



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

**MONITORING VISIT**

**OXFORD SCHOOL OF ENGLISH**

**(Company registration no. – 04384992)**

Full Name **Oxford School of English**

Address 4th Floor, Clarendon House, Shoe Lane, Oxford OX1 2DP

Parent\Company name Oxford School of English Language Ltd

Telephone Number 01865 202061

Email Address info@oxfordschoolofenglish.com

Website www.oxfordschoolofenglish.com

Principal Mr Haydar Albasri

Director Mr Peter Thompson

Age Range 12+

Total number of students 123

Numbers by age and type of study

16 – 18	8
18+:	115
EFL only:	115

Inspection date **21 August 2018**

## 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 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.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the 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

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford School of English is a private English language school which was established in January 2000. It moved to its present location in 2003 and is located in the centre of Oxford. It is a private limited company with one director who is also the school's senior manager. The school's mission is to maintain its reputation for academic and corporate excellence in a changing market. It aims to deliver high quality education in a caring, family atmosphere.
- 1.2 The school runs general English courses from beginners' level to proficiency level. It also offers examination preparation courses for the International English Language Testing System (IELTS), the Cambridge suite of qualifications, and Teaching of English as a Foreign Language (TOEFL) qualifications. In addition it runs business English courses and English for specific purposes including medicine, nursing, law, engineering and aviation. These courses are offered throughout the year and in the summer it also offers short junior summer school courses.
- 1.3 The school accepts students from 16 years of age on its year-long courses. Students aged 12 to 17 years are admitted to summer school courses. At the time of the inspection there were 123 students, a small majority of whom are female. Students come from a wide range of countries. The nationalities most represented by the current students are Japan, Italy, Spain, Saudi Arabia and Thailand. All students speak English as an additional language. There were no students identified with additional learning needs at the time of the inspection.
- 1.4 The school was previously inspected on 5-7 July 2016 when all Key Standards were met and the college was judged to exceed expectations.
- 1.5 The recommendation from the previous inspection is:
  - Ensure all staff files contain the required information concerning identity and suitability checks.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 5-7 July 2016 the language 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. Course provision is excellent. It is well planned and offers a range of courses to meet all language levels. As a result it meets students' needs effectively. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. Teaching and learning are excellent. The large majority of lessons are well planned and engage students fully in learning. Teachers have excellent subject knowledge and use appropriate teaching and learning methods very effectively. Students enjoy learning and develop English language skills successfully. In a small minority of lessons the pace of learning is slower and less challenging, and students are less involved in learning. The large majority of students make excellent progress and achievement rates for those taking external examinations are very high.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements for managing health and safety are excellent, with appropriate policies and procedures implemented systematically. Checks of safety issues and risk assessments are carried out thoroughly, and security is good. The premises are of a high quality. They are well maintained and fit for purpose. Admission and attendance records are well managed and accurate. Attendance monitoring is thorough, but attendance rates are not measured which limits the school's ability to check attendance over a period of time. Pastoral care is excellent. Staff are very responsive to personal and welfare issues raised, and this is valued highly by students. The safeguarding of students under 18 years is excellent, with appropriate policies and procedures well understood by staff and fully implemented.
- 2.4 The effectiveness of governance, leadership and management is excellent. The school's director is an active senior manager involved in all operational and strategic issues. As a result, oversight of the school's performance is very effective. Appropriate and up to date policies and procedures are in place. These are very well implemented; as a result the quality of education and the care of students are excellent. The management structure is clear and very well established, and communication between staff and managers is very good. Consequently leadership and management are excellent. Quality assurance is outstanding. Student feedback and student progress and achievement data are monitored and analysed very thoroughly. Issues arising are responded to promptly and managers are well informed about the school's strengths and areas for improvement. Actions for improvement are identified and implemented effectively. However, there are limited opportunities to report student feedback and performance data to management meetings. The selection of staff is very thorough with all appropriate identity and suitability checks undertaken and recorded consistently in staff files.

### **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 curriculum and course provision are excellent, well planned and organised to effectively meet students' needs. A wide range of language courses is provided from beginner to advanced level. In addition, specialist, flexible language courses that are externally accredited are offered to meet the specific needs of students wishing to progress to higher studies.
- 3.3 The school responds well to the needs of individual students. One to one tutorial sessions are used very effectively to review and monitor student progress. They result in clear learning goals for students and provide additional support in individual areas for improvement identified jointly by students and teachers. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.4 The quality of teaching and learning is excellent. Students develop their English language skills to a high standard. They are very enthusiastic and motivated to develop their vocabulary and communication skills, including pronunciation, and apply their newly acquired skills in everyday life situations.
- 3.5 Students enjoy learning and become highly confident at using English with ever increasing accuracy. They learn well together in pairs and small groups. Teachers use an appropriate and highly effective range of teaching and learning activities. This ensures that students practise their English skills regularly and develop them successfully.
- 3.6 In the majority of lessons very good planning and classroom management ensures learning is productive. Teachers are very good at drawing out contributions from students. This, in combination with effective questioning techniques, encourages high levels of student engagement. In a small minority of lessons the pace of learning is slower and less challenging; as a result students are less involved in learning.
- 3.7 Teachers have excellent subject knowledge which they share energetically with their students. This results in the large majority of students making excellent progress. Achievement rates are very high for the minority of students who undertake external qualifications.

