



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

EXTENDED MONITORING VISIT

OXFORD TUTORIAL COLLEGE

Company registration no. – 03082073

Full Name **Oxford Tutorial College**

Address 12 King Edward Street, Oxford, OX1 4HT

Parent\Company name Oxford International Education Group

Telephone Number 01865 793333

Email Address info@oxfordtutorialcollege.com

Website www.oxfordtutorialcollege.com

Principal Mr Mark Love

Proprietor Mr David Brown, Mr Robert Darell, Mr Christopher Spandoudakis.

Age Range 16+

Total number of students 199

Numbers by age and type of study

Under 18:	99
18+:	100
EFL only:	6
FE only:	137
EFL and FE:	56

Inspection date **20 March 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.

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 Tutorial College is an independent sixth form college founded in 1988 which operates in four leased buildings in the centre of Oxford. It is owned by Oxford International Education Group (OIEG) which is a private company limited by shares managed by the directors who make up the board of directors. The principal has delegated responsibility for all aspects of running the college, supported by the senior management team (SMT). The aim of the college is to provide a supportive and mature environment to enable students to reach their academic potential.
- 1.2 The college offers A-level, GCSE and BTEC level 2 and 3 business courses for students from the age of 15. Teaching is in small groups with a maximum class size of six for A-level classes.
- 1.3 Enrolment mainly takes place in September and January of each year but enrolment is possible over the year. All students are interviewed prior to acceptance. English language and academic attainments are checked and support needs identified. The large majority of students are registered on full-time courses.
- 1.4 The college provides accommodation in two students' residences one of which is for students aged under 18 years. It also arranges homestay for students aged 16 and over.
- 1.5 At the time of the inspection 199 students are enrolled. The students come from a wide range of countries with almost equal numbers of males and females. Fifty-nine students do not have English as their first language and a different 59 students have been identified with language and learning difficulties or disabilities.
- 1.6 The college was last inspected on the 26-28 April 2016 when it met all Key Standards and the quality of education was judged to exceed expectations.
- 1.7 This monitoring visit has been extended due to a change of principal. For this reason, Section 5 of the Educational Oversight Framework will be looked at in detail.
- 1.8 The recommendations from the previous report are:
 - Ensure that regular lesson observations and annual appraisals are carried out for all teachers.
 - Provide individualised continuing professional development for teachers to update their knowledge and skills in line with changes to academic provision.
 - Obtain regular feedback from staff to further develop college provision.
 - Ensure effective dissemination of actions taken by the college in response to the views of students and staff.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 26-28 April 2016 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. Course provision successfully meets students' educational and career aspirations. 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 is good and students enjoy their lessons. Teachers are extremely experienced and as a result standards are high. Schemes of work are of a high standard. However, teachers do not always use their schemes of work when planning lessons; as a result on occasions students do not know what they will be learning. Students are supported very well as progress is frequently reviewed and high quality, helpful feedback given during their individual tutorials and on their work. High levels of attainment are achieved on externally accredited courses.
- 2.3 Students' welfare, including health and safety, is excellent. The schools' premises, including residential accommodation, are good quality and fit for purpose, well maintained and very secure. Good measures are in place to reduce the risk of fire and other hazards. Detailed risk assessments are in place for trips. These measures ensure that the school is a safe place for students and staff. Admission and attendance registers are accurately maintained in accordance with Home Office requirements. Students have excellent support on welfare and personal issues and receive outstanding careers guidance for their future aspirations. Safeguarding measures are excellent and are well understood by staff. Residential accommodation is excellent. Accommodation is of a good quality and very well managed.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight by the governors is very good through their monitoring of provision and policies. Good communication between the new principal and senior managers results in a highly effective management team. Strong leadership is evident at all levels, providing a clear direction and ensuring high quality education. As a result the college fulfils its aims by ensuring that students succeed and progress. Senior managers are successful in appointing high quality teachers. An accurate self-evaluation report and quality improvement plan are monitored very effectively and ensure improvements. Staff are successfully supported through a comprehensive appraisal system which includes regular lesson observations. Quality assurance is excellent. Student achievement data is analysed effectively and used to inform action planning. Students' views are gathered and discussed in the students' council. Students' feedback to inspectors shows that they are not always aware of the policies that apply to them or how student support systems operate. Staff recruitment, qualifications and suitability checks are excellent. The selection and recruitment of staff is systematic and very well managed.

