



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

OXFORD INTERNATIONAL SCHOOL LTD

TRADING AS OXFORD INTERNATIONAL COLLEGE

(Company Registration Number 5027233)

Full Name	Oxford International College
Address	1 London Place, Oxford, OX4 1BD England
Company name	Oxford International School Ltd
Telephone Number	01865 203988
Email Address	info@oxcoll.com
Principal	Mrs Kim Terrar
Proprietor	Nord Anglia Education Ltd
Age Range	15+
Total number of students	126
Numbers by age and type of study	Under 16: 1 16 – 18 88 18+: 37 EFL and FE: 126
Inspection dates	15-17 June 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 through the 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 College (OIC) is an independent college in central Oxford which offers A-level and GCSE courses. The college aims to enable all students to fulfil their academic potential, achieve excellent outcomes, and secure a place at a leading university of their choice.
- 1.2 Founded in 2002 as a tutorial college, it was originally non-selective. OIC was purchased by the Oxford International Educational Group in April 2019 and then by Nord Anglia Education Ltd in April 2021. The principal and the chief education officer are responsible for the day-to-day management of the school. They are supported by the senior leadership team and report to the managing director of schools and colleges, and ultimately the board of directors at Nord Anglia.
- 1.3 The college offers two-year and five-month A-level programmes, and one-year intensive GCSE courses, in a wide range of subjects. The curriculum includes preparation for International English Language Testing System (IELTS), English for Academic Purposes tests, and preparation for university in the UK and globally. Personal, Health, and Social Education (PHSE) is delivered as part of the GCSE. There is also a super curricular programme to support and enhance students' wider education and experience. Students may also complete an Extended Project Qualification (EPQ). Students are selected by application, school reports, entrance tests and interview. GCSE students require an IELTS score of 5.0-5.5 and A-level students need 6.0-6.5.
- 1.4 Students can apply to the college at any time. Registration takes place in September for GCSE and two year A-level courses. The five month A-level programmes commence in January. Most classes are now blended, for health reasons, with half of the lessons online, and half face-to-face. The college provides residential accommodation.
- 1.5 At the time of inspection, GCSE courses and some A levels had finished and there were 126 students, of whom the majority are under the age of 18 years and just over half are male. Students come from a wide range of countries. English is an additional language for all the students, and they all receive English Language support. Nine students have been identified with learning difficulties or disabilities.
- 1.6 The college was last inspected 27 February 2018 when it met all key standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college/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. Initial assessment is used highly effectively, and programmes and activities are well matched to students' needs. Excellent support and guidance ensure students are very well educated and prepared well for their future. The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. Teaching is good with examples of excellent teaching. Teachers have excellent subject knowledge. Staff have high expectations and set challenging tasks. Most teachers use a variety of interactive approaches to encourage student reasoning and extend their skills. However, the quality of lesson planning is variable and details of learning outcomes, student activities, and timing details are not specified. Learning outcomes are not shared with students to enable them to see the big picture and assess whether they have achieved the aims of the lesson. In a minority of classes, a limited variety of teaching and learning strategies inhibits student participation. Students are highly motivated and committed to their programme of learning. Support for students is highly effective and language skills are supported extremely well. Extra-curricular activities are exceptionally effective in enhancing students' experience and supporting them to become independent learners. Teaching promotes a positive ethos of tolerance and harmony. Good use is made of resources to support learning. Assessment is used very effectively to monitor progress and provide extra support as needed. Success rates are outstanding. Students make excellent progress, develop independent study skills, and can apply their learning. Almost all students progress to higher level qualifications in accordance with their aspirations and progression rates are excellent.
- 2.3 Students' welfare, including health and safety, is excellent. There are well implemented procedures for ensuring the health, safety and wellbeing of students and staff. Premises are fit for purpose and well maintained. Staff and students receive high quality information on health and safety, and are made aware of unfair, unsafe, and abusive practices and how to access help and support. Students are meticulous in following safe working practices and discuss safety and welfare issues with the provider. The college provides a safe environment for students and staff which is conducive to learning. Records of enrolment and attendance are thorough and accurate. Staff are fully aware of the whereabouts of students, and attendance, punctuality, and course completion rates are outstanding. Appropriate arrangements for reporting to the Home Office are secure. Pastoral support is outstanding. There are excellent relationships within the college. High-quality extra-curricular activities enhance student experience. Excellent higher education and careers guidance enables students to make highly informed choices and successful applications to the universities of their choice. Safeguarding arrangements are excellent. The college has

a well monitored strategy for safeguarding its under-18 learners. Arrangements for residential accommodation are excellent.

- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership and oversight are excellent. Leaders and managers provide strategic direction, support and stimulus and safeguard students very well. Managers appoint well-qualified and experienced staff and support them effectively. Relationships are excellent and staff are extremely supportive of the school. Management roles are clearly defined. Processes for self-evaluation are good. Quality assurance arrangements are excellent and effective mechanisms for student feedback are used to secure student-led improvements. Achievement data is used very effectively to support student progress. Management of resources contributes to the excellent outcomes for students. Student satisfaction levels are high. Systematic approaches to carrying out checks before employment of suitable staff are exemplary and the Single Central Record is complete. Provision of information is excellent. The college website provides comprehensive, accurate and detailed information which is helpful to students and their parents. Information provided to inspectors was very well organised and easily accessible.

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

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

- 3.1 The quality of the curriculum, teaching and students' achievements is excellent.
- 3.2 The assessment of students prior to arrival is rigorous and highly effective in ensuring students will be able to successfully complete their course of study. Initial assessment is excellent, as is the ongoing identification of students' abilities, needs and performance. The school undertakes accurate assessments of students' skills, abilities and aspirations prior to the commencement of the course. Consequently, students are placed on a learning programme which is well matched to their different needs. Excellent information, advice and guidance are provided to enable students to study effectively and prepare for the next steps in their education. Students make excellent progress and withdrawals from programmes are extremely low.

3.(b) Suitability of course provision and curriculum

- 3.3 The quality of course provision is excellent.
- 3.4 Courses are tailored extremely effectively to the aspirations of the students. The college has a clear statement of educational purpose which is successfully implemented in learning sessions and enhancement activities. Students are very well educated in accordance with their needs and aspirations and the school's aims. Courses are in accordance with those detailed in marketing materials which give an accurate view of the course. Rigorous selection processes ensure that all students have the potential to be successful in their studies. Learning programmes are well tailored for the ages, aptitudes, and language capabilities of the students. Consequently, students are very well motivated and make excellent progress. Courses on offer to students on Student visas meet the definition of an approved qualification for Home Office purposes.

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

- 3.5 The quality of teaching is good, and all students make excellent progress. Teachers are highly qualified in their specialist areas and set challenging tasks and activities. Classes are generally well tailored to students' needs, although lesson planning is inconsistent. Schemes of work and lesson plans do not follow a common format and quality is variable. In some cases, the level of planning is detailed and effective. In the weaker lessons, details of learning outcomes, student activity, and timing details are not specified. Learning outcomes are not shared with students to enable them to see the big picture and assess whether they have achieved the aims of the lesson.
- 3.6 In most classes learning activities are very effective in engaging student participation. Teachers use a variety of approaches and activities to encourage student reasoning and extend their skills. In a minority of classes, opportunities are missed to use a

variety of interactive teaching and learning strategies and to spark student interest and enjoyment by ensuring their active participation.

- 3.7 Students are highly motivated and committed to their programme of learning. Support for students is highly effective. Students' language skills are supported very effectively throughout their learning programme until they achieve the IELTS score demanded by the university of their choice. Effective additional support is provided for students with specific learning difficulties to ensure they achieve well. The Supercurricular provision, an extra-curricular enhancement programme, is exceptionally effective in widening and enhancing students' learning experience and enabling them to develop new skills and become independent learners. As a result, most students achieve very high scores in public examinations and the majority are accepted into the university of their choice. Teaching is non-discriminatory and effectively promotes fundamental British values of democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. There is a positive ethos of tolerance and harmony.
- 3.8 Good use is made of resources to support and promote learning. Regular rigorous assessment of student work ensures teachers monitor student learning and progress very carefully. They provide extra support where appropriate. Written feedback to students is effective in ensuring they know what they have done well and what they need to do to improve. The teaching of English and functional skills is consistently good, with much that is excellent. As a result, students are able to apply their learning, demonstrate skills as independent learners, and take responsibility for their progress. Outcomes for students are excellent.

