



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

EXTENDED MONITORING VISIT

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.oxfordinternational.com
Principals	Mr Gerrard McAteer (Brighton) Mr Nic Starkey (Greenwich) Ms Clare Ahern (Oxford)
Proprietor	Oxford International Education Group
Age Range	12+
Total number of students	205
Numbers by age and type of study	16 – 18: 62 18+: 143 EFL Only: 179 FE and EFL: 26
Inspection date	16 November 2022

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 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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. Inspectors will also consider the impact of any material change reported since the last inspection.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	4
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	6
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	7
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	8
6 ACTIONS AND RECOMMENDATIONS	10
INSPECTION EVIDENCE	11

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. Whilst 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 aim of the schools is to support the 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 From September 2021 Level 3 foundation courses in Greenwich and then Oxford, were introduced allowing students to enrol on year-long courses with the aim of achieving academic qualifications in business management and finance, for entry to around 10 UK universities who recognise the foundation course for entry to Higher Education. The additional academic modules are credit-bearing and are validated and externally moderated through NCUK for Oxford, and University of Greenwich for Greenwich.
- 1.6 At the time of the inspection, there were 205 Students' attending the schools. There are equal numbers of male and female students, with the majority aged 18 years and over. The majority of students are from Europe, South America, the Middle East and the Far 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).
- 1.7 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.

1.8 This monitoring visit has been extended due to a change of principal at the Brighton School. For this reason, Section 5 of the Educational Oversight Framework will be looked at in detail. The college was previously inspected on 4-6 May 2021 when it was judged to meet exceed expectations and the quality excellent. The recommendation from the previous report is:

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

2. SUMMARY OF FINDINGS

- 2.1 **The school exceeds expectations.** At the previous inspection of 4 – 6 May 2021, the school was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. A well-developed and managed curriculum ensures that the language and academic needs of students are met, while fully supporting the aims of the schools. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. All courses follow an outcomes-based approach and are clearly mapped against the Common European Framework of Reference for languages (CEFR). Initial assessment is excellent and accurately places students on the right course in accordance with their needs and future educational plans. The majority of teaching is excellent. Teachers are experienced, well qualified and have excellent subject knowledge. Lessons are very well planned, with a wide range of teaching and learning methods used to deliver engaging lessons which fully involve students in their learning. As a result, student progress very well in lessons, given their starting points.
- 2.3 Students' welfare, including health and safety, is excellent. The schools three premises are fit-for-purpose, very well maintained and provide a comfortable and safe environment which effectively supports learning. Procedures for managing health and safety are excellent and are consistently implemented and updated. A high level of fire safety is maintained. Student registration and attendance recording are excellent. Records are accurate, very well managed and are used effectively in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are appropriately understood by relevant staff. Pastoral support is excellent and provides very high levels of support and guidance which effectively meets the needs of the range of students that attend the three schools. Relationships between staff and students are outstanding and enhance the students experience at each of the schools. Arrangements for the safeguarding of students under the age of 18 are comprehensive, fully implemented and reflect official guidance.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight ensures that group discharge their responsibilities well for financial planning and investment in the future of each school. A clear vision for the three schools is effectively shared by senior leaders, managers and teachers, who work very well together for the good of the students. A well-developed management structure, with clear roles and responsibilities, ensures that each school is very well run and that they meet all of their legal obligations. Well-defined policies and procedures are introduced, implemented and monitored appropriately. Quality assurance is excellent. Leaders and managers are highly effective in monitoring each of the school's performance and identifying priorities for improvement. A wide range of data and performance indicators are used effectively to monitor the quality of provision and highlight any relevant improvement actions

that maybe required. All required employment and suitability checks are completed on staff before their employment is confirmed.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The quality of course provision and curriculum is excellent. Students are very well educated in accordance the school's aims and their needs. The curriculum is well-managed and based on a clear policy statement. It is very well planned and provides a range of courses that meet the needs of students, while fully supporting the aim of the schools. Initial assessment is excellent and accurately places students on the right course in accordance with their language and future academic needs. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. All English language courses follow an outcomes-based approach and are clearly mapped against the Common European Framework of Reference for languages (CEFR).
- 3.3 The majority of teaching is excellent. Detailed planning and a clear understanding of the needs of their students allow teachers to deliver engaging lessons which fully involve students in their learning. Teachers are highly experienced, enthusiastic and have extensive subject knowledge. They use a wide range of highly effective teaching methods to ensure all students significantly develop their language skills. Students work very well in groups, showing excellent co-operative learning and independence. Teacher and student rapport is excellent. As a result, student progress very well in lessons, given their starting points.
- 3.4 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.

