



ISI Independent
Schools
Inspectorate

Pre-Inspection Information About the School

Date on which form was completed or revised	23/09/22
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Note to heads

Please complete this *Pre-inspection information* form, which provides essential inspection information for inspection planning. This information, along with the information provided online regularly to ISI, is necessary to ensure that inspection is appropriately matched to the context of your school. You do not need to revise it continually but, by having it ready completed, it can be updated quickly, if necessary, for transmission to the reporting inspector when the school's inspection is notified by telephone. When the reporting inspector contacts the school, s/he will have consulted the documentation which you have already made available as required to demonstrate regulatory compliance (you will have done this either via your website or through uploading the files to ISI).

The information you provide is for use by the Independent Schools Inspectorate (ISI). It will be used only in connection with the inspection of the school and will be treated in strictest confidence. However, please note that individuals identifiable in the document may be entitled to obtain any such information under the Data Protection Act 1998.

Changes to September 2022 version

Minor formatting changes only. If schools have an up-to-date version on either the September 2019 or January 2022 version, there is no need to transfer the information to this template.

Change to January 2022 version

The only change to the January version is the inclusion of a box on the front page to indicate when the form was completed or last revised.

Changes to September 2019 version

The following changes have been made to the September 2019 version:

- In the section headed 'About the school', questions clarifying governance and proprietorial arrangements have been added.
- Where relevant, schools have been asked to provide their registered charity number and EYFS registered number.
- In the section 'About the pupils', a question relating to pupils' backgrounds have been added.
- References to statements of special educational needs have been removed as all statements should now have been replaced by education, health and care plans.

To be completed electronically

Contact details for use during the inspection

Name of school	St. Peter's College, Radley (known as Radley College)	
Name of head	Mr John Moule	
Head's contact details	Telephone (direct line):	01235 543127
	Email:	warden@radley.org.uk
	Mobile:	07590 997993
Name of person coordinating the inspection material	Mr Roger Shaw	
Post in school	Senior Master	
Contact details	Telephone:	Home: 01235 548550, Office: 01235 548536
	Email:	rds@radley.org.uk (email is the most effective method of getting in touch)
	Mobile:	07702 943035
Name of person coordinating for EYFS (if applicable)	N/A	
Post in school		
Contact details	Telephone:	
	Email:	
	Mobile:	
Name of person coordinating for boarding (if applicable)	Mr Roger Shaw (Roger Shaw will be coordinating the boarding part of the inspection as well as other parts. The Sub-Warden (Ben Holden – bjh@radley.org.uk) will also be involved as DSL and line manager of the Tutors (Housemasters))	
Post in school	Senior Master	
Contact details	Telephone:	Home: 01235 548550, Office: 01235 548536
	Email:	rds@radley.org.uk (email is the most effective method of getting in touch)
	Mobile:	07702 943035

Background information

About the school

Only provide the most significant information in response to the following prompts.

Distinctive features of the school
<ul style="list-style-type: none"> • All boys (apart from one girl in sixth form – daughter of a teacher). • Full boarding school. • Virtually all teaching staff housed on site. All have a role in boarding. • High teacher – pupil ratio (about 1:7). Small class sizes (averages are Y9:19, Y10-11:16, Y12-13:7). • Christian foundation with Chapel at its heart (though we welcome those of all faith and none).
Its location and history
<p>The College is situated five miles south of Oxford. Its foundation in 1847 was to offer a different education from that offered by most Victorian public schools. Radley remains distinct today, retaining the best of its traditions whilst also being at the forefront of much modern educational practice.</p>
Changes since the previous inspection
<p>Briefly outline any major changes in the nature of the school and its governance. Where relevant, mention changes to the EYFS setting and to boarding.</p> <ul style="list-style-type: none"> • We have extended the size of the school by one Boarding House (L Social) which opened in September 2020 • Sept 2019: 692 pupils, Sept 2020: 736 pupils, Sept 2021: 760 pupils, Sept 2022: 764 pupils • We have extended the size of Chapel to accommodate the number of boys in the school. • A major refurbishment of the science department was completed Sept 2019 which provides additional labs, a new lecture theatre and an observatory. • We are in the process of extending the College Shop to give us the facility for one Social to eat together each day. • Council (Governing Body) have adopted a new strategic vision centred around four pillars of People, Place, Partnership and Purpose, aiming to retain the core ethos of the school but widen access and exposure to the world, in outlook, intake, and practice. • COVID-19 forced us to rethink our practices but our approach has been to retain as much normality as possible. Teachers and Boys adapted well to “Virtual Radley” and their IT Skills improved considerably. • Recent new roles include: <ul style="list-style-type: none"> o Director of Admissions and Communications: combining elements of two roles into one Senior Management post o Director of Partnerships who oversees the development and direction of College partnerships in terms of strategy, promotion, communication and assessment of impact. o Head of Removes, Head of Fifths who, along with the Head of Shells, monitor academic progress and engagement of all boys in their year groups. o Head of Junior Scholars who helps in coordinating pathways for our brightest Y9s and 10s. o Director of Digital Strategy and Head of Computing whose role is to drive forward computer literacy (staff and boys), GCSE Computer Science, Robotics, Coding, IT Innovation.