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 Course provision is excellent. The college offers a broad range of courses and enrichment opportunities which contribute well to the student experience in the college. Programmes, activities and social events are very well matched to the students' ages, aptitudes and individual needs to ensure they make good progress in achieving their goals. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.3 The quality of teaching and its impact on learning are good. The majority of lessons are good or excellent with the better lessons providing opportunities for students to develop initiative and independent thinking. All teaching staff are extremely knowledgeable, demonstrating excellent up to date subject knowledge. The majority of classes are small groups where activities are accurately focussed on individual students' needs and therefore effectively promote learning. Schemes of work are of a high standard. However, teachers do not always use their schemes of work when planning lessons; as a result students do not always know what they will be learning. Students enjoy their lessons and contribute freely and confidently to seek clarity and expand on points, thereby demonstrating good overall progress. A range of teaching resources including the use of information technology further enhances the students' learning experience.
- 3.4 The assessment of student work and the feedback they are given both in class and on homework, is regular and consistent. It is used well to demonstrate to students how they can improve their work and make progress. Marking on written work across all subject areas is constructive and positive.
- 3.5 Progress and attainment are excellent. Students make good progress in class based on their starting points. This results in high levels of attainment on externally accredited courses.

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 Health, safety and security of the premises are excellent. There are effective arrangements for managing the health and safety of students and staff, and a clear commitment to assuring the welfare of students. Appropriate policies are in place which are comprehensive and are reviewed regularly. Premises, including residential accommodation, are fit for purpose; well maintained, clean and tidy and very secure. Very detailed risk assessments are used for students' visits. Key members of staff responsible for first aid and safeguarding are clearly identified around the college and emergency exit signage is clear in all areas of the college.
- 4.3 Student registration and attendance records are excellent. The college maintains accurate admission and registration information and has appropriate procedures to monitor attendance daily, including making timely contact with absent students and the required reports to the Home Office. There are clear attendance and lateness policies of which students are informed during induction and any absence is questioned promptly.
- 4.4 Pastoral support for students is excellent. Staff provide highly effective support and guidance in accordance with the needs of the students. These excellent support procedures and wide ranging social activities enhance the students' overall experience at the college. Advice and guidance is outstanding and enables students to make effective choices in relation to their further study and employment aspirations. Students say that they receive high levels of academic and personal support and that relationships between staff and students are very good.
- 4.5 Safeguarding is excellent. Measures are in place to ensure all staff are familiar with the policies and procedures which are regularly reviewed and updated. The implementation of safeguarding and anti-radicalisation is closely monitored by a designated governor. All staff have received appropriate training in safeguarding. The college has proper regard to safeguarding and the welfare of students under the age of 18, and the impact is that students feel safe. There is a robust code of conduct for staff covering relationships with students under the age of 18 which includes whistle blowing procedures.
- 4.6 Residential accommodation is excellent. The residences for those under 18 are appropriate and supervised by well-trained staff providing high levels of safeguarding. Effective communication between the supervisors and college staff ensure any concerns are swiftly addressed. In homestays where there are students under 18 with host families, the main carer has an enhanced Data and Barring Service (DBS) check and a minimum level of training in safeguarding and anti-radicalisation. This accommodation is very well managed. Visits to host families take place at least annually and are systematically recorded and updated.

