



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

OXFORD INTERNATIONAL STUDY CENTRE

(Company Reg. No. 05828476)

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Principal	Mr Benjamin Llewelyn
Proprietor	Mr Robert Marsden Mrs Carolyn Llewelyn
Age Range	11+
Total number of students	25
Numbers by age and type of study	Under 16: 4 16 – 18 15 18+: 6 EFL only: 4 FE only: 16 EFL and FE: 5
Inspection dates	22 – 24 March 2016

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 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford International Study Centre (OISC) is a limited company. It is jointly owned by two directors who are supported by the principal and a small senior management team. The college was established in 2006 and is located in two adjacent buildings in the centre of Oxford city. To facilitate the increased number of students on summer courses, the college uses nearby University and school premises. The aim of the college is to help students achieve their personal educational goals.
- 1.2 The college offers courses in a variety of academic subjects for university and boarding school entrance preparation, International English Language Testing System (IELTS) courses and courses in general English. Most academic subject courses contain some degree of English as a foreign Language (EFL) provision included in the programme.
- 1.3 English language courses together with GCSE and A level courses follow the normal tri-termly calendar of all United Kingdom (UK) schools. In addition, the college offers seasonal summer and Easter courses in all of these subjects.
- 1.4 The college accepts students from the age of 11 years. There is a welfare and safety provision for students between the ages of 11 and 18 years of age. Students under the age of 16 receive additional support in their studies. The vast majority of students are between the ages of 16 and 21 years of age. Selection is based on a placement test together with video interviews if deemed necessary.
- 1.5 At the time of the inspection there were 25 students enrolled on courses. Their numbers were evenly split between females and males. The majority of students are from China, the next largest group is from Russia with the remainder coming from Eastern Europe, the Middle East and the UK. Students enrolled in academic programmes are required to have reached an appropriate level of general English. There were four Tier 4 students enrolled. Tier 4 students are required to satisfy the statutory requirements for study in the UK. Most students are in homestay accommodation arranged through the college.
- 1.6 There is no formal provision for Special Educational Needs and/or Disabilities (SEND). The college relies on student self-disclosure of additional needs. At the time of the inspection there was one SEND student enrolled. As a Grade 1 listed building, the college has no access or toilet facilities for wheelchair users.
- 1.7 The college was last inspected 10 February 2015 when it met all Key Standards and was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college 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. Accurate initial assessment is effectively used to place students on the most appropriate programme and to provide the most appropriate support to help them with their studies. The excellent curriculum is effectively implemented through detailed schemes of work and skilled lesson planning which leads to highly appropriate learning experiences for students. The Individual Learning Plans (ILPs) are very well designed to enable each student to progress very well. All courses on offer to Tier 4 entrant international students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes. All courses are accurately linked to external benchmarks. Teaching is excellent and highly effective in enabling each student to make rapid progress. Students display very positive attitudes to their studies. The college supports the needs of students with self-disclosed need of learning and language support extremely well through additional support on their Individual Learning Programmes. Students progress well and reach high levels of attainment. Assessment of students' work is timely, reliable and consistent. It contributes effectively to learning outcomes. Feedback to students effectively informs them of how to progress. Students progress successfully to the schools and universities of their choice.
- 2.3 Students' welfare, including health and safety and the security of the premises are excellent. Clearly stated policies are successfully implemented into the daily good practice of the college. All necessary measures are in place to protect from fire and other hazards. The first-aid provision is excellent. The buildings are fit for purpose, and appropriately furnished and maintained. Admission and attendance registers are properly maintained. There is an appropriate procedure for informing the Home Office of concerns regarding Tier 4 students. Attendance and course completion rates are very high. Pastoral support is excellent. Safeguarding arrangements for under 18 year old students meet the required levels of care and are very well adhered to by all staff and students. All staff have appropriate Disclosure and Barring Service (DBS) certificates. Arrangements for accommodation are very well managed and meet all requirements. Appropriate safeguarding procedures are strictly adhered to regarding the accommodation of under 16 and under 18 year olds.
- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership and oversight are excellent. The proprietors meet their legal responsibilities very well and contribute effectively to the overall success of the college. The clear management structure facilitates effective communication and the smooth running of the college. The college recruits and retains highly qualified and experienced staff. The lesson observation programme is well used to guide continuous professional development (CPD). Student progress is accurately tracked.

