



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

MONITORING VISIT

OXFORD INTERNATIONAL BRIGHTON

Company registration no. – 02666738

Full Name **Oxford International Brighton**

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Principal Mr Dan Saatcioglu

Proprietor Oxford International Education Group

Age Range 12+

Total number of students 76

Numbers by age and type of study 16 – 18 6
18+: 70
EFL only: 70

Inspection date **6 November 2018**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford International Brighton is one of three English language schools in the UK owned by the Oxford International Education Group (OIEG), a private limited company which provides education services in the UK, Canada and the USA. The OIEG management team oversees the schools, monitoring their work and providing strategic planning and policies, with operational responsibilities delegated to the school principals. The principal reports to the managing director of OIEG and is supported by academic, student services and accommodation managers at the school. A designated member of the board of directors has overall responsibility for safeguarding across OIEG, monitoring safeguarding arrangements and providing specialist support to the school.
- 1.2 The aim of the school is to support the students in gaining the highest level of academic achievement possible and to help prepare them for future aspirations.
- 1.3 The Brighton based school was established in 1999 and is located in the city centre. It offers general English courses and preparation classes for the International English Language Testing System (IELTS) and Cambridge examinations. It also provides courses in teaching English to speakers of other languages (Trinity TESOL). Enrolment onto adult classes is continuous, with students starting at the beginning of each week. The school accepts students aged 16 and above in these classes, which are available to applicants at all levels of attainment. Additionally, it offers short courses to closed groups of students aged between 12 and 18 years. Inspectors reviewed the adult general and examination preparation course provision.
- 1.4 At the time of the inspection, there were 76 students enrolled. The majority of these were female and a large majority were adults. There were no students with identified additional learning needs. All spoke English as an additional language. The largest nationality groups were Saudi, Kuwaiti and Thai, with the remaining students recruited from countries around the world.
- 1.5 The school was previously inspected on 21 November 2017, when it met all Key Standards and was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
 - Strengthen action planning to include all areas for development identified in the school's self- evaluation.
 - Make more use of data available on student progress testing to inform school improvement planning.
 - Develop strategies for compiling and monitoring external examination data.
 - Undertake termly building evacuation drills in line with the school's procedures.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 21 November 2017, the language school was found to meet expectations and the quality of education as judged at that time has been improved.
- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is thorough and leads to correct placement in classes. Course provision is excellent, supports progression and meets the needs of all students. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in Home Office guidance. The quality of teaching and learning is excellent. Knowledgeable teachers plan varied, well-staged lessons that engage students and promote active participation. Assessment is regular, thorough and well monitored by teachers and managers, ensuring that all students maximise their progress. Marking of written work does not always include comments to support improvement. Progress and attainment on courses and in external examinations are excellent.
- 2.2 Students' welfare, including health and safety, is excellent. Provision for health and safety is very good. All relevant policies and procedures are well disseminated and consistently implemented. Fire evacuation drills are conducted at least once per term and are well recorded. Premises are fit-for-purpose, clean and suitably maintained. Registration and attendance recording is accurate. Procedures for addressing absence are effective and result in high levels of attendance. Reporting procedures for students on Tier 4 visas meet Home Office requirements. Pastoral support for students is excellent. The well-being of all students is carefully monitored and students know who to go to with any concerns. Safeguarding is excellent and meets statutory guidelines. Comprehensive policies and procedures are regularly reviewed. Managers and staff at all levels are appropriately trained and have undergone enhanced Disclosure and Barring Service (DBS) checks. Students aged under 18 are accommodated with homestay families who have undergone suitable checks.
- 2.3 The effectiveness of governance, leadership and management is excellent. Leadership provides clear educational direction, resulting in a culture of continuous improvement. Management structures are clear and appropriate, and there are good channels of communication throughout the organisation. Quality assurance is excellent and draws upon a wide range of data, including student and staff feedback. Data available on student progress testing is now analysed and used effectively to improve provision. Actions identified through self-evaluation are collated in a comprehensive quality improvement plan and are regularly reviewed through to completion. The school has successfully implemented strategies for compiling and monitoring external examination data. A transparent complaints procedure is well publicised and any issues are suitably recorded and resolved. Staff recruitment, qualifications and suitability checks are excellent. All required checks are made on applicants prior to confirmation of appointment and are accurately recorded on a single central register.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.2 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.3 Course provision is excellent. Syllabuses and schemes of work are well designed to support progression through the levels of the Common European Framework for Languages (CEFR), while meeting the individual needs of students with varying lengths of stay. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in Home Office guidance.
- 3.4 Initial assessment is thorough and results in accurate placement in classes. Information from initial assessment is shared with teachers, who use it effectively in weekly planning. It also provides a basis for suitable individual learning plans which inform self-study.
- 3.5 The quality of teaching and its impact on learning is excellent. Teachers are knowledgeable and plan thoroughly. Most lessons are student focused, well-staged and include a wide range of motivating activities. Teachers demonstrate good knowledge of their students and create a lively, informal atmosphere in class. As a result, students are fully engaged and participate actively, maximising their progress. Close attention is paid to accuracy of pronunciation and grammar. An appropriate range of resources is used and interactive white boards are well exploited in the best lessons. Students enjoy their lessons and appreciate the enthusiasm and subject expertise of their teachers.
- 3.6 Assessment in class and through bi-weekly progress tests is excellent. Students benefit from regular tutorials, which are used to discuss progress and review personal learning goals. Those needing extra support or practice are referred to lunchtime support sessions and can access additional materials from the school's online learning platform. This ensures that individual needs are closely tracked and met. Progress is very well recorded and effectively monitored by managers, who make prompt interventions where there is cause for concern. Marking of extensive written work does not always include comments to support improvement.
- 3.7 Progress and attainment are excellent. Progress tracking indicates that most students reach very high levels of attainment based on their starting points. Most students make excellent progress in lessons. Achievement in external examinations, for the few students who take them, is high. Student feedback confirms high levels of satisfaction with the progress they have made.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Undertake termly building evacuation drills in line with the school's procedures.
- 4.3 Excellent progress has been made against this recommendation. The school now undertakes evacuation drills at least once per term. Recording is thorough with timings given, issues identified and actions taken to address them.
- 4.4 Provision for health and safety is very good. Relevant policies and procedures are effectively disseminated and consistently implemented. Records of regular checks on fire safety equipment are well-maintained. There are sufficient trained fire marshals and first aiders. The school makes appropriate checks on the health and safety arrangements of external premises that it uses for teaching during peak periods and on the externally managed student residences. Suitable checks are made on homestays to ensure student safety. These are appropriately recorded on the school database. Risk assessments for all off-site activities are detailed and appropriate.
- 4.5 Premises are fit-for-purpose, clean and suitably maintained. Washrooms are sufficient in number. The school is housed in a period property, which has recently been improved through substantial renovation. The standard of decoration is good, but students report that accommodation is cramped when the school is full during the peak summer period.
- 4.6 Registration and attendance recording is accurate. The attendance and punctuality policy is appropriate and is effectively communicated to students and staff. Absences are well monitored and promptly addressed. This results in consistently high levels of attendance. Procedures for reporting on Tier 4 visa holders are understood by staff and meet Home Office requirements.
- 4.7 Pastoral support is excellent and meets student needs. Designated student services and accommodation managers are available at all times to deal with any personal issues. Students confirm that they are aware of who to go to for information or support. Regular tutorials are effective in identifying student concerns, and excellent communication between staff ensures that these are addressed promptly. Relationships throughout the school are positive. Provision of careers guidance is appropriate to students' requirements.
- 4.8 Safeguarding is excellent. A designated and appropriately trained member of the OIEG leadership team closely monitors safeguarding arrangements at the school, providing support as required and ensuring that the comprehensive policies and procedures are updated at least once a year. School managers are very actively involved in the local safeguarding forum and have established strong partnerships

