



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

**EXTENDED MONITORING VISIT**

**OXFORD INTERNATIONAL COLLEGE**

**(5027233)**

Full Name **Oxford International College**

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Telephone Number 01865 203988

Email Address info@oxcoll.com

Website www.oxcoll.com

Principal Mrs Kim Terrar

Proprietor Nord Anglia Education

Age Range 14+

Total number of students 360

Numbers by age and type of study

Under 16:	41
16 – 18:	258
18+:	61
EFL and FE:	360

Inspection date **6 September 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.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford International College (OIC) is an independent College located 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, OIC was purchased by Nord Anglia Education Limited in April 2021. The principal and the chief education officer are responsible for the day-to-day management of the college. They are supported by the senior leadership team and report to the managing director of schools and colleges, and ultimately to the board of directors at Nord Anglia.
- 1.3 The college offers A-level programmes over two years or five terms 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 (EAP) tests, and preparation for university in the UK and globally. Personal, Health and Social Education (PSHE) is delivered as part of the GCSE provision. There is also a super curricular programme to support students' wider education and experience. In addition, students may also complete an Extended Project Qualification (EPQ).
- 1.4 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. Students can apply to the college at any time. Registration takes place in September for GCSE and two-year A-level courses. A-level programmes offered over five terms commence in January. The college provides residential accommodation.
- 1.5 At the time of inspection there were 360 students of whom the large majority are under the age of 18, and just over half are female. Around 40 per cent of students are from Hong Kong. The remaining students come from a wide range of countries, including Singapore, Malaysia and South Korea. All students have English as an additional language and receive English language support. Ten students have been identified with learning difficulties or disabilities.
- 1.6 This monitoring visit has been extended due to the acquisition of a new building. For this reason, Section 4 of the Educational Oversight Framework will be looked at in detail.
- 1.7 The college was last inspected on the 15–17 June 2021 when it met all Key Standards and the quality of education was judged to exceed expectations. The recommendations from the previous report are:
  - 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.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 15–17 June 2021 the college 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. The curriculum is very well matched to students' ages, aptitudes and educational goals. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is good. Teachers have very high expectations of their students and reinforce the importance of achieving high grades. Most teachers use their subject expertise effectively to provide clear and useful explanations that help students to understand new concepts. Most teachers use questioning very effectively to encourage student participation and to check levels of understanding. Students benefit greatly from excellent levels of academic support. Academic support tutors meet with all students regularly to review their academic progress thoroughly and to set challenging individual targets. Assessment data is used very effectively to provide students with specific feedback and personalised support that helps them to improve quickly. As a result, students go on to achieve excellent outcomes and qualification attainment levels are consistently very high.
- 2.3 Students' welfare, including health and safety, is excellent. Health and safety policies and procedures are clear, comprehensive and effectively implemented. Fire safety and first aid arrangements are very well managed and implemented. The college premises are clean, well decorated and maintained and fit for purpose. Systems for recording student registration and attendance are excellent. Admissions and attendance registers are accurate and effectively monitored. Staff have a clear understanding of Home Office reporting requirements. Pastoral support for students is outstanding. Students benefit from very effective support arrangements to meet their welfare needs. Safeguarding arrangements for students under-18 are comprehensive and consistently implemented in line with official guidance. Arrangements for residential accommodation are excellent. Students benefit from clean, modern and well-managed accommodation.
- 2.4 The effectiveness of governance, leadership and management is excellent. Governors provide a very clear vision and strategic direction for the college. They discharge their responsibilities appropriately for financial management, strategic planning, and oversight of safeguarding and legal requirements. Leaders and managers use self-evaluation effectively to identify the key strengths of the provision and to highlight appropriate areas for development. Quality assurance arrangements are good. Managers very carefully scrutinise and monitor data on student outcomes and take prompt and effective action when required. As a result, students' achievements are well above the average. Leaders and managers have identified the need to implement a range of enhanced quality assurance processes and systems to further raise the quality and consistency of teaching. However, these

processes are not yet fully embedded throughout the college. Arrangements to check the suitability of staff are excellent. The provision of information is excellent.

