

# School inspection report

22 to 24 October 2024

## **d'Overbroeck's**

333 Banbury Road

Oxford

Oxfordshire

OX2 7PL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS .....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	9
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....</b>	<b>10</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	11
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>SCHEDULE OF UNMET STANDARDS .....</b>	<b>14</b>
<i>Section 1: Leadership and management, and governance.....</i>	<i>14</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing .....</i>	<i>14</i>
<i>Safeguarding .....</i>	<i>15</i>
<b>SCHOOL DETAILS .....</b>	<b>17</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>18</b>
<b>INSPECTION DETAILS .....</b>	<b>19</b>

## Summary of inspection findings

1. The school is an inclusive community with an ethos of mutual respect. Positive relationships between staff and pupils enable pupils to develop self-confidence and self-esteem.
2. The school's wide-ranging curriculum and activities programme prepare pupils well for life in British society. Pupils share their personal experiences and listen to the views of others from different backgrounds to deepen their understanding of British values and the wider world.
3. Leaders implement a curriculum which enables pupils to develop skills and understanding across a full range of subjects. It is broad and varied to meet the needs and prior learning of pupils including for those who speak English as an additional language (EAL).
4. Teachers provide effective individual support to all pupils and they make good progress. Those who have special educational needs and/or disabilities (SEND) are enabled to access the curriculum and make good progress through carefully planned adjustments in lessons and individualised support.
5. Behaviour and bullying records are detailed and appropriate sanctions are issued to manage misbehaviour.
6. The proprietor, through the governing body, receives reports and visits the school to quality assure the work of leaders. However, oversight does not ensure that the monitoring of the risks to pupils' wellbeing and of their safety across the school and in boarding, is effective. Leaders have not paid due regard to a number of health and safety issues nor ensured that those responsible for health and safety, fire safety and first aid have the knowledge and skills to fulfil their roles effectively to meet the standards. Due attention has not been given to pupil safeguarding and associated risks relating to pupils who are over 18, who are legally adults, studying and boarding with younger pupils. As a result, the standards relating to the welfare, health and safety of pupils, fire safety and first aid are not consistently met.
7. Leaders effectively manage any complaints that the school receives with effective communication and recording of action taken.
8. The attendance of pupils is managed effectively and in line with the latest statutory guidance. However, an attendance policy detailing the latest statutory guidance was not made available on the school's website. This was rectified during the inspection.
9. Leaders ensure that safeguarding concerns about pupils are managed and recorded appropriately and in line with local procedures. Leaders maintain relationships with relevant external agencies and seek guidance when needed. Checks are systematically carried out on the suitability of host families, guardians and lodgings so that boarders receive appropriate accommodation and care.
10. Administrative errors in the single central record (SCR) of staff appointments were rectified during the inspection.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- risks are understood and effectively managed
- all works relating to health and safety are carried out in a timely manner and the premises are maintained to such a standard that the health, safety and welfare of pupils are effectively promoted
- due attention is paid to ensuring fire safety to promote the welfare of pupils at the school, including boarders
- due attention is paid to the appropriate administration of first aid to promote the welfare of pupils at the school, including boarders
- due attention is given to pupils' safeguarding and associated risk relating to pupils who are over 18, who are legally adults, studying and boarding with younger pupils.

### Recommended next steps

Leaders should:

- ensure that the personal development programme incorporating the relationships and sex education (RSE) curriculum is appropriately resourced and planned to meet the needs of pupils in their preparation for the responsibilities and experiences of life

- ensure correct recording of safer recruitment checks and effective oversight of the single central record of appointment
- ensure that the school's attendance policy incorporates the latest statutory guidance and is accessible to leaders, staff, parents and pupils, including publication on the school's website.