Ownership and governance arrangements

Give a brief outline of the governance arrangements. Indicate where the responsibility for the school lies. There may be an individual proprietor or proprietors or a trust or company with directors.

- The governing body of Radley College, known as the Council, comprises a maximum of 21 members and provides guidance on all matters relating to the running of the college. It appoints the Warden. The Chairman of Council is Mr David Smellie. Full meetings of the Council take place each term and in addition there are termly meetings of the General Purposes Committee, which considers the financial business of the college and the development of the estate and buildings. An Audit Committee meets twice a year and a member of Council attends the Health and Safety Committee. The member of Council responsible for safeguarding meets regularly with Sub-Warden and other staff. Two members of Council have particular responsibility for Common Room matters and meet Common Room once a term.
- The Warden is ultimately responsible for all matters concerned with Radley and is responsible to the Council. With them, he determines the college's direction, sets tone, priorities and standards, appoints staff, is the final arbiter in all matters of discipline, and is the school's figurehead for parents, staff, boys and prep school heads amongst others. He is assisted by the Senior Management Team. The Senior Management Team is made up of the Warden, Sub-Warden (who deputises for the Warden when required), Academic Director, three Senior Masters and the Bursar. The Bursar is responsible to Council for financial aspects of the school, its buildings and estates and other operational and commercial areas. He acts as Clerk to the Council.

Proprietor: Give the name of the person holding ultimate responsibility ('the proprietor') as declared to DfE (for example at the top of the annual return to DfE in January each year).

Chairman of Council: David Smellie

Charitable status: If the school is a registered charity, please provide the school's registered charity number.

309243

Registered EYFS: If the school has a registered EYFS setting, please provide the EYFS registration number.

N/A

What the school seeks to do**A brief summary of the school's aims**

See: <https://www.radley.org.uk/about-radley/why/a-radley-education>
and <https://www.radley.org.uk/about-radley/why/our-vision>
and <https://issuu.com/radleycollege/docs/38809-strategic-plan-brochure-215x265-v0321-mid-pg?fr=sNDFmZjI0Nzk3NDU>

About the pupils

Total number of pupils on roll							764
Male	763	Female	1	Day Pupils	1	Boarders	763
EYFS		Juniors (Y1-6)		Seniors (Y7-11)	450	Sixth Form	314

