

ST CLARE'S, OXFORD
ANNUAL REPORT
FOR 2021/22



CHAIRMAN'S FOREWORD

I am pleased to present the annual report and accounts for St Clare's, Oxford for the year ending 31 August 2022.

After two very challenging years for the college, 2021-22 has been a year of relative normality and recovery. Income for the year was £14,038K, and the surplus was £607K. The total number of student weeks for the whole college in 2021-22 was 13,778 (11,032 in 2020-21).

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. 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.

I salute the efforts of the Principal, Andrew Rattue, who retired on 31 August 2022, and thank him for steering the college through some challenging times. His successor, Duncan Reith, was appointed after a rigorous selection procedure and takes on the leadership of the college on 1 September 2022. I also thank my fellow Governor, John Church, who stepped down from the governing body in June 2022, for his dedication and expertise, especially during his chairmanship of the Finance Committee.

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 the recovery from the financial shock brought on by Covid-19 and continue to flourish in an ever-changing and challenging environment.



Jens Tholstrup
Chairman



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 2022 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.

2021-22 has been a year of recovery from the consequences of the Covid-19 pandemic. At both the IB World School and the International College, classes and activities resumed their normal pattern with some periods of mask-wearing as a precautionary measure and some quarantine or isolation at the beginnings of terms for students from some countries.

2021-22 has seen continued success in all areas of college activity. The IB World School had an enrolment of 260 students and boasts one of the largest cohorts of IB Diploma students in the UK. IB Diploma results in 2022 were again very strong with an average points score of 36.3. St Clare's is unselective in its intake which makes this performance even more impressive.

St Clare's is the only school in the UK which is an authorized IB training provider. Our IB Institute trained 179 teachers from all over the world on 19 courses in various aspects of the IB Diploma during 2021-22, almost double the previous year. We also increased our international reach with participants from 43 countries compared with 26 in 2020-21. We were authorized by the IBO to deliver online teacher training during 2021-22. Face-to-face courses resumed in September 2022.

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.

After two years (2020 and 2021) when no live summer courses could take place, 2022 saw a strong resurgence of interest and numbers of students (especially teenagers) were healthy.

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.



Duncan Reith
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:

2022 Total Student Weeks	2021 Total Student Weeks
13,778	11,032

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 combination of a large and diverse cohort, and ongoing disruption from Covid-19 would have been a significant challenge, but the reintroduction of examinations for the first time in three years added yet another dimension for our IB22 students. On this basis the overall outcomes for IB22 were very pleasing indeed. Although the clearance above the world average was somewhat reduced the ALIS value-added for the cohort was the best we have achieved in a session where final examinations took place since 2015, when English B was still part of the calculation.



Our value-added places us on the 94th percentile of schools offering IB qualification. A summary of the results is below:

- Average points score of 36.3, compared to a world average of 31.9. A score of 36 points is considered to be equivalent to AAA at A level.
- The pass rate was 100% (cohort size: 123)
- Two students scored 45 points, the maximum possible score achieved by less than 0.3% of students around the world. A further five students scored 44 points.
- 26% of students scored 40 points or higher, widely regarded as the elite level internationally.
- University destinations in the UK include Oxford, Cambridge, Imperial, UCL, Warwick and Durham. High profile destinations overseas include Toronto, University of Southern California, Leiden, Amsterdam, and IE Madrid
- Eight students, including some taking gap years from IB21, were admitted to medicine, vet science or dentistry courses

2022 also saw the first set of IGCSE English Language results for a small group of 19 Pre-IB students. At the time of writing a few re-marks are outstanding, but the cohort average currently stands at grade 7, equivalent to an A grade in the old system.

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.

Twelve students successfully completed the UFP, with excellent outcomes in terms of destinations. Highlights included University of Santa Clara, University of Amsterdam and Bocconi. All students reached their first choice institutions. Once again the careers team were able to widen the horizons of many of our students. Equally strong outcomes were seen amongst our EAS students, with destinations including IE Madrid, Erasmus, University of Glasgow, WHU Business School and the Architectural Association.