## Section 1: Leadership and management, and governance

11. The proprietor and governing body evaluate the impact of decisions made by leaders on pupils' wellbeing through self-evaluation reports and visits. Through committees, leaders review policies and the implementation of procedures.
12. Implementation of the health and safety policy is not effective in identifying and mitigating risks to pupils' wellbeing. This is in relation to the maintenance of the premises, medical resources, fire safety and the integration of older pupils, above compulsory age, studying at the school with younger pupils. Leaders' approach to risk is not thorough enough and policy implementation is not effective in mitigating risks. As a consequence, not all Standards are met.
13. Leaders provide a wide and varied curriculum, including GCSE, IGCSE, A level and a range of additional enrichment activities including, for example, the Extended Project Qualification (EPQ). Pupils' progress is in line with their prior attainment and this is reflected in their results at GCSE, IGCSE and A level. Parents receive regular information about their child's attainment and attitudes to learning through termly reports.
14. Leaders have developed a suitable accessibility plan. The school fulfils its duties under the requirements of the Equality Act 2010. Leaders maintain effective links with external agencies with regards to support for pupils who have education, health and care (EHC) plans. Leaders provide the local authority with required information, including the use of funds, in relation to any pupils with an EHC plan.
15. The complaints policy is published on the school's website. Leaders keep appropriate records of complaints and the actions taken. Complaints are managed within appropriate timescales. The governing body understand their role in the complaints process and review formal complaints with leaders to identify any recurring patterns to feed into school improvement plans.
16. Appropriate recruitment procedures are in place and a suitable register of staff appointments is kept. However, administrative errors are not always identified by leaders in their monitoring of the accuracy of the record of appointments. There were errors found in the recording of some start dates for staff, which were rectified during the inspection.
17. Key documents and information are shared with parents via the website, however, an attendance policy incorporating the latest statutory guidance which has been implemented in practice was not made available to staff, parents and pupils and on the school's website. This was rectified during the inspection.
18. Leaders maintain effective and constructive links with external agencies including local authority safeguarding partners to inform effective school practices. Leaders fulfil their responsibilities for the arrangements of boarders by implementing systems to monitor the suitability of host families and of educational guardians.

### The extent to which the school meets Standards relating to leadership and management, and governance

19. The standards relating to governance, leadership and management, and related National Minimum Standards (NMS), are not met.

**20. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 2: Quality of education, training and recreation

21. Leaders have created a curriculum in the sixth form, senior and international schools that is broad, appropriate for the age range and has a suitable breadth of linguistic, mathematical, scientific, technological, aesthetic and creative subjects. Strategic decisions are made to improve pupils' experience of the curriculum, for example by including the extended project qualification (EPQ) and 'super-curricular' programme for sixth-form pupils and enrichment activities for younger pupils. School-wide involvement in national mathematics challenges, science and maths olympiads, essay, poetry and creative writing competitions inspire interest and extend pupils' knowledge.
22. Pupils across the school are encouraged to balance options of one or two-year programmes of study in areas of learning from a suitable range of subjects at GCSE, IGCSE and A level. Pupils achieve well at GCSE, IGCSE and A level.
23. Teachers have a secure understanding of the individual pupils' aptitudes, needs and educational achievements. Data relating to individual pupils and subgroups is analysed and used to inform school improvement and curriculum plans. As a result, strategies to improve performance, for example of boys with average prior attainment, have been implemented to sustain their progress.
24. Teachers use their skilled knowledge of their subject areas to plan lesson content that is well matched to the needs of the pupils. They use a range of methodologies to engage pupils in their learning. Questioning techniques encourage pupils to develop depth in their answers. Teaching is effective in supporting pupils in making connections between prior understanding and new concepts. Pupils review their prior learning and attainment to inform their own target priorities and are encouraged to track their progress. As a result, staff and pupils agree on areas for improvement in pupils' knowledge and learning which pupils act on.
25. Schemes of work are planned to develop pupils' knowledge and understanding across subjects enabling pupils to link different aspects of their learning. For example, in A-level mathematics the focus on methodological reasoning and the presentation of calculations in a logical and informed way, results in noticeable improvement in the accuracy of solutions, not only in mathematics but in the transfer of this skill to pupils' work in other subjects.
26. Teachers provide pupils with effective individual support, checking their responses digitally, orally and in writing to clarify any misconceptions. Pupils receive prompt feedback from teachers and respond with annotations to their work. As a result, misconceptions and errors are addressed, checked in subsequent work or revisited to ensure improvement. Curriculum planning is equally dynamic with content adapted by teachers to match target setting.
27. Teachers' knowledge, use of attainment measures to track pupils' progress and ambitious target setting is evident in art and design. Pupils apply creative effort and produce results of a high standard in examinations and in a wide range of media forms as seen on display in the school.
28. Personal tutors, known as directors of studies in the sixth form, use their understanding of pupils' learning needs to provide targeted support for individual pupils. As a result, pupils understand their areas for improvement. Learning clinics attended by older pupils support their younger peers in the development of their knowledge and understanding of curriculum content.



