

ST CLARE'S, OXFORD ANNUAL REPORT FOR 2019/20



CHAIRMAN'S FOREWORD

I am pleased to present the annual report and accounts for St Clare's, Oxford for the year ending 31 August 2020.

2019-20 was a challenging year for the college. The Covid-19 crisis had an impact on our finances, with low income from the International College from March 2020 until the end of the year, and only very low income from Summer Courses. We have had excellent support from all our stakeholders, however, and we also took advantage of the government furlough scheme temporarily to defray some of our staff costs by £662K. Income for the year was £12,156K, which included generous parental donations of £65K and the surplus was £48K. The total number of student weeks for the whole college in 2019-20 was 11,856 (14,828 in 2018-19).

The college has had another very successful year across the many fronts described in this report. 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. The speedy move to online teaching from March 2020 was managed with great skill and is testament to the expertise, commitment, dynamism and flexibility of our staff, and communications with all stakeholders have been outstanding. I also thank my fellow Governors for their stewardship, their wise counsel and unswerving commitment to the benefit of the college during this difficult period.

We remain committed 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 recover from the financial shock brought on by Covid-19 and 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 2020 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.

As for all other independent schools, 2019/20 presented the college with a unique set of challenges. At both the IB World School and the International College the move to online teaching and learning was achieved within a two-week period at the end of March. All students departed for their home countries in the period leading up to the Easter break and remote working for almost all staff was in progress by the beginning of April. A great deal of work was devoted to communicating with all students, parents and agents using a multi-channel approach to provide academic and pastoral support as well as information about college policies and procedures and reassurance about the return to a degree of normality in September 2020. Feedback about the quality of our service and communications was overwhelmingly positive.

In spite of the unusual circumstances, 2019/20 has seen continued success in all areas of college activity. The IB World School had an enrollment of 275 students and boasts one of the largest cohorts of IB Diploma students in the UK. IB Diploma results in 2020 were again very strong, especially considering that St Clare's is unselective in its intake.

St Clare's is the only school in the UK which is an authorized IB training provider. Our IB Institute trained 80 teachers from all over the world on 16 courses in various aspects of the IB Diploma during 2019/20, a smaller number than usual owing to lockdown. We were authorized by the IBO to deliver online teacher training from August 2020. We also successfully ran short online IB 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.

Owing to the Covid-19 situation there were no live summer courses in 2020. However, we planned, marketed and delivered a very successful suite of online summer courses.

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

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:

2020 Total Student Weeks	2019 Total Student Weeks
11,856	14,828

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

At the IB World School, students prepare for the International Baccalaureate Diploma which is taken in May of each year. 2020 was unique in that there were no final examinations. Instead, calculated grades were awarded by the IBO on the basis of coursework, teacher predictions and the achievement of schools in previous years. Results for our IB2 cohort of 121 students in May 2020 were excellent:

- An overall average points score of 37 compared to a world average of 29.9 points. The maximum possible score at IB Diploma is 45 points. 36 points is the equivalent of AAA at A Level.
- The pass rate was 100%.
- 93% scored above the world average for the IB Diploma.
- One student was awarded 45 points, the maximum possible score achieved by only 0.2% of candidates around the world. 20 St Clare's students have achieved the elusive 45 points in the last decade.
- 29% of students scored 40 points or higher, widely regarded as the elite level internationally achieved by only 5% of candidates.
- University destinations include Cambridge, Oxford, Bath, Warwick, Imperial, King's College London, London School of Economics and University College London as well as a significant number of high-profile universities overseas: Johns Hopkins, Toronto, Dartmouth, Minerva Schools at the Keck Graduate Institute, Amsterdam, Leiden, Utrecht, Bocconi and Hong Kong.
- Three students were admitted to UK medical schools (Imperial and Queen Mary).



At the International College (Bardwell Road) students studied a variety of courses, including English Language courses, the University Foundation Programme (UFP), and English plus Academic Subjects (EAS). 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 university destinations of our leavers demonstrate the high quality of the teaching and careers advice which they receive. UFP and EAS graduates gained offers from the universities of Exeter, Leeds, Liverpool, Lancaster, Bristol, Manchester and Cardiff among others in the UK, and Maastricht, Amsterdam, Erasmus, WHU Business School in Germany and Ecole Hotelière de Lausanne elsewhere in Europe.

The report by our UFP external examiner from the University of Warwick for the 2020 examinations was also highly complimentary: *This is my fourth year as the External Examiner. Due to the Corona Virus pandemic the exam board and the viewing of material was conducted entirely online. The current crisis has greatly impacted teaching and learning, policies and procedures have had to adapt at pace and working practices often needed to change within days. I commend all staff at St Clare's for supporting students through this crisis and maintaining high quality provision. I have viewed student work across all streams and all assessment methods including essays, short answer exams, longer written exams and presentations. Based on the samples I have seen and the processes I have viewed, the Programme is of high quality... 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 normally 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. Owing to the shutdown of schools and travel, live courses were cancelled. Instead, a programme of high-quality online courses was devised and delivered successfully to significant numbers of teenagers and young adults.