After two years of running online summer courses, 2022 saw the return of a live summer school operating at the main site on Banbury Road, at the International College in Bardwell Road and at Rye St Antony School, which hosted our junior summer school students aged 10 to 15. A new initiative saw IB diploma teachers teaching a two-week Introduction to IB course to students in Poland, in collaboration with one of our agents.



PASTORAL CARE AND SAFEGUARDING

The key elements of pastoral care and boarding in 2021-22 were:

- Implementation of a major restructure of pastoral care and boarding to improve the quality of the student experience
- Launching an enhanced training programme for senior house parents, house parents and personal tutors in order to deliver even higher level of pastoral care
- Managing the impact of the Covid-19 pandemic on the St Clare's community
- Enhancing our medical care and counselling to ensure better support for IC and IB students
- Implementing of the Social Justice Committee's aims to ensure diversity, equality, and inclusivity in St Clare's community
- Enhancing students' understanding of safeguarding, cultural sensitivities, and positive sexual relationships
- Increasing our visibility and contributions to the Boarding Schools Association (BSA)
- Enhancing pastoral care for the International College students
- Guardianship scheme was fully implemented

Implementation of a major restructure of pastoral care and boarding

- New full-time roles of Senior House Parents and House Parents were introduced in September 2020 which now provide 45 and 48 hours per week of contact hours and full staffing flexibility
- The restructure has brought not only increased hours but also a different style of boarding provision which is more student-focused and addresses students' needs in a timely manner. This required a significant improvement in communication amongst boarding staff and sharing good practice on a weekly basis, and also improved communication between boarding staff and teaching staff which resulted in a more comprehensive support that all boarders received
- CPOMS- Child Protection Online Management System, was used more widely by staff to ensure that safeguarding and pastoral issues were recorded, relevant staff were informed and students
- A comprehensive training programme for boarding staff and personal tutors was introduced

Launching an enhanced training programme for senior house parents, house parents and personal tutors in order to deliver even higher level of pastoral care

- Sharing of good practice, external and internal training was enhanced, and new learning was shared amongst all boarding staff and personal tutors

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

- The autumn term 2021 and spring term 2022 continued to be a challenge for the boarding community and had a profound effect on our boarding staff due to isolation requirements at the beginning of term and managing the isolation and care for Covid-19 positive boarders. The rules had to be amended on a regular basis to ensure that we struck the right balance between giving our students a positive and collegiate experience of St Clare's and keeping them safe at the same time.

Enhancing our medical care and counselling to ensure better support for IC and IB students

- We used to have a medical provision for only three and a half days for a shorter period of hours a day. We now have a full-time nurse who works every day of the week until 17:00



which means that students can access the nurse daily and can see the nurse after school. We had very positive feedback from our students on the enhanced medical care. IC students have the same access to the college nurse as IB students.

- We have also redistributed 25 hours of the counsellor time to be face-to-face time only every day of the week. This resulted in a prompt response to the needs of our students.

Implementing of the Social Justice Committee's aims to ensure diversity, equality and inclusivity in St Clare's community

- The Committee meets annually to discuss the progress of the implementation of our aims and check that the college is still fully focused on the project.

Safeguarding and Cultural Sensitivities

- We added a session about Safeguarding and Cultural Sensitivities into the Orientation programme to ensure that all students are aware of expectations that we have of their behaviour in an international community.

Visibility and contribution to the BSA

- Elena Hesse was a speaker at a BSA conference in May 2022 on the topic of Equality, Diversity and Inclusivity. This was her fourth conference as a speaker or panellist at a BSA Conferences promoting St Clare's. Andrew Rattue was the Chair of the BSA and he actively promoted St Clare's at a BSA management level and amongst independent schools. Suzanne Mowat was a speaker at a BSA conference in June 2022 on the topic of recruiting a diverse, international student body.