29. Specialist support and individualised provision for pupils who have SEND is informed by the identification of pupils' needs and effective implementation of individualised plans and resources. Pupils who have SEND make good progress in their learning.
30. The needs of pupils who speak English as an Additional Language (EAL) are identified on entry to the school so that appropriate support is put in place. Teachers adjust their teaching appropriately to support pupils who speak EAL. As a consequence, these pupils make good progress.
31. Clubs and activities are integrated into the school schedule and range across physical, artistic, intellectual and cultural areas of interest which widen the educational experience of the pupils. Pupils' participation is recorded to ensure that demands on pupils are appropriate and provide a balance of activities and recovery to support pupils' wellbeing. Competitive and non-competitive sport during the day and at weekends provides a suitable range of activities for pupils who board.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 32. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

33. First aid processes for unwell or injured pupils are appropriate at school and on trips. Storage of medicines in boarding houses is secure, including for controlled medications. Record keeping by boarding staff is completed when medications are administered. Boarders can contact a member of staff at night, if needed. However, communication regarding decisions that are taken are not always shared effectively with staff and oversight of medical kits is not sufficiently diligent to mitigate risks.
34. Leaders have not ensured fire safety, including for boarders, with respect to evacuation routes remaining unobstructed. Leaders make use of external specialists to conduct health and safety audits which include actions required. Some recommendations from these audits and from fire risk assessments are not completed. The implementation of the health and safety policy is not effective.
35. Leaders actively promote positive behaviour and set out clear expectations based on respect for others. Relationships between pupils and their peers, and pupils and staff, are positive. Leaders promote a culture of belonging through workshops and activities that focus on developing healthy relationships and inclusion. Incidents of bullying are rare and any such incidents are dealt with appropriately. When poor behaviour occurs, leaders respond appropriately to incidents ensuring that there is consistency of sanctions. Pupils, including boarders, representing diverse cultures, respect each other. Leaders promote inclusivity through activities to foster understanding of different cultures, for example, pupils have created object galleries to represent themselves on the theme of "If you knew me, then" which supports pupils' understanding of each other's cultural heritage.
36. Teachers deliver a suitable relationships and sex education (RSE) programme within personal, social, health and economic (PSHE) education lessons referred to as the Personal Development (PD) curriculum. Pupils gain a clear understanding of the importance of making appropriate choices in life and in developing healthy and positive relationships. Pupils are knowledgeable about how to keep themselves safe through teaching of the content of the RSE curriculum and in debates, for example, in how to identify and protect themselves online and the use of image manipulation triggers in advertising. The RSE curriculum is well planned and covers national guidance meeting the needs of pupils at the senior and international school sites; however, the programme does not currently reflect the interests and prior knowledge of sixth form pupils sufficiently.
37. Pupils develop and maintain their physical fitness and skills through the physical education curriculum and a wide range of individual and team sports. Leaders monitor the programme to ensure all pupils participate in, and benefit from, the experience. The healthy active lifestyles programme that has a compulsory element also ensures a wide range of activities for pupils to experience, such as rewilding in Year 7, yoga in Year 8 and fitness testing in Year 9.
38. Admissions registers are in line with requirements. Leaders inform the local authority when pupils join or leave the school at non-standard times. Attendance registers are maintained appropriately. Leaders monitor pupils' attendance closely and absenteeism is followed up. Pupils' attendance is tracked in each lesson. Boarders have a clear process for signing in and out of houses which ensures leaders are always aware of pupils' whereabouts. However, an attendance policy incorporating the latest statutory guidance was not made available to parents, pupils and staff on the school's website. This was rectified during the inspection.