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 recommendations in this area from the previous inspection report are:
- Ensure that regular lesson observations and annual appraisals are carried out for all teachers.
 - Provide individualised continuing professional development for teachers to update their knowledge and skills in line with changes to academic provision.
 - Obtain regular feedback from staff to further develop college provision.
 - Ensure effective dissemination of actions taken by the college in response to the views of students and staff.
- 5.3 The college has made excellent progress in meeting the first recommendation. The lesson observation system is thorough and focuses very well on students' learning and attainment. Regular, detailed observation reports identify improvements which are monitored. These are used in thorough appraisals where staff discuss their professional development and progress on their objectives, twice during the year.
- 5.4 The college has made excellent progress in meeting the second recommendation. Continuous professional development needs are identified and documented clearly during appraisal discussions. As a result much relevant staff development is undertaken including training on changes made by awarding bodies.
- 5.5 The college has made good progress in meeting the third recommendation. Feedback from staff is now improved as they are fully involved in the development of curriculum quality improvement plans and new staff association meetings.
- 5.6 The college has made good progress in meeting the fourth recommendation. Student surveys, including surveys after induction, are used to formulate action plans. The resulting improvements are communicated to the students' council and more widely on notice boards. The new staff association receives results of staff surveys and disseminates these, amongst many other issues, to staff.
- 5.7 The board of governors and leaders provide excellent oversight of the college in line with its aims and culture, and fully discharge their responsibilities for the care of students and educational standards.
- 5.8 The governors play an effective role in strategic management and development, including fulfilling their responsibilities to ensure the suitability and sufficiency of resources by robust financial management. They ensure high quality staff are appointed and that arrangements for safeguarding students are in place. They

monitor compliance well through regular communication with the new principal. Governors oversee a comprehensive range of policies which are reviewed systematically and amended if required. All necessary legal permissions are in place. The governors have a very good knowledge of the college and are fully involved with the four year strategic development plan. The chair of governors has a very thorough insight into the working of the college and challenges practices and ideas well. Operational management of the college is delegated to the well qualified senior management team.

- 5.9 The management structures and responsibility within the college are excellent. A new principal was appointed in November 2017. He has been closely briefed by the governors and communications between them are very frequent and effective. His reports to the governors are detailed, covering all aspects of management of the college. The new principal shares the governors' vision for the future and is successfully implementing this through the short and long term improvement plans. He has simplified staffing structures and strengthened the roles of middle managers so they are clear and focused on the needs of students. Staff report that they appreciate this clarity. He has established a new staff association which effectively represents its members in discussions and whose meetings are identifying clear actions for improvement.
- 5.10 The principal is successful in coordinating a highly effective management team and developing, with them, an improvement plan which sets clear priorities for change. This plan includes challenging targets which are monitored regularly and improvements are very evident. Senior managers very effectively discharge their responsibility for the day-to-day running of the college and maintaining the high educational standards. Senior managers and teachers meet regularly and communication is very good. All staff have clear roles and responsibilities which are well understood.
- 5.11 Quality assurance procedures are excellent with well developed systems in place. Managers and staff are very effective in self-evaluation, setting priorities and ensuring that they are achieved. Data on students' achievement is collated and compared with previous years. This analysis is used to make judgements for self-evaluation. The excellent self-evaluation report and quality improvement plan demonstrate sound judgement and critical evaluation with actions for improvement which are monitored frequently.
- 5.12 The students' forum, which includes class representatives, provides feedback to the college through their minutes. The college takes actions and monitors the impact well. However, students' feedback to inspectors shows that they are not always aware of the policies that apply to them or how student support systems operate. The pre-inspection feedback from staff and students confirmed that they considered the college is good and inspectors agree.

- 5.13 The policy and process for making and recording formal complaints is clear and appropriate with access to an independent panel if necessary. The college has a fee protection scheme.
- 5.14 Staff recruitment, qualifications and suitability checks are excellent. The selection procedures for new staff are thorough and have resulted in the appointment of high quality staff. Suitability checks are carried out, qualifications verified and references taken up. All staff have enhanced Disclosure and Barring Service (DBS) checks to confirm their suitability to work with those under 18 years. The central staff record of all appropriate employment checks is up-to-date.

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:

- Further develop learning by ensuring teachers use their schemes of work when planning lessons so that students know what they will be learning and this can be checked by the end of the lesson.
- Strengthen communication between students and staff so that students can understand the policies that apply to them and influence the student support mechanisms on offer.

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. 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 Prue Amner	Lead Inspector
Mr David Gutmann	Team Inspector
Ms Christine Powell	Team Inspector