Implementation of the guardianship scheme

- We have completed the implementation of the requirements that every student has to have an educational guardian. Terms and Conditions and Guardianship Policy are signed by parents to ensure that they understand that they have a full responsibility in appointing guardians and ensure that arrangements do not compromise our safeguarding practice.

Enhancing students' understanding of safeguarding, cultural sensitivities, and positive sexual relationships

- Sex Education Day was launched in September 2021 and was received very positively by students
- Cultural Sensitivities session was added to the Orientation Programme.

CO-CURRICULAR ACTIVITIES: CREATIVITY, ACTIVITY AND SERVICE 2021-22

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 Nuffield Health 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 our debating society 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.

Creativity, Activity, Service (CAS) highlights during 2021/22 include:

CREATIVITY

The St Clare's Union Debating Team reached the national finals of the ESU-MACE competition, eliminating such rivals as Eton College and Magdalen College School along the way. The team,



comprising three IB2 students, represented the college at Dartmouth House in London in March 2022.

ACTIVITY

The boys' Football team emerged victorious in the annual D'Overbroecks six-a-side tournament in March 2022, in a well-supported event attended by sixteen Oxfordshire schools.

SERVICE

The college Eco-Schools team conducted a full sustainability audit and led awareness-raising activities and competitions, including a competition between boarding houses to design and construct bug-hotels in the gardens. The college was awarded the Eco Schools Green Flag status at the end of the academic year.

The Homework Support Group, in association with the Oxford African Families group was another highly successful venture, with St Clare's students offering invaluable support and guidance to younger students in the library every week throughout the year.



BUILDINGS AND PREMISES

St Clare's occupies 25 buildings in North Oxford, 23 of which are owned freehold by the college and one is 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 2021-22, the budget for repairs, refurbishment and maintenance was £3,197K. A project to improve the access and reception to the main IB site at 139 Banbury Road began in September 2022.

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 2021-22 there were 45 students at St Clare's in receipt of means-tested scholarship funded from fee income. The total amount of means-tested fee discount in 2021-22 was £827,513 (£770K in 2020-21). 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.

Assistance for refugees. During 2021-22, St Clare's International College provided English language tuition free-of-charge to 2 Afghans, 1 Sudanese and 11 Ukrainian refugees.

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 supported The Europa School as it introduced the IB Diploma for its Sixth Form students 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 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 out-going 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 Vice Principal Pastoral is a Governor of the John Watson School and Chair of the Pay and Resources Committees. The Bursar is a Trustee of Vale House, a specialist care home for people with dementia in Sandford-on-Thames near Oxford.

Providing work experience. St Clare's provided work experience for young people from several local state schools in a variety of work areas.

Community and charity. St Clare's students volunteered in the local community. 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
- 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.

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 24 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 2021.

Indirect Benefits:

Savings to the local authority education budget. St Clare's contributed £1.77 million to the public purse by way of income tax and NIC on payroll, together with irrecoverable VAT on purchases during 2021-22. With 34 UK students who would be entitled to a free place at a maintained school, the parents saved the public purse a further £167K (based on the national funding formula for Oxfordshire).

Student spending in local businesses. Assuming (conservatively) an average weekly spend of £40 in local businesses, the students contributed at least a further £551K directly to the local economy.

Employment of local people. During the year, St Clare's employed c.210 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.

Contracts for local suppliers. St Clare's provides or has provided work for many local businesses, amounting to £1.9 million in 2021-22 and averaging £2.4 million in each of the past two years to local (Oxfordshire) suppliers. Twenty-eight businesses with OX postcodes benefited from contracts with St Clare's which were worth more than £15K in 2021-22, of which fourteen 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. In October 2021, students participated in the Youth Leadership Summit hosted by Collegio San Carlo in Milan for the first time.



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 1.0% and 2.5% most years for the past decade 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. In September 2022, staff were awarded a 4.0% pay increase, and low-paid staff were guaranteed at least the Oxford Living Wage (£10.50 per hour).