39. Boarding requirements are well managed and clearly set out in policies and documents so that staff are suitably trained and aware of their responsibilities. Boarding premises and accommodation provide a safe, secure and comfortable living environment including for boarders in semi-independent accommodation. Leaders regularly consult with boarders who live with host families to assure that arrangements support boarders' positive health and emotional wellbeing effectively. Regulatory checks are systematically carried out on host families.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

40. The Standards relating to welfare, health and safety of pupils and the related national minimum standards (NMS) for boarders, are not met.

**41. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 4: Pupils' social and economic education and contribution to society

42. British values are well promoted across the curriculum and are a core part of the PSHE programme. Pupils understand the principles of democracy, freedom of speech and of British values. Pupils are involved in Model United Nations (MUN) activities and impartial and appropriate debates on people's rights include, for example, discrimination and prejudice in relation to Black history month. The use of texts, such as the 'The Handmaid's Tale', encourage debate about political systems and the rules that govern British society.
43. Leaders promote an inclusive school culture. Pupils, including boarders, recognise that others may hold an alternative view to their own. When pupils respond with alternative viewpoints, others listen and engage in discussion respectfully.
44. Pupils collaborate with others and develop teamwork skills through the broad range of extra-curricular activities and pursuits such as The Duke of Edinburgh's Award Scheme (DofE). Leaders encourage pupils to recognise their social responsibilities in the wider world through charitable fundraising events, the school's global sustainability focus which has enabled recyclable cups to be introduced in the school cafeteria, overseas trips offering community service and, for example, knitting hats for the neo-natal unit at a local hospital. Pupils demonstrate an understanding of spirituality through their discussions of different faiths and respect for diverse beliefs.
45. Leaders have established a suitable programme of careers guidance that aligns with Gatsby principles and utilises app-based assessments for pupils to evaluate their aptitudes with future pathways. Pupils in the sixth form refine their career choices with the support of directors of studies, visiting speakers, visits to workplaces and guidance with university applications.
46. Pupils undertake positions of responsibility and contribute to daily school and boarding life. These positions of responsibility such as house captains, membership of committees and the school council enable issues that matter to pupils to be discussed and recommendations for improvement shared with leaders. For example, pupils' recommendations for refurbishment to some areas of the school and to adjustments to the catering service have been listened to with action taken by the school.
47. Leaders ensure pupils have access to a suitable programme of economic education threaded through the curriculum. Pupils in the senior and international school sites apply their numeracy skills to real-life problem-solving, for example, through studying profit, loss and planning for enterprise projects. Economic theory, financial planning, budgeting and the application of pupils' numeracy skills in subjects across the curriculum are examples of aspects of the economic and financial education curriculum in the sixth form.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

