

ST CLARE'S, OXFORD  
ANNUAL REPORT FOR 2016/17



# CHAIRMAN'S FOREWORD

I am pleased to present the annual report for St Clare's, Oxford for the year ending 31 August 2017.

The college has had another very successful year across the many fronts described in this report, with pleasing upturns in business at the International College and in Summer Courses, and good performance from the IB World School. The total number of student weeks for the whole college in 2016-17 was 16,965 (15,847 in 2015-16). 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. A great deal of the credit for our success over the last eleven years must go to Paula Holloway, who retired from the post of Principal at the end of 2016. Her successor, Andrew Rattue, was appointed after a rigorous selection procedure and took up the reins in January 2017. He brings with him strong experience of headship in both the mainstream UK independent sector and in Europe. I also thank my fellow Governors for their stewardship, their wise counsel and unswerving commitment to the benefit of the college.

We are concerned about the uncertainty resulting from the EU referendum result in 2016 and the perceived hostility towards non-British people by the public, 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 and even to its very existence. 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.

Richard Dick



**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 2017 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.

2016-17 has seen continued success in all areas of college activity. The IB World School has had its largest ever enrolment (281 students) and boasts the third largest cohort of IB Diploma students in the UK (behind Sevenoaks School and Atlantic College). IB Diploma results in 2017 were again very strong, especially considering that St Clare's is unselective in its intake. It was a record breaking year on several fronts.

St Clare's is the only school in the UK which is an authorised IB training provider. Our IB Institute trained over 200 teachers from all over the world on 25 courses in various aspects of the IB Diploma during 2016-17, as well as running short IB preparatory courses for teenagers in the summer period.

Alongside all other providers, our International College has been adjusting to the changing market for English language teaching. Increased demand for University Foundation and Liberal Arts courses has, however, compensated for depressed demand for standard English language programmes with the result that the budgeted income was exceeded, helped also by a favourable exchange rate.

The demand for Summer Courses in 2017 was at its highest level since 2011 and also exceeded its budgeted income, again helped by the exchange rate.

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

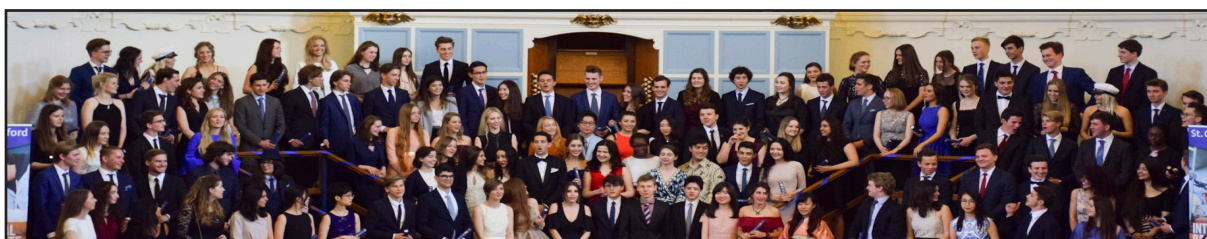
## A. ACHIEVEMENTS AND PERFORMANCE

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:

2016-17 Total Student Weeks	2015-16 Total Student Weeks
16,965	15,847

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 20 different languages were taught.

The College operates a number of business streams on two sites. The PreIB 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.



## B. ACADEMIC PERFORMANCE

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 117 students in May 2017 were excellent:

- Largest number of students scoring 45 points ever – four students gained the highly unusual full marks which is obtained by only 0.2% of students around the world. Statistically, St Clare's should only gain one every five years.
- Our average points total was 36, which equates to 4 A grades at A Level.
- A quarter of our students got 40 points or better which puts them in the top 5% of students around the world.



- Six of our students gained places at Oxbridge (4 at Oxford and 2 at Cambridge) which was a record.
- Four students gained places to read Medicine which was also a record.
- A high proportion of St Clare's students gained access to prestigious and competitive universities in the UK, USA and Europe.

At the International College (Bardwell Road) students studied a variety of courses, including English Language courses, the University Foundation Course, 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. Our ISI PFE Inspection in March 2017 judged the International College to be Excellent in all categories, stating that: 'The college exceeds expectations'. 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 2017 examinations was highly complimentary:

*The standards set for the awards in the Programme are appropriate for the qualifications. The system of marking and moderation is of high quality. The standards within the Programme are rigorous and systems are in place to maintain a high standard.... I am particularly impressed by the attention given to each student and the support and care they receive. The discussion of student destinations at the exam board demonstrates the caring environment in which they study. (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.