### **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 recommendations in this area from the previous inspection report are:
- 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.
- 3.3 The college has made good progress in meeting the first recommendation. In meetings and training sessions, managers reinforce with teachers the importance and value of sharing learning outcomes with students in lessons. In the large majority of lessons, teachers share clear and appropriate aims and learning outcomes with their students. This helps students to focus on the main purpose of the lesson and to evaluate the progress they have made from their starting points.
- 3.4 Satisfactory progress has been made against the second recommendation. Since the last inspection, additional academic managers have been appointed. Managers provide useful guidance and feedback to teachers to support their use of different learning activities. In the majority of lessons, teachers use interactive learning activities to increase student engagement. For example, teachers make use of annotated diagrams, modelling, and case studies to help students understand key theories and principles.
- 3.5 The college has made satisfactory progress in meeting the third recommendation. Academic managers encourage and support teachers to plan learning that includes a range of different teaching approaches. As a result, the majority lessons incorporate some stimulating activities for students, such as discussions, group work, and reflective tasks.
- 3.6 The quality of course provision and curriculum is excellent. Courses on offer are very well matched to students' ages, aptitudes and educational goals. Teachers have a very secure understanding of the GCSE and A-level curricula they teach. They use this knowledge very effectively to plan the structure and order of the curriculum to enable all students to learn and make excellent progress. Students' English language needs are very well supported. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.7 The quality of teaching is good. Teachers have very high expectations of their students and reinforce the importance of achieving high grades. Most teachers use

their subject expertise effectively to provide clear and useful explanations that help students to understand new concepts and to correct any misconceptions. Most teachers use questioning very effectively to encourage student participation and to check levels of understanding. As a result, most students are focused and engaged in their lessons.

- 3.8 Students benefit greatly from excellent levels of academic support. Academic support tutors meet with all students regularly to review their academic progress thoroughly and to set challenging individual targets. Assessment data is used very effectively to provide students with specific feedback and personalised support that helps them to improve quickly. As a result, students go on to achieve excellent outcomes and qualification attainment levels are consistently very high.
- 3.9 Teachers effectively promote an inclusive learning environment that reinforces fundamental British values such as mutual respect and tolerance for those with different faiths and beliefs.

#### **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 college implements excellent arrangements to ensure the health, safety and security of students and staff. Health and safety policies and procedures are clear and comprehensive. Fire safety and first aid arrangements are very well managed and implemented. Firefighting, first aid and electrical equipment are regularly maintained and checked. The college has an appropriate number of fire marshals and staff trained in first aid. Regular evacuation drills, induction procedures and safety information ensure that students understand what action to take in the event of an emergency and how to work safely. Appropriate security arrangements are implemented at each college site. Staff complete appropriate risk assessments before any off-site activities are considered for approval. Staff actively seek out students' views on safety matters and take appropriate action where necessary. Students confirmed to inspectors that they feel safe at college.
- 4.3 The college premises are well decorated, maintained, and fit for purpose. Since the previous inspection, the college has expanded, making appropriate use of an additional premise in the centre of Oxford for the teaching of A-level courses. The premises provide an attractive area for relaxation, socialising and the consumption of food. All college premises meet the needs of the current number of students and provide a clean and comfortable place for study. Classrooms are adequate in size and appropriately furnished and equipped. Heating, lighting and ventilation are appropriate. Washrooms are clean and sufficient for the current number of students. Buildings are accessible to those with specific needs, including accessible washroom facilities. Free drinking water is available at each college site. Meal preparation, serving, and consumption areas are clean and hygienic.
- 4.4 Systems for recording student registration and attendance are excellent. The college keeps accurate admissions and attendance registers. A clear and appropriate attendance policy is in place and students fully understand the expectations for high levels of attendance. Electronic monitoring systems are used very effectively to monitor attendance. Procedures for contacting students who miss a class are highly effective and consistently implemented. Staff are appropriately aware of the whereabouts of all students on the register. Overall student attendance levels are very high. Staff have a clear understanding of Home Office requirements regarding the enrolment, attendance and reporting arrangements relating to students on Student visas. There are clear and fair procedures for the collection and refund of fees and deposits.
- 4.5 Pastoral support for students is outstanding. Students complete a comprehensive induction that introduces them well to the structure and demands of their programme. The induction process reinforces the college's high expectations for academic performance and personal growth and settles students into their studies quickly. Very effective arrangements are in place to identify and support students'

personal and welfare needs, including referral to counsellors and other support agencies and professionals when required. There are excellent relationships between staff and students and amongst students. Any rare incidents of bullying and harassment are dealt with effectively.