with specialist agencies. The guidance they receive is well disseminated to ensure that all staff are aware of their responsibilities in keeping students safe at college and in wider community settings. Managers and staff have completed appropriate safeguarding training and demonstrate very good awareness of keeping students safe from risks associated with radicalisation and extremism. Students know who to go to if they have any concerns about their safety at school or in homestay accommodation. The school follows a safer recruitment policy and has completed enhanced DBS checks on all staff.

- 4.9 Robust arrangements are in place to ensure the safety of students aged under 18 accommodated by host families. All current hosts have undergone an enhanced DBS check and most have completed online safeguarding and anti-radicalisation training. No student aged under 16 resides in homestay for more than 28 days.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Strengthen action planning to include all areas for development identified in the school's self-evaluation.
 - Make more use of data available on student progress testing to inform school improvement planning.
 - Develop strategies for compiling and monitoring external examination data.
- 5.3 Excellent progress has been made against the first recommendation. All actions identified through self-evaluation are entered on a quality improvement plan, which is regularly reviewed. Progress is recorded, and where appropriate, actions are revised in line with developments within the school. A colour coded system is used effectively to highlight the status of each action, facilitating monitoring.
- 5.4 Excellent progress has been made against the second recommendation. Student progress is now tracked by bi-weekly progress tests, tutorials, external examination results and student self-assessment of progress expressed in surveys. The analysis of this data is detailed, comprehensive and thorough. It results in specific recommendations which inform the quality improvement plan and has already led to improvements.
- 5.5 Excellent progress has been made against the third recommendation. Previously, examination results were sent directly to the students and only a portion of these students informed the school of their results. Now examination results are routinely sent to the school so it can compile data and monitor the full range of results. Although only a few students undertake external examinations, this monitoring has been very thorough and has led to changes to the provision.
- 5.6 Leadership provides clear educational direction, resulting in maintenance of high academic standards and effective welfare support. Management structures are clear and appropriate. There are good channels of communication within the school and between the principal and the managing director. Self-evaluation is detailed and accurate and draws upon the views of all staff. Staff commented very positively about the atmosphere at the school and changes implemented since the appointment of the current management team.
- 5.7 Quality assurance is excellent. The school has a range of channels to receive feedback from both students and staff. This feedback is systematically collected, analysed closely and used to inform planning and improvement. The school has a transparent complaints procedure with recourse to an external adjudicator. It is

published in the student handbook and on the website. Complaints are appropriately logged on the school database.

- 5.8 The school participates in a fee protection scheme.
- 5.9 Staff recruitment, qualifications and suitability checks are excellent. Safer recruitment procedures are followed and all necessary checks are made on applicants prior to confirmation of employment. These include identity, right to work in the UK and enhanced DBS checks. Evidence of checks is kept systematically in well-maintained staff files and recorded on an appropriate single central register.
- 5.10 The school provided all information requested by inspectors.

6. ACTIONS AND RECOMMENDATIONS

The language school has improved the good quality found at the last inspection.

Recommendations for further improvement

In order to further improve the excellent quality provided, the language school should:

- Ensure that marking of all extensive student written work includes comments on how to improve.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

Inspectors

Ms Dawn Hart	Lead Inspector
Ms Kanwaljit Dhillon	Team Inspector
Mr Patrick Lawlor	Team Inspector
Mr John Rooney	Team Inspector