Senior management effectively combine data from student feedback and staff appraisal to accurately identify the needs of the college. Their well-focussed action plans effectively address these needs. The appropriate complaints procedure which is well known to students is fair and transparent. All appropriate checks are carried out before the appointment of staff. The single central record is accurate and updated regularly. Staff are carefully selected to support the high standards and caring ethos of the college. The college website contains all the required contact information, the complaints procedure and accurate information regarding the programmes and courses available. -

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 or on arrival is excellent.
- 3.2 Initial assessment is thorough and accurate. Consequently students are consistently placed correctly on courses which are most appropriate for their starting levels and learning goals. The college is particularly effective in matching students with tutors who can best support their progress.
- 3.3 Assessment information is successfully shared with tutors who use it very well to plan focussed ILPs for their students. Consequently the courses offered are appropriate for the ages, aptitudes and language capabilities of students.
- 3.4 Accurate career and university entrance guidance is an integral part of the application process. This effectively ensures that students are correctly placed on courses which best fit their goals and that they make the best use of their time. Careful monitoring and continued needs analysis ensures that appropriate modifications are continually made to the ILPs. Students receive highly useful advice and guidance on what they must do to improve.

3. (b) Suitability of course provision and curriculum

- 3.5 Students are well educated in accordance to their objectives and the aims of the college. The college has a clear statement of educational purpose. This statement is successfully implemented in lessons through a set of comprehensive schemes of work and excellent lesson planning.
- 3.6 The curriculum is accurately described on the college website and shared with students during the application process. Courses and programmes are very well designed to meet the needs of individual students. Courses on offer to Tier 4 entrant international students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes.
- 3.7 The college effectively uses self disclosure of learning and language support needs to include appropriate support in the ILPs of individual students. This is very successful in enabling them to progress well and successfully meet their goals. Course completion is high.

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

- 3.8 The quality of teaching is excellent and highly effective in promoting students' progress. Tutors have excellent knowledge of their subject areas and of their students' needs. Classes are very well planned and based firmly on accurate assessment of students' current skills and progress needs. Class time is very well

used and most tutors use a wide variety of engaging activities to effectively engage and challenge their students.

- 3.9 Teaching generally ensures active participation by students who take a personal responsibility for their learning and demonstrate very positive attitudes towards their studies.
- 3.10 Tutors use the information in the ILPs very effectively to provide highly appropriate support for students with particular learning or language needs. The frequent academic tutorials as well as the tutorial-like quality of most lessons ensures that students are kept very well informed of how they are progressing through their ILP and what they must do to improve. Excellent progress is made towards the targets set in tutorials.

3. (d) Attainment and progress

- 3.11 Attainment and progress are excellent. Students reach excellent levels of attainment based on their starting points and the length of their courses. Examination results are excellent.
- 3.12 Assessment of students' work is timely, reliable and consistent. There is excellent use of recent evaluation and assessment of students' work being used to plan lessons. The continual assessment of progress in classes contributes well to improved learning outcomes. Student progress is accurately tracked on the college database.
- 3.13 Students express high levels of satisfaction with the progress they make. Students are very successful in progressing onto their school or university of choice.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Health and safety and the security of the premises are excellent. Arrangements to ensure health and safety are effective and include provision for students who are ill, injured or have SEND. Clearly stated health and safety policies are successfully implemented into the daily functioning of the college. These policies and procedures are effectively communicated to staff and students during their respective inductions. Personal responsibility and awareness is evidence in the daily practices of the college.
- 4.2 All the necessary measures are in place to reduce the risk from fire and other hazards. Provision for first aid is excellent. Appropriately trained first-aiders are well known to staff and students. Signage is good and there are sufficient well-stocked first-aid boxes clearly displayed throughout the college. Students are aware of how to obtain first-aid assistance. Well-supervised emergency evacuation drills are held each term and effectively monitored to improve safety provisions.
- 4.3 The buildings are fit for purpose and appropriately maintained. The college is kept clean and the lighting, heating, sound insulation and ventilation is good throughout the college. Furniture and fittings are appropriate for the age and needs of all students.

4. (b) Student registration and attendance records

- 4.4 Admission and attendance registers are accurate and properly maintained. Attendance is closely monitored and all unauthorised absences are responded to promptly and effectively.
- 4.5 There is an appropriate procedure for informing the Home Office of concerns regarding the attendance of Tier 4 students.
- 4.6 Students are aware of the attendance policy and the consequences of a breach of the rules. Attendance rates are very high. The procedure for the collection and refund of fees is fair.

4. (c) Pastoral support for students

- 4.7 Pastoral support is excellent. Students appreciate what they see as an extremely useful induction process. Effective induction contributes very positively to the speed at which students settle into their studies and accommodation. Particularly detailed attention is given to the communication of student safeguarding, harassment issues and e-safety. In addition to the links with local support groups, students find their introduction to the town's general library particularly useful.
- 4.8 Relationships between staff and students are excellent. The open door policy of all staff contributes well to the overall high level of care which students enjoy. Staff

respond promptly and efficiently to resolve all students' concerns. Students express high levels of satisfaction at the level of effective attention given to their needs and concerns. They feel valued and very well looked after. They appreciate the caring ethos of the college and feel comfortable in approaching all members of staff.

4.9 The social programme is very strong and well used by the students who enjoy both the personal experience as well as their extended understanding of British culture.

4.10 The college offers highly effective support for university applications. Students receive accurate advice regarding university course requirements. They also receive extremely useful and effective support with the UCAS process.