Pupils' backgrounds

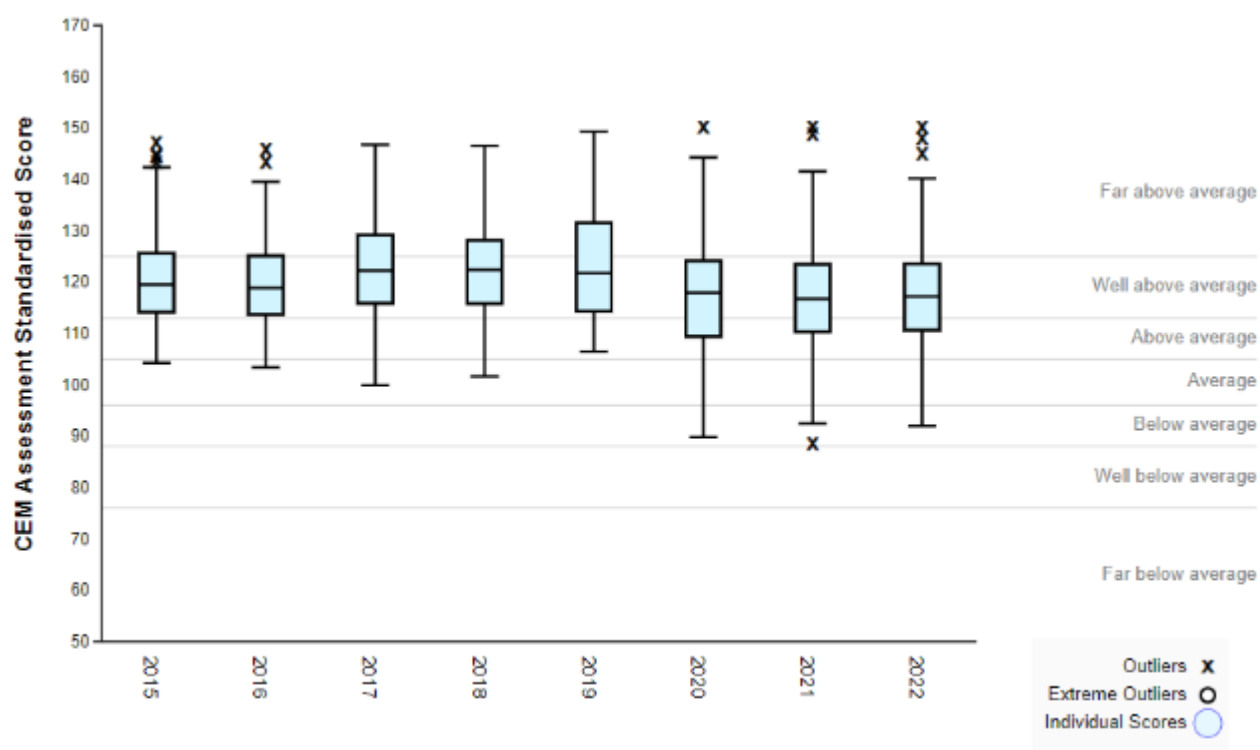
Where do pupils come from? What type of family backgrounds? Proportion of international pupils and countries from which they come?

- Approximately 20% of pupils live overseas. Some of these are ex pat, but the majority do not have a British passport.
- We have boys from about 43 different countries. The largest overseas intake is from mainland Vhina followed by Hong Kong.
- The majority come from quite wealthy backgrounds, in order to pay the fees, where parents have jobs in the financial sector, law, medicine, business: but we also have a large number of boys here on means tested funded places.

Pupils' ability on entry

What do standardised data show about the overall level of pupils' ability when they join the school? If the school does not administer standardised assessments at the point of entry, what is the school's own assessment of ability on entry and on what does the school base this judgement? (The RI will need to discuss this with the school at the first meeting.)

Pupils take the MidYIS baseline test.



Compared with other schools which gain similar results in public examinations, we have a broader range of abilities at entry. The value added provided is exceptionally high.

