Bursary (named in honour of one of our original Governors) at the International College, for instance, is aimed specifically at adult asylum seekers. These have helped young people have access to the College who would otherwise not be able to do so.
- Partnerships and teacher training. St Clare's has informal partnership agreements with a number of local primary and secondary schools which host adult teacher trainees from other countries who undertake work experience: The Cherwell School, Pegasus Primary School, West Kidlington Primary School, St Nicholas' Primary School, SS Philip and James Primary School. Two formal partnership have been registered with the ISSP (Independent/State Schools Partnership). The first is between St Clare's and XP School, a state-funded Free School in Doncaster. St Clare's provided support in the XP School plans to teach IB Diploma from September 2019. Unfortunately, for a variety of reasons their plans changed, and they have chosen not to follow the 1B route. Nonetheless, the partnership continues.



The second partnership is with The Europa School, a state funded Free School in Culham, Oxfordshire. St Clare's is supporting the Europa School as it prepares to deliver the 18 Diploma curriculum from September 2020. Less formally, St Clare's has also supported two other state schools which either deliver the IB Diploma or which are preparing to do so: Westminster Academy in west London, and Ysgol Bro Pedrin Lampeter, Wales. St Clare's has been supporting the Swan School, a new state secondary school in Marston, in a variety of ways.

- Facilities and lettings. St Clare's allowed several local organisations to use its facilities either free-of-charge or at cost price: Japanese, Finnish and Bulgarian Schools each weekend, and Oxford Bardwell Speakers Club (affiliated to Toastmasters International) each month. The Alliance Française, Oxford has had occasional use of our premises at nil cost. Cherwell School pupils benefited from Chess coaching free of charge from the St Clare's Chess coach, who is a FIDE Master.
- Governance of state schools and other educational organisations. The Principal is a Governor of the Oxfordshire Hospital School, and a Trustee of the Alliance Française, Oxford. The Head of Science is a Governor of St Swithun's Primary School in Kennington. The Catering Manager is a Governor of St Thomas More Catholic Primary School in Kidlington.
- Providing work experience. St Clare's provided work experience for young people from several local state schools in a variety of work areas. Two young people benefited in 2018-19.
- Community and charity. St Clare's students volunteered in the local community with the following organisations:
 - The Visiting the Elderly group arranged weekly visits to two local residential homes in Summertown.
 - The Teaching Assistants Volunteer Scheme sent volunteers to:
 - St. Nicholas Primary School in Marston, Monday to Friday.
 - The German language school for children on Saturday mornings.
 - Oxford City Football Club where they coach young people with learning difficulties on Sunday mornings.
 - The Oxford Nursery, Summertown, Monday to Friday.
- Over 20 students volunteered in 7 local charity shops based in Summertown and the City Centre. Our students worked for the Oxford University KEEN group providing three different activity sessions for disabled young people in the Oxfordshire area. The Conservation group worked with the North Hinksey Conservation Volunteers to protect wildlife and enhance the landscape at Louie Memorial fields. The HAMSA group worked on raising awareness of recycling and energy conservation. The Human Rights Club and the Animals Rights Action Group advocated and raised awareness within the school and local community. Through a variety of fundraising initiatives, the Student Council raised over £4,000 for local, national and international charities in 2018-19.



- Custodianship of local heritage and buildings of historic interest. St Clare's plays an important role in maintaining and promoting the heritage of the City of Oxford. We own and therefore have the responsibility for maintaining 25 Victorian/Edwardian buildings, many of which are in the North Oxford conservation area. Over the past nine years, through a process of sympathetic redevelopments and renovations, at a cost of over £12 million (largely to local businesses), the college has made considerable improvements to the built environment of the North Oxford conservation area. This has been recognised not only by favourable comment from local residents but also formally by the award of two Oxford Preservation Trust certificates and a letter of commendation.

INDIRECT BENEFITS

- Savings to the local authority education budget. St Clare's contributed £1.8 million to the public purse by way of income tax and NIC on payroll, together with irrecoverable VAT on purchases during 2018-19. With 34 UK students who would be entitled to a free place at a maintained school, the parents saved the public purse a further £142K (based on local funding formula for Oxfordshire LEA).
- Student spending in local businesses. Assuming (conservatively) an average weekly spend of £30 in local businesses, the students contributed at least a further £500,000 directly to the local economy.
- Employment of local people. During the year, St Clare's employed 237 people who mostly live within 15-miles of the City of Oxford, thus making a significant contribution to the local economy through a payroll of £6.8 million.
- Contracts for local suppliers. St Clare's provides or has provided work for many local businesses, averaging of £3.8 million in each of the past two years to local (Oxfordshire) suppliers. 342 businesses with OX postcodes benefited from contracts with St Clare's which were worth more than £15K in 2018-19, and 14 were worth more than £50K.
- International links. St Clare's has contributed to the public good in encouraging international links and fostering open-mindedness about the world. Our students come from over 50 countries world- wide. All IB students study at least one modern foreign language in addition to their own. We teach literature in 25 modern foreign languages and virtually all our languages teachers are native speakers. Non-British students gain a good insight into British society and institutions as well as working alongside people from other nations in events such as the Model United Nations. St Clare's current practice is closely aligned with its original mission. St Clare's has long-standing links with overseas schools and universities in Italy, the USA, China, Argentina, Uruguay, Kazakhstan and South Korea.



EMPLOYMENT AND STAFFING

St Clare's remains a good place to work both because of the terms and conditions which it offers employees but also because of the positive workplace environment which the College promotes. HR practices are fair and thorough, all employees and candidates for employment being treated with equity, courtesy and consideration. Staff benefit from free lunch and other refreshments, good pension arrangements, life assurance and an Employee Assistance Programme (EAP) provided by Life and Progress which provides confidential care and support. A Staff Welfare and Recognition package was introduced in December 2017. This offers all staff long-service awards, periodic staff breakfasts, free yoga classes, mindfulness classes and discounted membership of Oxfordshire Health and Racquets Club via our partnership with Nuffield Health.

Staff turnover is low and, despite the expense of living in Oxford, excellent quality teachers and other staff have been recruited to replace those who leave. 2018-19 was a period of considerable change in senior management at St Clare's. A new Director of Marketing, Admissions and Development and two new Vice Principals were appointed in 2018, and a new Bursar began work in 2019. All four were external appointments, all posts having attracted large fields of well-qualified applicants.

Staff are provided with the professional training they require to do their jobs. St Clare's hosted two professional development courses for the Independent Schools Association. Senior managers listen sympathetically to requests for career development opportunities. The new Vice Principal (Pastoral) initiated a programme of professional development for IB World School teachers who wish to move into middle and senior management, and a number of staff were upskilled in ISI inspection requirements and closely involved in inspection preparation prior to our 2019 inspection. The lowest paid staff (catering and housekeeping) benefited from 5% and 3.5% pay increases respectively from September 2018. St Clare's staff as a whole have received pay increases of between 1.0% and 2.5% every year for the previous seven years. St Clare's pay increases have outstripped the state education sector by 7.25% during this period.