#### **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 management of health and safety is excellent and effectively ensures that the school is a safe place to study and work. Appropriate policies and procedures are in place; these are comprehensive and implemented systematically. Checks of all appropriate safety issues and equipment are undertaken regularly and recorded efficiently. Risk assessments for the premises and for all student activities are carried out thoroughly. Emergency procedures are clear with sufficient staff trained as fire marshals. Staff and students are well informed about health and safety issues as a result of thorough induction programmes and handbooks.
- 4.3 The premises are of a high quality, well maintained and fit for purpose. They provide well-furnished, light and well-equipped teaching rooms and offices, and comfortable social areas for students. Security arrangements are good.
- 4.4 Admission and attendance records are accurate and well managed. Admissions data is thorough and well organised. Attendance is recorded systematically, and monitored closely. However, attendance rates are not measured numerically for individuals or groups. This limits the school's ability to check attendances over a period of time. Any unexplained non-attendance is followed up to establish the reasons for any absence. Procedures for informing the Home Office of any concerns regarding attendance by Tier 4 visa students are well understood.
- 4.5 Pastoral care for students is excellent. Experienced staff provide good support to students for all welfare issues and personal concerns or difficulties. Students feel very safe and confirm that they know who to go to if they experience any safety or welfare issues. They also confirm that staff are always available to respond quickly to their needs. When students arrive at the school they undertake a thorough induction programme which prepares them well for living and studying in Oxford and the UK. A regular social programme is valued by students. It is effective in helping them to participate in wider community settings and extending their educational and cultural experience.
- 4.6 The safeguarding of students under 18 years is excellent. Safeguarding policies and arrangements for those under 18 are clear and comprehensive. Staff are well trained for safeguarding and understand what to do if issues arise. Links with local authority safeguarding agencies ensure that the school remains well informed about safeguarding issues.

## **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:
- Ensure all staff files contain the required information concerning identity and suitability checks.
- 5.3 Progress against this recommendation is excellent. The school's safer recruitment policy identifies all the information and suitability checks that are required when appointing new staff. This information is well organised and presented consistently in staff files.
- 5.4 Ownership and oversight are excellent. The sole director is a full-time manager of the school, and fully involved in all operational and strategic planning and development. Oversight of the school's performance is therefore very good. The director works closely with the rest of the management team to ensure that there is clear educational direction, and good financial management which ensures good resources. Staff of a high quality are appointed. Appropriate policies and procedures are in place. These are well implemented and reviewed regularly to ensure that they remain current. As a result the quality of education and the care of students are excellent.
- 5.5 Leadership and management are excellent. There is a clear management structure, and roles and responsibilities are well understood by all staff. Communication between staff is very good. This is supported by regular meetings for all staff in addition to continuous informal opportunities to share information. These provide opportunities for staff to give regular feedback and the school is responsive to their views. There is an open style of management, providing all staff with easy access to managers. This helps to ensure that relationships between managers and staff are very good.
- 5.6 Quality assurance is outstanding. There is a clear commitment to improving the educational experience of students, based upon the continuous monitoring of student and staff performance. Student feedback is collected regularly and analysed very thoroughly. It is used effectively to identify issues of concern and possible actions for improvement. Student progress and achievement data are recorded efficiently and used well to monitor the performance of individual students and the school.
- 5.7 Regular staff appraisals and lesson observation for teachers are thorough and result in clear personal development goals. Self-evaluation is good, and information arising from the monitoring of performance is used well in the evaluation of the school's performance and to identify areas for improvement.

- 5.8 Managers are aware of the school's strengths and areas for improvement, and successfully identify priorities for change. There are a number of recent examples of significant improvements being made to the curriculum as a result of managers' analyses of feedback and performance data. The reports and analyses resulting from the regular monitoring of performance data are regularly shared informally between managers, but there is little formal reporting of these to management meetings. This limits opportunities for the senior management team to systematically review quality assurance data and plan actions for improvement.
- 5.9 The selection of new staff is very thorough. There are comprehensive recruitment procedures in place which ensure that all appropriate identity and suitability checks are made and recorded efficiently, including Disclosure and Barring Service (DBS) checks. The school maintains an up to date single central record of the key checks made.
- 5.10 The provision of information is very good. The school's website and all publicity providing information give clear, realistic and accurate information. The school was very responsive in providing all requested information to inspectors prior to and during the inspection.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

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

- Enhance the impact of quality assurance by systematically reporting on student feedback, progress and achievements to the management team.
- Strengthen attendance monitoring by analysing attendance rates numerically over time.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff and with the proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

### Inspectors

Mr Neil Haynes	Lead Inspector
Ms Kanwaljit Dhillon	Team Inspector