Pupils with special educational needs and/or disabilities (SEND)	
Number of pupils the school has identified as having special educational needs and/or disabilities	178
Number of pupils receiving additional support for their special educational needs	145
Number of pupils with an education, health and care (EHC) plan	1
Number of pupils with an EHC plan funded by the local authority	1
Does the school produce individual education plans (IEPs)?	No
Brief description of the nature of special educational needs within the school:	
<ul style="list-style-type: none"> In the Lower School, boys are given additional academic support through one-on-one tutorials, provided by specialist teachers. These take place outside of normal lesson times e.g. during Central Hour, after games or during Prep. In the Sixth Form, the lessons take place during boys' study periods. The majority of the boys we support have specific learning difficulties (i.e. dyslexia) and we tailor our support to meet the individual needs of the boys we see, offering, amongst others, study skills, literacy help, emotional support as necessary, Maths and numeracy guidance, development of cognitive skills, and touch typing. 	
English as an additional language	
Number of pupils for whom English is an additional language (EAL)	75
Of whom the number of pupils whose English is below a functional level of competence	0
Number of pupils who receive additional support for their English	28
Brief details of the extra support provided for pupils with EAL:	
<ul style="list-style-type: none"> In aiming to ensure we fulfil the needs of EAL students, we recognise that the elasticity of the definition of EAL may encompass students whose English - written and spoken - is extremely advanced and who have already clearly certificated competence in English e.g. GCSE or IGCSE English Language and/or English Literature. For that reason, and to ensure we are able to target the needs of those with genuine difficulties, we carefully maintain an ongoing review of the needs of those on it. Boys for whom English is an additional language are identified on entry either by the Admissions team or a Tutor / Don referral. EAL support is then tailored to the needs of each boy and provision given by a specialist teacher outside of academic lessons. These EAL lessons take place for Lower School during Central Hour and for Sixth Form during Academic Priority Time, study periods Central Hour and Prep. Lower School provision (taught individually or in small groups) focuses on curriculum support, help with preps, increasing confidence when speaking in English, boosting English literature/language skills through graded reading books and providing emotional support where necessary. In the Sixth Form, boys are either seen once per fortnight individually for curriculum and prep support, as per the Lower School or in groups once a week for preparation for university entrance language tests (i.e. IELTS or similar), or both. 	

More able pupils¹

Describe the school's approach for dealing with more able pupils and/or those who have particular gifts or talents:

- We believe that **all** pupils should be given opportunities to be stretched to their full abilities. Examples of how this is achieved include:
- The Master i/c Junior Scholars (new role) helps in coordinating pathways for our brightest Y9s, 10s and 11s, to encourage them as Able, Gifted and Talented and help them maximise the benefit they can draw from what is already offered.
- The Lower School Heads of Years (new roles) monitor academic progress and engagement of all boys in their year groups, coordinating with whole year pastoral interventions and teaching policies in eg PSHE.
- The most able pupils in each year are members of the Academic Societies (Shell Society, Hudson Society, Fifth Form Society, Crowsons, Upper Sixth). They meet to discuss matters of academic interest.
- There are many other subject specific societies, many of which are boy-led.
- Half of the year group take Maths International GCSE one year early.
- We are able to extend pupils within the curriculum in many subjects by setting and differentiating within class.
- There is an expectation for teachers to identify the brightest and set additional work to extend them.
- We have a Curriculum Extension Programme Coordinator who manages the Y12 Curriculum Extension Programme where all boys are asked to choose two additional areas to study on top of their three A levels (for example, EPQ, Global Perspectives, MBA...)
- The vast majority of 6.1 boys complete an Extended Project Qualification, International Relations course or Mini MBA.
- Approximately ten 6.1 boys per year begin and complete AS Art, which comprises all their CEP provision.
- Y9 have Critical Thinking lessons to encourage independent thought and endeavour, from the outset. It is planned to extend this provision to Years 10 and 11.
- Specific lessons are given for those applying for highly competitive courses eg Oxbridge, Medicine.
- There are many opportunities to excel in extra-curricular activities: Sport, Music, Drama etc with pathways available to professional sports programmes and conservatoires.
- We have teams of Academic Prefects and Co-Curricular prefects - who meet with the Academic Director and Senior Master (Co-Curricular) respectively - to discuss ways in which boys can lead in these areas.
- Language Assistants help stretch the most able in MFL and there are opportunities for pupils to become immersed in language and culture of other countries with trips.
- We offer a wide range of activities to stretch students in the digital world including: Competitive Robotics, Codebreaking Society, Berbras UK (the national computational thinking challenge run by Oxford University and the Raspberry Pi Foundation), the British Informatics Olympiad and Cyberdiscovery (a cybersecurity program run by GCHQ).
- In conjunction with the Oxford University Graduates-in-Residence and the US Design Engineering interns, the Cook Fellows provide support for Common Room in laying on activities and 'stretch' for the able, gifted and talented. Cook Fellows and Graduates-in-Residence boost the activities of the academic and departmental societies as a forum for encouraging the enthusiast (regardless of ability) but also specifically the most Able, Gifted and Talented.

