



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

OXFORD INTERNATIONAL EDUCATION GROUP

(Company registration no. – 2666738)

Full Name	Oxford International Education Group
Address	Oxford International Brighton, 10 Brunswick Place, Brighton, BN3 1NA
	Oxford International Greenwich, 259 Greenwich High Road, London, SE10 8NB
	Oxford International Oxford, Pembroke House, 36-37 Pembroke Street, Oxford, OX1 1BP
Telephone Number	01273323220
Email Address	info@oxfordinternational.com
Website	www.oxfordinternationalenglish.com
Principals	Mr Dan Saatcioglu (Brighton) Mr Nic Starkey (Greenwich) Ms Clare Ahern (Oxford)
Proprietor	Oxford International Education Group
Age Range	12+
Total number of students	40
Numbers by age and type of study	Under 16: 0 16 – 18: 0 18+: 40 EFL only: 40
Inspection dates	04 – 06 May 2021

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 under the Student route 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	1
2 SUMMARY OF FINDINGS	2
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
(a) Assessment of students prior to or on arrival	4
(b) Suitability of course provision and curriculum	4
(c) The quality of teaching and its impact on learning	4
(d) Attainment and progress	5
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
(a) Health, safety and security of the premises	6
(b) Student registration and attendance records	6
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	7
(e) Residential accommodation	7
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) Ownership and oversight	9
(b) Management structures and responsibilities	9
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	10
(e) Provision of information	10
6 ACTIONS AND RECOMMENDATIONS	11
INSPECTION EVIDENCE	12

1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford International Brighton, Greenwich and Oxford are 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.
- 1.2 London Greenwich was the first school established in 1993, followed by Brighton in 1999 and finally Oxford in 2011. While set in different locations the schools share a common framework of quality assurance and are aligned in many aspects of provision for strategic and operational purposes. 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 of each school 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 each school.
- 1.3 The schools' mission is to create life-enhancing experiences that help students develop personally, evolve professionally and enrich their future opportunities. They aim to support students in gaining the highest level of academic achievement possible and to help prepare them for future aspirations.
- 1.4 The schools offer general English courses and preparation classes for the International English Language Testing System (IELTS) and Cambridge examinations. Courses in teaching English to speakers of other languages (Trinity TESOL) are also offered. Enrolment onto adult classes is continuous, with students starting at the beginning of each week. The schools accept 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.
- 1.5 At the time of the inspection, there were 40 students' attending the schools. There are equal numbers of male and female students, all aged 18 years and over. The majority of students are from Europe, South America and the Middle East. English is an additional language (EAL) for all students. No student currently has been assessed as having special educational needs and/or disabilities (SEND).
- 1.6 When an individual applies to join a course, the school checks their suitability through the use of a pre-course application form, and places them on a suitable course based on an on-arrival interview and assessment. Students are recruited abroad by agents or through the website.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Students are very well educated in a friendly and highly supportive environment in accordance with their objectives and the schools' aims. Course provision is excellent. A well-developed and organised curriculum is highly effective in meeting the needs of students. English language courses are properly aligned to the Common European Framework of Reference for Languages (CEFR). Courses on offer to students on Student visas, fully meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment prior to and on arrival is accurate and is highly effective in ensuring that students are placed on the right of course in accordance with their language abilities. Teaching is excellent and results in high levels of student progress. Teachers are experienced, well qualified and have excellent subject knowledge. Lessons are very well planned and use a wide range of teaching and learning methods to deliver engaging lessons which fully involve students in learning. The use of technology to enhance learning in the classroom is highly developed. Regular tests are used to check students' progress and to provide teachers with up-to-date progress results to ensure that they effectively plan to meet students' needs. Students' achievement and progress are excellent and attendance high.
- 2.3 Students' welfare, including health and safety, is excellent. The schools' buildings are very well maintained and provide a safe and comfortable environment which effectively supports learning. Comprehensive procedures for managing health and safety are in place, consistently implemented and regularly updated. A high level of fire safety is maintained. Student registration and attendance recording are excellent. Records are accurate, well managed and are used effectively in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are highly secure. Pastoral support is excellent and provides high levels of support and guidance in accordance with the school's aims. Relationships between staff and students are excellent. Arrangements for the safeguarding of students under the age of 18 are comprehensive, fully implemented and reflect official guidance. Students report that they are very well supported.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight ensures that high levels of education, welfare and health and safety are maintained and that sufficient financial support is in place so that in all three schools development is well supported. Leadership and management are excellent. Roles and responsibilities are clearly defined and there is highly effective communication between managers and other staff. A comprehensive range of well-defined policies and procedures are introduced, implemented and monitored appropriately. Mechanisms to monitor quality and the tracking of student progress are excellent. Self-assessment is highly-developed and used effectively to ensure the