### C. PASTORAL CARE

In common with all schools, colleges and universities we have been witnessing an increase in student welfare issues in recent years. As a boarding school with a high proportion of international students, St Clare's has a particular responsibility for their physical and emotional wellbeing. In addition to the established system of boarding house residential staff (wardens), personal tutors, Assistant Principal (Pastoral) and Vice Principal (Pastoral), the following enhancements have been introduced at the IB World School:

- Additional appointment of a Boarding Manager and new contracts for Warden Tutors offering increased pastoral support, supervision and organized recreational activities from September 2017.



- Permanent appointment of a Counsellor.
- Training of wardens and teachers in Mental Health First Aid.
- Introduction of a CARE wellbeing programme as part of the PHSE programme.

Pastoral care at the International College is less formal owing to the age of its adult students. However, the IC Accommodation and Welfare Officer and other administrative staff are very efficient in dealing with any issues which arise. We also employ R&R Frontline Security, who have strong experience of emergency situations, to look after the adult residential accommodation at night.



#### D. CO-CURRICULAR ACTIVITIES: CREATIVITY, ACTIVITY AND SERVICE 2016-17

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, the debating club, the cinema society and the law society. Activity experiences (which incorporate team sports and individual sports) include students working on their gym programmes at the Nuffield Health Centre Oxford, the football club at Oxford City FC, the basketball club at the Ferry Sports Centre and the tennis club at the Nuffield Health Centre Oxford. Service experiences (which includes advocacy, research or direct work) include the animal rights action group, the human rights action group and the visiting the elderly. Students may choose to continue with the same set of experiences in the second and third term or they can choose a new set.

- *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 Coordinator coaches the students on how to produce meaningful reflection, which are often spoken or written. We also encourage students to explore visual (photography, painting), kinaesthetic, (dance, theatre), and auditory, (lyrics) 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. The animal rights action group, oriental culture event and computer hardware engineering project were excellent examples of collaborative CAS projects in 2016-17.

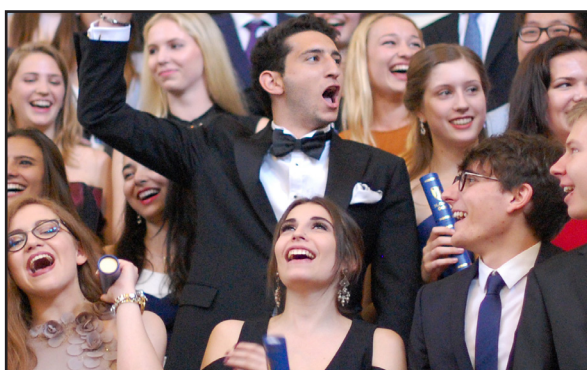


- *Understand they are members of local and global communities with responsibilities towards each other and the environment.*

St. Clare's became a Red Cross Emergency Beacon School during 2016-17. There are currently only 17 such schools in the UK. A team of students has been established who will come together to raise funds and support the Red Cross if there is a global crisis. Students who are members of the HAMSA project group have installed and maintained recycling bins in the student accommodation buildings and classrooms.



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 are 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.



Examples of projects undertaken by St Clare's students during 2016-17 include:

### **CREATIVITY**

One student led the dance fit group. She has a background in ballroom dancing and challenged herself to teach her peers. With the assistance of the Activities Department she was responsible for having visiting dance teachers in street dance and Zumba. Another student chaired the international affairs discussion group raising awareness of global events and issues. This group has provided a healthy forum for debate and opinion. The musical theatre production group staged their fourth musical, *We Will Rock You* in June 2017. The Model United Nations group organised another successful whole school conference held at the Oxford Town hall in November 2016. The Chess team participated in the Oxfordshire Schools' league and played teams home and away from Cherwell, Magdalen College School and Radley.

### **ACTIVITY**

One student led a self-defence club over two terms and another led the Rope Skipping group. Three students completed their Gold Duke of Edinburgh Award in 2017 and a further eight students are on course to gain the Award. A student from the running club won the women's section at the local Sri Chinmoy race at Cutteslowe Park, Oxford in April 2017. The club also participated in the Teddy Hall relays, Oxford Park run and the county 10k races. The boys' football team won the Champions Cup at the Verona Football Tournament in Italy in October 2016. The girls' football team reached the plate semi-final at the Independent Schools Football Association National Seven-a-side tournament at Charterhouse in October 2016.