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 schools three premises are fit for purpose, very well maintained and enhance the students learning experience. Classrooms and other parts of the schools are maintained in a tidy, clean and hygienic state. Detailed health and safety, first aid and fire safety policies and procedures are in place and consistently implemented. All necessary measures to reduce the risk of fire and other hazards have been taken. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. An appropriate number of fire marshals and staff trained in first aid are in place at each school. Free drinking water is readily available throughout the schools.
- 4.3 Systems for recording registration and attendance are excellent and very well-managed. Admission procedures are highly detailed and strictly observed. Electronic student files are accurately maintained and provide a clear record of checks on identification, academic experience, and visa status. Attendance records are accurate and daily attendance is very closely monitored. Procedures for reporting to the Home Office are appropriately understood by relevant staff.
- 4.4 Pastoral support for students is excellent. Student welfare is a key priority for each school and they have been very successful in establishing a safe and supportive environment where students can progress quickly. On arrival, students receive an appropriate induction which is effective in helping them settle quickly in their course, their school and the local area. Relationships between staff and students, and amongst the students themselves, are outstanding with a strong culture of mutual respect, integration and tolerance. A wide range of policies and procedures reinforce this culture and the expectations of appropriate behaviour and conduct.
- 4.5 The safeguarding arrangements for students under the age of 18 are excellent. Arrangements have proper regard to official guidance and the implementation of safeguarding and recruitment strategies are appropriately checked by senior managers. There is a designated child protection officer in place at each school who is trained to the required level. All staff that have access to students under the age of 18 are subject to an appropriate Disclosure and Barring Service (DBS) suitability check prior to or on appointment.

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 recommendation in this area from the previous inspection report is:
- Establish systems for collating and analysing whole school attendance and attainment data to further drive improvement.
- 5.3 Good progress has been made against the recommendation. Appropriate systems for collating and analysing whole school attendance and attainment data have been developed and are used effectively to highlight areas for improvement and to drive and bring about improvement.
- 5.4 The quality of leadership and management is excellent. Comprehensive oversight ensures that the group discharge their responsibilities well for financial planning and investment in the future of each school. A clear vision for the three schools is effectively shared by senior leaders, managers and teachers, who work very well together for the good of each school and the students. A well-developed management structure, with clear roles and responsibilities, ensures that each school is very well run and that they meet all of their legal obligations. Policies and procedures are well defined and appropriate. The schools are highly successful in securing and retaining well-qualified staff. Relationships and communication between the leadership team, managers and the teaching staff in each school are excellent.
- 5.5 Arrangements for quality assurance and the tracking of student progress are excellent. Managers are effective in monitoring procedures and evaluating outcomes to ensure high standards of language skills and academic and personal development continue. Self-assessment is well-developed, accurate and is used effectively to ensure the necessary resources are in place to meet the changing needs of the schools. A wide range of data and performance indicators are used effectively to monitor the quality of provision and highlight any relevant improvement actions that maybe required. Student feedback is collected systematically through questionnaires and is effectively analysed to evaluate the provision and to highlight key issues for leaders and managers. The complaints procedure is clear and appropriate. Complaints are few and students confirmed that they are aware of the policy.
- 5.6 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 well-developed programme of staff development ensures that all staff are appropriately trained for their roles and teachers are fully supported in improving the standard of their teaching.

- 5.7 Arrangements to check the suitability of staff are excellent. Staff files are well maintained. All required employment and suitability checks are completed on staff before their employment is confirmed.
- 5.8 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.
- 5.9 The school was highly responsive in providing information for the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

The schools have maintained the excellent quality found at the last inspection.

Recommendations for further improvement

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

- Continue the current successful CPD and improvement programme to further improve the overall quality of teaching.

INSPECTION EVIDENCE

The inspectors observed lessons. 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 schools.

Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Christine Reba Edge	Team Inspector
Mr Saul Hyman	Team Inspector
Mr Patrick Lawlor	Team Inspector