- 4.6 Students have access to a varied programme of social and sporting events, including trips and visits to places of interest. Students receive excellent careers advice and guidance which enables them to make highly informed choices about their progression to university. Students confirmed to inspectors that they find the programme of career-centred activities highly beneficial in supporting their understanding of different progression pathways and next steps into higher education.
- 4.7 Safeguarding arrangements for students under 18 are excellent. The college places a high priority on creating a culture of safeguarding. Comprehensive safeguarding and child protection policies and procedures are consistently implemented and monitored in line with official guidance. A team of designated safeguarding officers have been suitably trained to an appropriate level. Appropriate staff recruitment procedures and Disclosure and Barring Service (DBS) checks are properly conducted to ensure the suitability of staff to work regularly with students under 18. Managers have implemented clear and highly effective procedures for the systematic recording and reporting of any safeguarding incidents or concerns. This ensures that all relevant staff are kept informed, with effective oversight and referral to external agencies when required. Staff are regularly trained and briefed on a wide range of safeguarding topics to ensure they understand their safeguarding roles and responsibilities.
- 4.8 Arrangements for residential accommodation are excellent. Halls of residence are very well managed in accordance with national requirements. Students benefit from clean, modern and well-equipped accommodation. A team of suitably trained house parents and wardens ensure that student accommodation is fit for purpose, well managed, secure and appropriately supervised. Students feel safe and well supported in their accommodation.

## **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 Ownership and oversight are excellent. Governors use their considerable experience and expertise to provide a very clear vision and strategic direction for the college. They discharge their responsibilities appropriately for financial management, strategic planning, and oversight of safeguarding and legal requirements. Governors meet regularly to provide effective support and challenge to college leaders and to identify areas for further enhancement and investment. Leadership and management are good. The principal and board of governors have an effective relationship. They work well together to ensure that policies and procedures are regularly reviewed, updated and appropriately communicated. Managers use self-evaluation effectively to identify the key strengths of the provision and to prioritise relevant actions for improvement.
- 5.3 Quality assurance arrangements are good. Student feedback is regularly collected, analysed, and acted upon where necessary to maintain the standard of education and care provided. Managers very carefully scrutinise and monitor data on student outcomes and take prompt and effective action when required, for example, ensuring teachers receive additional training on how to best prepare students for their external examinations. As a result, students' achievements are well above the average. Leaders and managers have identified the need to implement a range of enhanced quality assurance processes and systems to further raise the quality and consistency of teaching. However, these are not yet fully embedded throughout the college. A clear policy and process for dealing with complaints is effectively implemented.
- 5.4 Arrangements to check the suitability of staff are excellent. Managers have clear and robust procedures in place to ensure that staff are suitable to work with students before an appointment is made. Staff files are very well maintained and provide a clear record of all the necessary pre-employment checks that have been conducted, including identity, the right to work, and the relevant background checks. Systematic arrangements are in place to verify the accuracy of the information obtained, such as employment history, qualifications and references.
- 2.5 The provision of information is excellent. The college website provides clear, accurate and detailed information on the curriculum provided, along with details of accommodation and student support. This helps to ensure prospective students can make informed decisions about their studies. The college complied promptly and effectively with all inspection information requests.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

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

- Implement quality assurance processes that ensure all students benefit from a consistently high standard of teaching.

## 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 the chair of governors, and attended registration sessions. 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

Mr Steve Ingle	Lead Inspector
Ms Ann O'Toole	Team Inspector
Mr Patrick Lawlor	Team Inspector