3.(d) Attainment and progress

- 3.9 Attainment and progress are excellent. Success rates are outstanding. Students are highly motivated and learn exceptionally well. As a result, they develop excellent skills, understanding, and knowledge which enable them to meet their core objectives. Students make excellent progress in relation to their starting points. Almost all students progress to higher level qualifications in accordance with their aspirations and progression rates are excellent.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Health, safety and the security of the premises are excellent.
- 4.2 The college demonstrates excellent regard for health and safety. Security arrangements are highly effective in ensuring the safety of students and staff. Excellent procedures for ensuring health and safety are extremely well implemented. There is a satisfactory level of fire safety which conforms to legal requirements and all necessary measures have been taken to reduce the risk of fire and other hazards. The first aid policy is effectively implemented and signage regarding first aid, fire and evacuation procedures are clear. The premises are fit for purpose, well maintained and secure, and appropriate emergency procedures are in place.
- 4.3 There is good provision for students with illness, injury, or disability and the building has ramps and lifts to provide access for wheelchair users. Free drinking water is readily available, and there are sufficient washrooms, including for those with special needs.
- 4.4 Staff and students receive high quality information and training on health and safety, and are made aware of unfair, unsafe and abusive practices and how students can access help and support. Students are meticulous in following safe working practices and are involved in discussing safety and welfare issues with the provider. Students confirmed to inspectors that they felt safe.
- 4.5 The college provides all meals for students, and the dining area is very well organised to ensure the health and safety of students and staff, with see-through hygiene screens which allow safe interaction. Furniture and fittings are well designed for the needs of the students. All areas of the college are well-decorated, clean and tidy. Lighting, heating, and sound insulation are good. Regular safety checks are undertaken. As a result, the school provides a safe environment for students and staff which is conducive to learning.

4.(b) Student registration and attendance records

- 4.6 Systems for recording registration and attendance are excellent.
- 4.7 Records of enrolment and attendance are thorough and accurate. Attendance and punctuality policy and procedures are rigorous and effective. There are highly effective electronic procedures to monitor attendance and any absences are followed up immediately. Staff are fully aware of the whereabouts of all students on the register and attendance, punctuality, and course completion rates are outstanding. Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students. Appropriate arrangements to make the necessary reports to the Home Office are in place. There are clear and fair procedures for collection and refund of fees and deposits.

4.(c) Pastoral support for students

- 4.8 Pastoral support is outstanding. Staff provide highly effective support and guidance for students on personal and academic matters. Excellent relationships within the college, between staff and students and amongst the student body, promote a family atmosphere where students feel safe and comfortable.
- 4.9 Induction is excellent and enables students to make new friends and familiarise themselves with the college. Consequently, they settle into their course of study quickly. There are excellent systems in place to support students who confirm that they are happy and feel safe. Academic, welfare, and boarding staff liaise closely for the benefit of the students. The college proactively seeks out potential pastoral problems to prevent them from developing. Pastoral matters are very well monitored and documented using specialised software, so that staff can track issues and resulting action points. The school positively promotes integration and tolerance and has effective policies to prevent bullying, harassment, and radicalisation. Any incidences are dealt with swiftly and effectively. Consequently, students' personal and welfare needs are met very effectively.
- 4.10 The college provides extremely high-quality enrichment activities. Students have excellent access to higher education and careers guidance. This exceptionally focused support enables them to make highly informed choices about their future and make successful applications to the universities of their choice.

4.(d) Safeguarding for under 18s

- 4.11 Safeguarding arrangements are excellent.
- 4.12 The designated safeguarding leads are appropriately trained and discharge their responsibilities very effectively. Safeguarding has a high priority across the organisation and arrangements are regularly reviewed and monitored. There is a safeguarding lead at board level to ensure best practice is followed. There is a safe environment that is underpinned by outstanding recruitment, safeguarding and safety practices. All staff and mentors have enhanced Disclosure and Barring Service (DBS) checks with barring, and have received appropriate training in safeguarding and the prevention of radicalisation and extremism. Proprietors and senior managers ensure excellent systems are in operation to safeguard students. The college is pro-active in assessing risks and takes action to prevent them. Electronic centralised recording systems ensure that staff are aware of the needs, and the whereabouts, of students at all times. There is a culture where students and staff are aware of safety issues and all learners feel safe.