¹ Schools may use different terminology for such pupils, for example, able, gifted and talented. ISI does not require schools to use specific terminology for such pupils, but will evaluate how well the school caters for pupils of all abilities, including those who have particular talents in any given area.

Destination of leavers

for example, to senior schools or universities, as well as into apprenticeships and direct employment – and the proportion successful in obtaining places/awards at their first choice of institution

- Most of our 2022 leavers (134 out of 157) will go on to Higher Education. Around 89% were offered their first choice university, including overseas (9% of UK placed students have since decided to withdraw and reapply). Of all leavers going on to Higher Education 40% are taking a gap year. 94% of our leavers with a destination secured went to a university in the UK, with the remainder going to universities in the USA and Europe. There were 9 Oxford places from this year group. The following were the most popular UK universities (given in numbers of students): Newcastle (22), Durham (12), London (12), Bristol (10), Oxford (9). These are taken from the 30 UK university destinations of Radley students.
- In the 2021 leavers' cohort the distribution of courses amongst subject areas was: Social Sciences (29%), Engineering, Maths and Sciences (30%), Humanities (20%), Modern Languages (6%) and Arts (15%).

Regulatory Requirements

ISSR 3 – Teaching

[Co-educational schools only] Apart from PE and sports activities, are there any occasions on which male and female pupils are taught separately or any activities which are provided for male only or female pupils only? If so, please outline and indicate how the school ensures that such provision does not disadvantage either sex.

N/A

ISSRs 9 and 10 – Behaviour and bullying

Indicate the number of fixed-term and permanent exclusions during the last 12 months

	Under 5s		5-11		11-16		Sixth form	
	Male	Female	Male	Female	Male	Female	Male	Female
Fixed-term					6		8	
Permanent							1	

Indicate below any reason(s) for significant numbers of exclusions:

Various reasons – no discernible pattern

Indicate the number of pupils in your official record of serious disciplinary sanctions over the past 12 months, if different from above.

	Under 5s		5-11		11-16		Sixth form	
	Male	Female	Male	Female	Male	Female	Male	Female

Indicate main reasons for disciplinary sanctions:

ISSR 11 Health and safety

Has the school recently had any recommendation made to it by the Health and Safety Executive?	No
Has the school recently had any recommendation made to it by the Environmental Health Authority?	No
Has the school recently had any recommendation made to it by the Local Health Authority?	No
If the answer to any of the above is yes, please give details below:	
While not making any recommendations, the HSE investigated an accident during the year 2019-20 and made some observations which resulted in improved procedures around communications with contractors and between departments.	

ISSR 12 Fire safety

Has the school recently had any recommendation made to it by the Fire Authority?	No
If the answer to the above is yes, what action has the school taken:	

ISSR 13 First aid

How many members of staff are qualified in first aid?	184 at level 3 eFAW or above
How many of these are qualified in paediatric first aid?	34

ISSR 18 Suitability of staff**Allegations against staff**

Please indicate any cases where a member of staff or other person connected with the school is subject to investigation, has resigned, or has been dismissed or disciplined because of questionable conduct with children. In each case, briefly mention any referral made Disclosure and Barring Service (DBS) or the National College for Teaching and Leadership (NCTL) (or their predecessor bodies) since the previous ISI inspection:

On 24 January 2022 the Sports Centre Assistant Manager was dismissed following an investigation into their conduct towards junior female colleagues in the College's Sports Centre. At the time of the conduct two of the female colleagues were 16 years old. He was summarily dismissed for gross misconduct. The police were notified and our internal investigation suspended until they had concluded their investigation. Throughout the period the individual was suspended from duty. The OCSB were informed and did not believe this was a safeguarding incident they needed to be involved in as it did not involve pupils from the school. We notified the DBS on 31 January 2022. We are not aware of the outcome of their investigation as they have no obligation to inform us.