## SERVICE

The environmental (HAMSA) group has done good work in raising awareness of the environment within the college. Campaigns have included urging people to turn off lights when they leave rooms and the recycling of materials such as plastic and paper.

### D. **BUILDINGS AND PREMISES**

St Clare's occupies 28 buildings in North Oxford, 25 of which are owned freehold by the college and 3 are leasehold. Many of these buildings are in the North Oxford Conservation Area and one of them is Grade II listed. We maintain all of our properties to a high standard, and adapt and upgrade them as needs arise. During 2016-17, the budget for repairs, refurbishment and maintenance was £633K. Major internal remodelling of the dining hall to provide increased capacity was completed and a project to convert office and residential space to academic use is in progress. The latter work is in anticipation of the surrender of the lease of one of our leasehold properties. Further major works are planned to improve the dining experience, to expand student social space and to modernize the kitchen area, thus improving the working conditions for kitchen staff among other benefits.

### E. **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 in the following ways:

1. *Means-tested bursaries and scholarships.* In 2016-17 there were 27 students at St Clare's in receipt of means-tested scholarship and bursary support. One was on a full bursary which was paid for out of fee income. The total amount of means-tested fee discount in 2016-17 was £655,000. Both IB College and IC College students benefit. The Marie-Noelle Kelly Bursary (named in honour of one of our original Governors) at the IC 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.



2. *Savings to the local authority education budget.* St Clare's contributed £1.9 million to the public purse by way of income tax and NIC on payroll, together with irrecoverable VAT on purchases during 2016-17. With 26 UK students who would be entitled to a free place at a maintained school, the parents saved the public purse a further £155k (based on local funding formula for Oxfordshire LEA).

3. *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.

4. *Employment of local people.* During the year, St Clare's employed c.240 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 £6.3 million.

5. *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. Cherwell School pupils benefited from Chess coaching free of charge from the St Clare's Chess coach who is a FIDE Master.

6. *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. A formal partnership has been registered with the ISSP (Independent/State Schools Partnership) between St Clare's and XP School, a state-funded Free School in Doncaster. St Clare's will be providing training and support for XP School teachers and pupils as they prepare to introduce the IB Diploma in September 2019.

7. *Providing work experience.* St Clare's provided work experience for young people from local state secondary schools (Oxford Academy and Cheney School). Four young people benefited in 2016-17. A Marlborough School pupil worked towards her Level 2 Basketball Coaching Certificate by coaching St Clare's students.



8. *Community and charity.* St Clare's students volunteered in the local community with the following organisations: The Visiting the Elderly group visit two local residential homes in Summertown.

The Teaching Assistants Volunteer Scheme sent volunteers to:

- o St. Nicholas Primary School in Marston, Monday to Friday.
- o The German language school for children on Saturday mornings.
- o Oxford City Football Club where they coach young people with learning difficulties on Sunday mornings.

Over 30 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. A number of the St. Clare's musicians performed for the Oxfordshire Youth orchestra and big bands. The Conservation group worked with the Berks, Bucks and Oxon Wildlife Trust to protect wildlife and enhance landscapes across Oxfordshire. The HAMSA group worked on raising awareness of recycling and energy conservation. They also participated in the local Ox Clean, City Council clean-up weekend. The Human Rights Club advocated on behalf of individuals whose rights are being denied or violated by letter writing to Governments and individuals, taking part and raising awareness of certain petitions and fund raising for feeding programmes in Venezuela. The St Clare's community raised £5,925 for local, national and international charities in 2016-17.

9. *Contracts for local suppliers.* St Clare's provides or has provided work for many local businesses, averaging of £5.2 million in each of the past two years to local (Oxfordshire) suppliers. Thirty-five businesses with OX postcodes benefited from contracts with St Clare's which were worth more than £15K in 2015-16, and twelve were worth more than £50K.

10. *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 eight 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.

11. *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.



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 and Korea.

#### F. **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. 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. Staff are provided with the professional training they require to do their jobs, and senior managers listen sympathetically to requests for career development opportunities.