4. (d) Safeguarding for under 18s

4.11 Safeguarding arrangements are excellent, meet all requirements and have full regard to official guidance. All required procedures are in place. Safeguarding procedures are adhered to as a matter of course in the daily good practice of the college.

4.12 The designated safeguarding person (DSP) is appropriately trained and, as a safeguarding trainer with external organisations, is very well networked with a wide variety of local support agencies. Consequently the college's awareness of current requirements and their daily applications is excellent. The close and effective relationship the college has with the Oxfordshire Safeguarding Children Board (OSCB) further strengthens the provision for safeguarding.

4.13 All staff have enhanced DBS and barring checks and have received appropriate safeguarding training. Awareness of the anti-radicalisation policy and other specific safeguarding policies, such as Female Genital Mutilation (FGM) is effectively addressed through regular discussion at staff meetings.

4.14 An appropriate, clearly stated e-safety policy has now been produced and successfully implemented in the college ethos. The policy accurately focuses on the previous good practice and has been successfully shared with host families. A copy of the e-policy is available on the college website.

4. (e) Residential accommodation

4.15 Arrangements for accommodation are very well managed and all accommodation providers are registered in accordance with national requirements. Homestay families are carefully chosen and effectively matched to the needs of individual students. Complaints are promptly and successfully resolved and recorded meticulously.

4.16 Relationships between the college and the homestay families are very well managed. The level of support given by homestay families to the students is a valuable part of their experience and contributes effectively to the college's aims.

- 4.17 Appropriate procedures are strictly adhered to regarding the accommodation of under 16 and under 18 year olds.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5. (a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The proprietors of the college provide clear educational direction, as reflected in the quality of education, the care of students and the fulfilment of the college's aims and ethos. All legal permissions are in place. Relationships between all members of staff are very cordial and a caring, family ethos pervades the college.
- 5.2 One of the directors has been principal of the college and maintains an office on the premises. This contributes very positively to the effective functioning of the college and ensures that the proprietors have good insight and a good working knowledge of all aspects of the college and enables them to provide challenge and stimulus for growth.
- 5.3 The proprietors are effective in discharging their legal, safeguarding, health and safety and welfare responsibilities through a set of highly appropriate, comprehensive policies which are successfully implemented through the college. The proprietors successfully fulfil their statutory duties for students under the ages of 18 years.

5. (b) Management structures and responsibilities

- 5.4 There is a clear management structure in the college with clear lines of communication. Both formal and informal communications are effective in implementing the clear educational direction into the daily practices of the college.
- 5.5 College leadership provides highly effective support, challenge and stimulus for growth and improvement to individual teachers and students.
- 5.6 The college is very successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with students. A robust staff appraisal programme is used very well to guide CPD in accurately addressing the clearly identified needs of the college. The impact of CPD on learning is well monitored but currently is not formally recorded to track long term improvement. The lesson observation programme is particularly successful in identifying strengths and areas for improvement in teaching. Currently the main focus of lesson observations is on teaching techniques rather than on measurable learning outcomes.
- 5.7 The targets set during the annual appraisal of administrative staff are now formally recorded. Progress made in towards these targets is now also formally recorded.
- 5.8 Management at all levels is effective in monitoring the college, in accurately identifying its strengths and areas for improvement and in generating realistic action plans to successfully meet the needs of the college.

5. (c) Quality assurance including student feedback

- 5.9 Quality assurance is excellent. Thorough analysis of both student feedback and staff appraisal is effectively used to accurately identify college strengths and areas for improvement. This is then used to generate a well-focussed action plan which is successfully monitored for impact. Data is continually fed into the process and appropriate modifications are made as deemed necessary.
- 5.10 There is an appropriate, clearly stated complaints procedure which is familiar to all students. An external, independent adjudicator is identified. Conditions for the refund of fees are clearly stated on the college website.

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

- 5.11 The staff recruitment is fair and transparent. All appropriate checks to confirm identity and the right to work in the UK are carried out prior to confirmation of appointment. References are followed up as a matter of course and qualifications and curriculum vitas are verified. The single central record is accurate and regularly updated.
- 5.12 Staff are carefully selected to support the caring ethos and positive attitudes towards learning which pervades the college. Newly appointed staff are closely monitored during their first weeks to ensure consistency of contribution to the overall success of the college.

5. (e) Provision of information

- 5.13 The provision of information is excellent. The college website contains all the required contact information and complaints procedure along with accurate information regarding courses and programmes offered by the college.
- 5.14 The college complied with all reasonable requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Include an evaluation of measurable learning outcomes in the lesson observation process.
- Establish a process to formally record the excellent monitoring of the long-term impact of CPD on the quality of teaching and learning.

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 with a proprietor, and observed registration being completed in lessons. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Mareve Kilbride-Newman	Lead Inspector
Ms Sue Martin	Team Inspector