4.(e) Residential accommodation (if applicable)

- 4.13 Arrangements for residential accommodation are excellent.

Accommodation is very well-managed and registered in accordance with local authority and national requirements. Students' wellbeing within the residences is very

well monitored. Well-organised systems are in place to monitor and provide effective support for students' physical and emotional needs and their experience in the accommodation. Excellent arrangements enable regular communication between pastoral and academic staff to ensure all students are well cared for and emotionally supported. Students enjoy a wide range of excellent extra-curricular activities, which support and enhance their learning and development. All activities are thoroughly risk assessed.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

5.1 Ownership and oversight are excellent. The leadership of the college provide clear educational direction which is reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. They fully discharge their responsibilities for educational standards, financial planning and investment in accommodation and resources. Relationships between the board and the principal of the college are excellent. The proprietors provide strategic direction and are highly effective in exercising a monitoring role and providing support and stimulus. They safeguard students very well, effectively discharging their legal, health and safety and welfare responsibilities. Policies are clear and well implemented. Leaders and managers implement policy in accordance with the aims of the school. They appoint good staff who are highly qualified academically and support them effectively. Staff are extremely supportive of the school.

5.(b) Management structures and responsibilities

5.2 Management is excellent.

5.3 Management structures and responsibilities are clearly defined, and leaders and managers are highly effective in providing clear educational direction and safeguarding students. Senior managers work well together to ensure education provided is of high quality. Leaders and managers provide clear educational direction which is reflected in the high quality of students' education, welfare and achievement. Processes for self-evaluation are good. Medium term action planning focuses on improving the student experience and success criteria are clear. Managers are successful in securing and supporting high quality staff and ensuring they are suitably trained to meet students, academic, safeguarding and welfare needs.

5.(c) Quality assurance including student feedback

5.4 Quality assurance arrangements are excellent.

5.5 The school uses student data very efficiently to manage and improve the provision. There are good mechanisms for student feedback which are used effectively to identify issues and secure student-led improvements. Leaders and managers are successful in securing improvements in performance across the provision. Managers have accurate achievement data and analyse and use it effectively to support student progress and make interventions where appropriate. Management of resources contributes to the excellent outcomes for students.

5.6 The college has appropriate complaints procedures with an external independent adjudicator. Arrangements for the collection and refund of fees are fair and transparent.

- 5.7 Managers regularly observe the teaching staff, discuss strengths and challenges, and facilitate the setting of professional targets for improvement. Lesson observations take place at least once per year, are linked to appraisals, and inform Continuing Professional Development (CPD) to improve the quality of teaching and learning.
- 5.8 The college makes good use of students' achievement data, from weekly internal tests and external examinations, to make appropriate interventions to support student progress and achievement. Student satisfaction levels are high, and students confirmed to inspectors that they found most of their lessons stimulating and were able to make excellent progress. Inspectors confirm this view.

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

- 5.9 Staff recruitment, qualifications and suitability checks are excellent.
- 5.10 Systematic approaches to carrying out checks before employment are exemplary and the Single Central Record is complete. Prior to appointment all necessary identity, right to work, and qualification checks are carried out and copies filed. References are taken up and recorded and the expertise and qualifications of staff are verified. Enhanced DBS checks with barring have been completed and recorded on all staff and mentors. There is a systematic approach to ensure the proprietor has written confirmation that all references are taken up and documents are verified.

5.(e) Provision of information

- 5.11 Provision of information is excellent.
- 5.12 The college website provides comprehensive, accurate and detailed information about the college which is helpful to students and their parents and enables them to make informed choices. The website is easy to navigate, and information is easy to find. The information provided to inspectors was very well organised and easily accessible. All standards for the provision of information are fully met.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure teachers share clear learning outcomes to provide the big picture and enable students to evaluate their learning in the session.
- Use a range of interactive learning activities to increase student participation and enjoyment.
- Improve the quality and consistency of lesson planning to include a variety of teaching and learning strategies to stimulate students.

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 chair of governors, and teachers. 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

Mrs Pauline Bateman	Lead Inspector
Mr Simon Bellamy	Team Inspector
Mr John Rooney	Team Inspector