necessary resources are in place to meet the needs of the school. Student feedback is regularly sought, with trends analysed and used to effectively improve the quality of the student experience. However, whole school attendance and attainment data is not collated or analyzed to drive improvement. Experienced and well-qualified staff are recruited, with the schools undertaking all appropriate checks to confirm their identity and suitability.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of students prior to, and on, arrival is excellent. Clear and detailed entry criteria are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, students undergo a thorough and comprehensive assessment programme to ensure they have the required level of initial language skills and capabilities for their selected course. The process is accurate, with students reporting that they are highly satisfied with their course placements.
- 3.2 Results from regular tests and reviews are used effectively to identify if a student's course is at an appropriate level, and detailed advice is provided to students if they wish to move between classes. Excellent use is made of this information by teachers to guide their planning.
- 3.3 Comprehensive information, advice and guidance are made available to students through the school's website. The website is detailed and includes accurate information about the curriculum on offer. Students confirm that they are highly satisfied with the pre-enrolment advice they receive.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and the curriculum is excellent. A clear statement of educational purpose is effectively supported by detailed syllabi and lesson plans. As a result, students are very well educated in line with the school's aims and their objectives. A wide and flexible curriculum is offered which enables students to make rapid progress. Retention on all courses is very high, with almost all students successfully completing their programmes of study. The range of courses and levels available provide students with excellent progression opportunities in line with Common European Framework of Reference for languages (CEFR).
- 3.5 Student evaluation is effectively integrated into all courses, with the schools making good use of this feedback to inform planning and assessment. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.6 Courses match those listed on the website and in other marketing materials.

3.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching and its impact on learning is excellent. Comprehensive lesson planning ensures that individual learning needs are met and students effectively challenged.

- 3.8 Teachers have excellent subject knowledge and are highly effective at building students' enthusiasm and confidence for learning. Relationships at all levels are extremely productive, with teachers and students working collaboratively to enhance learning and progress. Lessons proceed at a good pace and quickly engage students' interest and imagination. A wide range of activities and approaches stimulates their interest, enabling students to make rapid progress. Teachers ask searching questions that prompt students to think and respond successfully. High quality resources are provided and are used very effectively to promote learning. The use of technology to enhance learning in the classroom is highly developed.
- 3.9 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.10 Assessment is regular and thorough and accurately identifies strengths and weaknesses in the students' progress. Written feedback is positive, encouraging and accurate; it clearly identifies areas for improvement. Comprehensive arrangements for tracking students' progress are in place. As a result, the progress of each student is carefully tracked and allows managers, teachers and students to monitor their progress effectively.

3.(d) Attainment and progress

- 3.11 Progress and attainment are excellent. In classes, students quickly master and build confidence in their English language skills, demonstrating skills as confident, independent users of the language. The evidence from lesson observation and scrutiny of work shows that overall, learners are able to acquire new knowledge and make excellent progress in the four skills of reading, writing, listening and speaking. Attendance levels are high.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements for the health, safety and security of each of the three school's premises are excellent. Detailed policies and procedures are in place and well implemented to ensure the health, safety and security of students and staff. Premises are fit-for-purpose, very well maintained and effectively enhance the students' education. Classrooms are spacious, light and well furnished. All electrical equipment is tested regularly as required. Toilet facilities are adequate in number and well maintained. Free drinking water is readily available throughout the three schools. As a result, students report that they feel safe, secure and comfortable.
- 4.2 Comprehensive measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Health and safety policies and procedures are detailed, with clearly allocated responsibilities. Comprehensive general and fire risk assessments are carried out with clear follow-up actions identified. These are appropriately monitored and reviewed by managers. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals, first aiders, as well as first aid kits and accident books are in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded. Staff and students are aware of their responsibilities and have received detailed health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. The Greenwich school is the only site accessible by wheelchair users or students with mobility difficulties.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and attendance recording are excellent. Admission procedures are detailed and properly observed. A central register is accurately maintained and individual student files contain relevant information on admission details, academic records and, where appropriate, copies of student visas. Daily attendance is accurately recorded and closely monitored with unexpected absences followed up on the same day.
- 4.5 Management and administrative staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students and adhere to them rigorously. Accurate records of all these matters are recorded on the each school's database and in students' individual files.
- 4.6 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.7 Pastoral support for students is excellent. Comprehensive oversight and co-ordination of the welfare and pastoral support, together with an effective system of tutorials, ensures that individual students' personal and academic development is reviewed regularly. Staff have an open-door policy and students feel confident about approaching members of staff for help if needed. Any problems that arise are addressed promptly and to the satisfaction of students. Students receive a thorough induction, and a comprehensive student handbook. These provide detailed information on each school, their courses and the local area and its facilities. This allows new arrivals to settle into their school and course quickly.
- 4.8 Relationships between staff and students and amongst the students themselves are excellent, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures reinforces this culture and is highly effective in highlighting expectations of behaviour and conduct. Students report that they feel that the school is providing them with a safe and comfortable environment which effectively meets their learning needs.
- 4.9 Effective careers advice ensures that students are very well prepared for further study choices and life beyond the school. An appropriate range of social activities and excursions are provided, which effectively enhances students' social and cultural experience.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding arrangements for students under the age of 18 are excellent. Arrangements have proper regard to official guidance and the implementation of all safeguarding strategies is regularly reviewed by senior managers. There is a designated child protection officer in place at each school who is appropriately trained. All staff are subject to Disclosure and Barring Service (DBS) suitability checks prior to or on appointment, and accurate records are maintained by the schools.
- 4.11 A range of suitable safeguarding policies is in place and effectively implemented. Staff are made aware of safeguarding issues through appropriate training.

