



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

MONITORING VISIT

OXFORD HOUSE COLLEGE

(Company Registration Number - 02701035)

Full Name **Oxford House College**

Address 24 Great Chapel Street, London, W1F 8FS

Company name Oxford House College

Telephone Number 0207 5809785

Email Address info@ohcEnglish.com

Website www.ohcEnglish.com

Principal Mr Tim Matthew

Proprietor Larkspur (Oxford) Limited

Age Range 11+

Total number of students 302

Numbers by age and type of study Under 18: 16
18+: 286
EFL only: 302

Inspection date **27 October 2015**

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 Established in 1974, Oxford House College is a group of four private English language institutions located in London, Richmond, Oxford and Stratford-upon-Avon. Since 2010 the colleges have been owned and governed by Larkspur (Oxford) Ltd. Leadership of the group is provided by the principal, who is based at the central London centre, who reports to the board of governors at Larkspur (Oxford) Ltd. The Board of Governors are international and based in different centres. A centre manager in each location is responsible for day-to-day management. The academic manager, based in London, is responsible for curriculum and of quality of teaching throughout the group. The school's mission is to provide a quality learning experience in a friendly, caring and professional learning environment and to ensure that all students gain the maximum enjoyment and benefit from their course. The Richmond centre does not fall within the scope of the inspection.
- 1.2 The three centres offer general English language courses and a range of examination preparation courses, including International English Language Testing Service (IELTS) and Cambridge English examinations. Individual tuition in English language is also provided. The London centre offers individually designed professional development courses for overseas teachers as well as the Cambridge certificate and diploma in English Language Teaching to Adults (CELTA and Delta).
- 1.3 At the time of the inspection there were 302 students. The majority are female and come from a wide range of countries. Nearly all are over 18 years and English is an additional language (EAL) for all students. The school has not identified any students with special educational needs and/or disabilities (SEND). Students are recruited throughout the year.
- 1.4 The college was last inspected on the 21 October 2014 when it met all Key Standards and the quality of education was judged to meet expectations. The main recommendation from the previous report is:
- Ensure the college actively seeks the views of all students regarding the overall quality of their accommodation and how well home-stay enhances their learning experience.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 21 October 2014 the language school was found to meet expectations and the quality of education as judged at that time has improved.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Students are very well educated in a friendly and supportive environment. A comprehensive curriculum is offered that is highly effective in meeting the needs of the students. Courses are very well planned and offer clear and appropriate progression routes. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment is good, and is used effectively to ensure that student's skills are appropriate to meet the demands of their chosen programme of study. Teaching is excellent. Teachers are highly enthusiastic and have excellent subject knowledge. Classes are well planned and make effective use of a range of quality resources to engage and maintain the interest of the students. There are highly effective systems in place to monitor students' progress and attainment. Overall, students make excellent progress given their starting points.
- 2.3 Students' welfare, including health and safety, is good. The college's premises are well maintained and provide a secure environment which effectively supports learning. Comprehensive health and safety policies are in place and are effectively implemented. Measures taken to reduce the risk from fire and other hazards are excellent. Registration and attendance recording is accurate and well managed. Secure procedures for complying with Home Office regulations are in place and implemented well. The college's pastoral system provides a good level of support and guidance for the students in accordance with the college's aims. Relationships between students and teachers are excellent. Arrangements for the safeguarding of students under the age of 18 are good. Students report that they are happy at the college and feel safe and secure.
- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership is highly effective in ensuring the quality of education and the safety and welfare of students. Comprehensive oversight is combined with realistic financial support so that college development is sustained by an appropriate allocation of resources. Leadership and management are excellent. A clear vision for the college is shared by senior leaders and teachers, who work very well together for the good of the students. A clear management structure, with well-defined roles and responsibilities, ensures that the college is well run, meets all its legal obligations and quality assurance is prioritised. A comprehensive process of self-assessment and evaluation effectively informs improvement planning and ensures the necessary resources are in place to meet the changing needs of the college. Systems to ensure consistent assessment and the monitoring of student progress are highly effective. However, information on individual student progress and attainment is not collated to provide managers with data on overall college performance.