**48. All the relevant Standards are met.**

## Safeguarding

49. Leaders' oversight in relation to the safeguarding of boarders is not sufficient. Due attention has not been given to pupil safeguarding and associated risks relating to pupils who are over 18, who are legally adults, studying and boarding with younger pupils.
50. Elsewhere in the school safeguarding practice reflects local procedures as well as current statutory guidance. The proprietor through the governing body receives safeguarding reports from leaders to monitor and quality assure the school's safeguarding practice.
51. Leaders with designated safeguarding responsibilities and members of the governing body have appropriate training to ensure that they have the knowledge and skills to fulfil their role. They respond to safeguarding concerns effectively and maintain accurate and appropriate records of actions taken.
52. Pupils can identify staff to whom they can go and be listened to if they have a concern, including, for boarders, the independent person. Safeguarding concerns are recorded and monitored appropriately by leaders. When required, referrals are made promptly to the relevant external agencies, with whom leaders maintain an effective working relationship that supports appropriate reporting. Regulatory checks are carried out on guardians and host families.
53. All staff receive suitable safeguarding training during their induction and regular updates that reflect current statutory guidance including the 'Prevent' duty. Staff understand their safeguarding responsibilities and have an appropriate level of knowledge. Staff have a clear understanding of how to identify a safeguarding concern and they report matters to children's services in an appropriate and timely manner.
54. Arrangements for responding to allegations against staff, including low-level concerns and the whistleblowing policy, are known by staff. Records are monitored by leaders and appropriate action is taken as needed.
55. Pupils understand how to stay safe online. They receive guidance about internet safety through the teaching of personal development, in focused assemblies, form time discussions, individual pupil meetings with personal tutors and workshops on Safer Internet Awareness Day. Internet safety is included in the induction to boarding for all boarders. Appropriate monitoring and filtering systems are in place to protect pupils when accessing the internet through the school's network.
56. Leaders carry out the required safer recruitment checks and record the checks on the school's record of staff appointments. Leaders' and governors' oversight of this process has not been sufficiently rigorous and there have been errors in the recording of some dates.

### The extent to which the school meets Standards relating to safeguarding

- 57. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
NMS 9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

### Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
NMS 9.1	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.
NMS 9.2	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the

	health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
NMS 10.2	The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.
ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
NMS 7.1	The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing of boarders are promoted and prompt action is taken when health concerns are identified. The policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the Royal Pharmaceutical Society and the Royal College of Nursing.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured.

## Safeguarding

**The following Standards in this section of the Framework are not met.**

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
NMS 8.1	The school should ensure that: <ul style="list-style-type: none"> <li>• arrangements are made to safeguard and promote the welfare of pupils at the school; and</li> <li>• such arrangements have regard to any guidance issued by the Secretary of State.</li> </ul>
NMS 8.2	The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone’s responsibility throughout the school and the boarding facilities.
NMS 8.4	Keeping Children safe in education sets out that boarding schools have

	<p>additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:</p> <ul style="list-style-type: none"><li>• the school's policy on sexual relationships between children (and importance of boarders understanding this policy);</li><li>• the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation;</li><li>• the approach to protecting children where there is a significant gender imbalance in the school; and</li><li>• the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.</li></ul>
--	--



## School details

<b>School</b>	d'Overbroeck's
<b>Department for Education number</b>	931/6104
<b>Address</b>	d'Overbroeck's 333 Banbury Road Oxford Oxfordshire OX2 7PL
<b>Phone number</b>	01865 688600
<b>Email address</b>	principal@doverbroecks.com
<b>Website</b>	www.doverbroecks.com
<b>Proprietor</b>	Nord Anglia Education
<b>Chair</b>	Richard Davies
<b>Headteacher</b>	Patrick Horne
<b>Age range</b>	11 to 18
<b>Number of pupils</b>	693
<b>Number of boarding pupils</b>	307
<b>Date of previous inspection</b>	12 to 15 October 2021

## Information about the school

58. d'Overbroeck's is a co-educational independent day and boarding school for pupils aged between 11 and 19 in three sections on separate sites, a sixth form for 16 to 19 year-olds, an international section for 13 to 16 year-olds and a senior school for pupils aged 11 to 16 years. The current principal took up his post in October 2022. The school is part of the Nord Anglia Education Group of schools overseen by a governing body. The current chair of governors was appointed in September 2024.
59. Boarding is provided in seven boarding houses for pupils in the sixth form and the international school. A number of pupils stay with host families.
60. The school has identified 199 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan.
61. English is an additional language for 179 pupils.
62. The school states its aim is to enable all pupils to be happy and confident in themselves so that they excel academically and thrive personally, and have the curiosity, skills and adaptability to be ready for a successful future.

## Inspection details

### Inspection dates

22 to 24 October 2024

63. A team of ten inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)