4.(e) Residential accommodation

- 4.12 The quality of residential accommodation is excellent and forms a valuable part of the students' education and personal development. Comprehensive arrangements are made by the schools for securing appropriate accommodation for all students including under-18s.
- 4.13 In Greenwich and Oxford managers and dedicated accommodation and student services staff work closely and effectively with an external agency that offer homestay accommodation. Rigorous monitoring ensures students benefit from accommodation that is registered and meets national requirements.

- 4.14 In Brighton, the arrangements for homestay accommodation are managed by the schools' accommodation officer and are excellent. A rigorous approach to host family placements is taken. Care and attention are given to ensure the best possible experience for students. Students are effectively matched to host families according to their needs and requirements.
- 4.15 Schools obtain enhanced DBS checks for the responsible host where under-18s are accommodated in host families.
- 4.16 Under-16s are not accommodated in host families for more than 28 days.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are excellent. The educational direction of the three schools' is clear and understood by staff. The focus of governance and leadership has a clear emphasis on supporting students and developing and maintaining high academic standards. The executive board has established management structures and both formal and informal procedures that are highly effective in monitoring all aspects of the school's performance. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students.
- 5.2 Comprehensive oversight ensures that the schools meets their obligations with regard to safeguarding, health and safety and fire safety, including all statutory duties in respect of students under the age of 18. Financial management is highly effective and ensures that excellent teaching and learning resources are in place. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are excellent. The quality of leadership and management is excellent. Leaders are highly successful in sharing the organisational vision with staff. As a result, a culture of caring for students is successfully embedded throughout the whole organisation, ensuring that all decisions and actions consider the student experience and meet students' needs. Self-evaluation is rigorous and provides an accurate account of the school's key strengths and areas for development. Consequently, appropriate action is taken with regard to course development, maintenance of the school's premises and student welfare.
- 5.4 A clear management structure is in place, which include effective systems to initiate and implement policies to meet the school's needs, and to monitor their operation. The structure operates smoothly and successfully, with clearly defined roles and responsibilities and excellent lines of communication. Relationships between the senior leadership team and the teaching staff are very good.
- 5.5 The schools are highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review is used effectively to ensure staff are well qualified for the work they do, and appropriately supported by the management team. A very good programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance arrangements are excellent. A strong culture of improvement ensures that arrangements for quality assurance are fully embedded in the day-to-day work of each of the three schools. Comprehensive data on progress is available and used extremely well to monitor and evaluate performance. As a result, appropriate actions are initiated in a timely manner to bring about effective change. Teaching is regularly observed and detailed feedback for performance improvement given to teachers, which effectively reflect the school's aims and educational direction. However, whole school attendance and attainment data is not collated or analyzed by senior management to further drive improvement.
- 5.7 Student feedback is collected systematically through questionnaires and is effectively analysed, shared with staff and managers and used well to identify school priorities. Responses to pre-inspection questionnaires and meetings with students indicate a very high level of satisfaction with the quality of education provided by the school.
- 5.8 The complaints procedure is clear and appropriate. Complaints are few and students confirmed that they are aware of the policy.
- 5.9 Appropriate arrangements for the protection of student fees are in place.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.10 Staff recruitment, qualifications and suitability checks are excellent. Very well-qualified staff are secured through a thorough and efficient staff recruitment policy. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate references and qualifications is excellent and the audit trail is clear with due regard to statutory requirements. A central record of appointments is in place and effectively monitored by senior staff.

5.(e) Provision of information

- 5.11 The provision of information is excellent. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.12 The school was highly responsive in providing information for the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Establish systems for collating and analysing whole school attendance and attainment data to further drive improvement.

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 and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Kanwaljit Dhillon	Team Inspector
Mr Patrick Lawlor	Team Inspector
Ms Jane Roy	Team Inspector
Ms Janet Simms	Team Inspector