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 quality of course provision and curriculum is excellent. Students are very well educated in accordance the college's aims and their objectives. The curriculum is based on a clear policy statement, is very well planned and provides a wide range of courses to meet the different needs and aspirations of students. On arrival, initial assessment is thorough. The process is accurate and tutors use the information effectively to help students to make good progress. As a result, students are highly satisfied with the provision offered, with nearly all completing their courses. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.3 Teaching is excellent. Classes are well planned, with care taken to match tasks to individual levels of ability. The lessons are delivered at a lively pace and include a wide variety of teaching methods to suit different learning styles and to foster interest. Teachers have excellent subject knowledge, are highly enthusiastic and motivate their students to enjoy and engage with their learning. They have a comprehensive knowledge of students' previous learning and in nearly all cases consistently challenge even the most able to meet their learning goals. Teachers make effective use of a range of quality resources to effectively support learning. The evidence from lesson observation shows that the overall standards being reached are excellent, and that students' outcomes are high in relation to their starting points.
- 3.4 There are highly effective systems in place to monitor students' progress and attainment. Assessment is regular and thorough; it identifies strengths and weaknesses in the students' progress and highlights areas for improvement. Teachers make excellent use of assessment outcomes to inform their planning. The results for students who sit examinations are excellent. Attendance levels are high and punctuality is excellent.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The college premises are secure, fit-for-purpose, and well maintained. Classrooms are clean, spacious, light and well furnished. A comprehensive range of policies and procedures ensure that the health and safety of students and staff are effectively managed. All necessary measures to reduce the risk of fire and other hazards have been taken. The college has an appropriate number of fire marshals and staff trained in first aid.
- 4.3 Systems for recording registration and attendance are good. Clear policies and procedures are in place for the timely and accurate registration of students, the monitoring of their attendance and reporting of absence. Detailed and accurate records are maintained, well monitored and are used effectively to track progress and course completion. Appropriate arrangements to make the necessary reports to the Home Office are in place and fully understood by staff.
- 4.4 Pastoral support for students is good. Students are well supported and clear about who to see and where to go if they have a concern. They report that the college is providing them with a safe, supportive and comfortable environment which effectively meets their learning needs. Relationships between staff and students are excellent.
- 4.5 The safeguarding arrangements for students under the age of 18 are good. Arrangements have proper regard to official guidance and the implementation of all strategies is frequently checked by senior managers. There is a designated child protection officer in place who is appropriately trained. All staff are subject to Disclosure and Barring Service (DBS) checks prior to or on appointment, and an accurate central register is maintained of suitability checks on staff.

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 the college actively seeks the views of all students regarding the overall quality of their accommodation and how well home-stay enhances their learning experience.
- 5.3 Excellent progress has been made against the recommendation. Accommodation questionnaires have been developed. They are given to learners in the first week of their course, supplemented with interviews which focus on accommodation. In addition a specific accommodation focus group has been formed in order to obtain more general information how accommodation choices impact on the learners' experience. Long-term students' tutorials also include specific discussion of the student's experience of accommodation. Data from these sources is effectively analysed and, where necessary, appropriate action taken by managers to bring about improvement. As a result, the college has a clear overview of the quality of student accommodation and how it impacts on the students learning experience.
- 5.4 The college is very well managed. The focus of governance and leadership has a clear emphasis on supporting students and maintaining high standards. The leaders provide clear educational direction and discharge their responsibilities well in accordance with the aims of the college. A well developed management structure, with well-defined roles and responsibilities, ensure that the college meets all its legal obligations and quality assurance is prioritised. The college's work is supported financially by well-developed structures which provide the resources necessary to make its aims realistically achievable. As a result, appropriate action is taken with regard to course development, maintenance of the college's premises and student welfare.
- 5.5 Relationships and communication between the leadership team, the board of directors and the teaching staff is excellent. Replies to the pre-inspection questionnaire and meetings with staff show that they are happy with and very supportive of the college. A comprehensive range of policies is in place which; these are regularly reviewed to ensure their effectiveness.
- 5.6 Arrangements for quality assurance are excellent. Academic progress is monitored carefully and data on performance and progress are used very effectively to track and evaluate performance; appropriate actions are initiated in a timely manner to bring about effective change. However, information on individual student progress and attainment is not collated to provide managers with data on overall college performance.

- 5.7 Self-evaluation is good and provides an accurate account of the college's key strengths and areas for development. Teaching is very effectively monitored through observation and the outcomes from observations are linked appropriately to staff appraisal. The college is very successful in recruiting and developing high quality staff and ensuring their suitability to work with students, including those under the age of 18 and any vulnerable adults. All required employment and suitability checks are completed before their employment is confirmed.
- 5.8 Student feedback is collected systematically through questionnaires and discussions with students. This feedback is analysed, shared with staff and managers and used regularly to inform teacher development, academic action planning and the identification of college's priorities; implementation of identified improvements is thorough. Responses to pre-inspection questionnaires and meetings with students indicate a very high level of satisfaction with the quality of education provided by the college.

6. ACTIONS AND RECOMMENDATIONS

The college has improved the good quality found at the last inspection.

Recommendations for further improvement

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

- Collate information on individual student progress and attainment to provide data on overall college performance.

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 attended registration sessions. 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

Dr Nigel Chambers	Lead Inspector
Ms Christine Powell	Team Inspector
Ms Dawn Hart	Team Inspector
Ms Mareve Kilbride-Newman	Team Inspector
Ms Sue Martin	Team Inspector
Ms Pauline Bateman	Team Inspector