PASTORAL CARE

The key elements of pastoral care and boarding in 2019/20 were:

- A major restructure of pastoral care and boarding restructure to improve the quality of the student experience
- Managing the impact of the Covid 19 pandemic on the St Clare's community
- Developing a *Healthy World, Healthy College, Healthy You* programme

Major restructure of pastoral care and boarding restructure

- New full-time roles of Senior House Parents and House Parents were introduced which provide 45 and 48 hours per week of contact hours and full staffing flexibility.
- 6 wardens, 8 warden tutors and a Boarding Manager were replaced by 5 Senior House Parents (including a Head of Boarding), 5 House Parents and a Boarding Assistant.
- Boarding Houses have been arranged into clusters (Summertown, Lathbury, Banbury, Woodstock and Oxford) with a Senior House Parent overseeing each cluster for day-to-day management and pastoral care.
- The restructure has brought not only increased hours but also a different style of boarding provision which is more student-focused, addressing their needs in a timely manner.
- A comprehensive training programme for boarding staff was introduced.
- A significant change in the pastoral management structure was implemented. The Assistant Principal Pastoral (APP) role was redesigned so she is fully available during peak hours, providing better support for the Vice Principal Pastoral (VPP). The Boarding Manager role was replaced by a full-time Head of Boarding to oversee the management of boarding and its development.



Managing the impact of the Covid 19 pandemic on St Clare's community

The Spring and Summer term 2020 brought unexpected challenges relating to Covid-19. Boarders had to leave the UK while international borders were open not knowing when they would be able to return. The focus was on keeping the community safe and also to get boarders home safely. During the lockdown, the focus shifted to providing pastoral support for students and staff who found themselves in isolated situations they had never experienced before. The following support initiatives were introduced: HIIT sessions, Appreciation Tree, Thank you messages, 5-a-day (activities focused on mental health), St Clare's Self-isolation challenge, PIB Activities Week, online safety, study skills sessions for online learning, one-to-one online sessions with Personal Tutors, Monday Coffee mornings, and Looking forward to September student videos were produced.

Developing a Healthy World, Healthy College, Healthy You programme

Initiatives focused on creating Nurture Groups, Sleep Hygiene, Study Skills, Healthy Cooking, replacing plastic cups in the dining hall and Sugar House café with water bottles and coffee mugs, and introducing Meat-Free Mondays. Students joined Climate Change Protests, and some took part in the Black Lives Matter protests.

CO-CURRICULAR ACTIVITIES: CREATIVITY, ACTIVITY AND SERVICE 2019-20

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:

1. 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 psychology club. 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 encourage them to try a variety.

2. 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.

3. 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.



4. 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. The medical society, table tennis, and student council are examples of CAS experiences led by students.

5. 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.

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

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. The Share and Care group is taking direct action to support the homeless community and to set up links and support networks to encourage others to assist as well.



Creativity, Activity, Service (CAS) highlights during 2019/20 include:

CREATIVITY

The Young Enterprise, (YE), Team, "Glow" was the runner up in the Oxfordshire Schools YE competition. They won individual prizes for the best presentation, and teamwork. The St Clare's Magazine group published their forty-page summer edition during the Covid-19 pandemic.

ACTIVITY

The Duke of Edinburgh's Award continues to grow at St Clare's. We now have our Pre-IB students enrolled in the Bronze Award. We continue to offer the Gold Award.

SERVICE

The "Share and Care" group entered their project into the Global Social Leaders (GSL) competition, which aims to develop students' understanding of global citizenship and how to turn their ideas into reality. The group made it to the semi-final and won a collaboration award.

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 2019/20, the budget for repairs, refurbishment and maintenance was £568K. 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 and is due for completion in March 2021. The completion of this project 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 was completed at the end of 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 2019-20 there were 37 students at St Clare's in receipt of means-tested scholarship and bursary support. 1 was on a full bursary which was funded from fee income. The total amount of means-tested fee discount in 2019-20 was £712,721 (£730,265 in 2018-19). 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 partnerships 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. 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 IB Diploma curriculum from September 2020. Less formally, St Clare's has also supported two other state schools which either deliver IB Diploma or which are preparing to do so: Westminster Academy in west London, and Ysgol Bro Pedr in Lampeter, Wales. St Clare's has been supporting the Swan School (part of the River Learning Trust), 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 Chair of Governors 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 was a Governor of St Thomas More Catholic Primary School in Kidlington until February 2020. The Vice Principal Pastoral is a Governor of the John Watson School and Chair of the Pay and Resources Committees.

Providing work experience. Covid-19 and the lockdown denied St Clare's the opportunity to provide work experience for young people from local state schools in a variety of work areas (in 2018/19 two young people benefited).

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.

Our students continued to volunteer in local charity shops based in Summertown and the City Centre. They volunteered for the Oxford University KEEN group, assisting in their sessions designed to engage 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 Human Rights Club and the Animals Rights Action Group advocated and raised awareness within the school and local community. The Share and Care group advocated for the homeless community in Oxford and took direct action with their donation appeals.

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 ten 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 (OPT) certificates and a letter of commendation. St Clare's was a participant in the OPT Open Doors event for 2020.



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 2019-20. With 30 UK students who would be entitled to a free place at a maintained school, the parents saved the public purse a further £120k (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 £250,000 directly to the local economy.

Employment of local people. During the year, St Clare's employed 236 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 £6.4 million.

Contracts for local suppliers. St Clare's provides or has provided work for many local businesses, averaging of £2.8 million (£5.5 million in each of the two previous years) to local (Oxfordshire) suppliers. Twenty-three businesses with OX postcodes (thirty five in 2018/19) benefited from contracts with St Clare's which were worth more than £15K in 2019/20, and seven (ten in 2018/19) 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.

Staff are provided with the professional training they require to do their jobs. Senior managers listen sympathetically to requests for career development opportunities. St Clare's staff have received pay increases of between 1.5% and 2.5% most years for the past nine years while many employees in the public and private sectors and teachers (in both state and independent schools) have either had their pay frozen or have only received minimal 1% increases. During this period St



ST CLARE'S OXFORD

Clare's pay increases have outstripped the state sector by 6%. The salaries of the two lowest pay bands (Catering and Housekeeping) are regularly reviewed in the light of any changes made by the government to the National Minimum Wage in April each year.

