



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

MONITORING VISIT

COLLEGE OF INTERNATIONAL EDUCATION

(2368988)

Full Name **College of International Education**

Address Bocardo House, 24B St Michael's Street, Oxford, OX1 2EB

Parent\Company name United Travel Study Service (UK)

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Co-Principals Mr Luke Murgatroyd

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Proprietor Mr Kenichi Ikeno

Age Range 9+

Total number of students 2

Numbers by age and type of study 16 – 18 1

18+: 1

EFL only: 2

Inspection date **15 September 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:

- an exhaustive health and safety audit;
- an in-depth examination of the structural condition of the college, its services or other physical features;
- an investigation of the financial viability of the college or its accounting procedures;
- 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	7
6 ACTIONS AND RECOMMENDATIONS	8
INSPECTION EVIDENCE	9

1. CHARACTERISTICS AND CONTEXT

- 1.1 The College of International Education (CIE) is a language school and tutorial college founded in 1974. A subsidiary of United Travel Study Service (UK) the company is limited by shares and is owned and governed by the Japanese proprietor. The Head office is situated in central Oxford and during summer months teaching also takes place in other sites in the city. The college is managed by 2 co-principals.
- 1.2 CIE aims to enable students from a wide range of cultural, ethnic and religious backgrounds to embrace diversity and reach their academic and social potential. The college provides short and long term general English language courses as well as a range of cultural learning programmes. Students can enrol at any point in the year. Programmes for junior and young learners are available on request and are also offered during the summer season. CIE offers a Business Foundation course that was not running at the time of the monitoring visit. There is an online learning platform that is accessed prior to arrival for students to complete pre-course assessment tests. The vast majority of students stay in host family accommodation arranged by the school.
- 1.3 At the time of the inspection there were 2 students, one male from Saudi Arabia and one female from Cyprus; one under 18 years; both studying intensive general English. No students attended on a Tier 4 visa. No student was identified as having special educational needs and/or disabilities (SEND).
- 1.4 CIE was last inspected on 9th September 2014 where it met all Key Standards and the quality of education was found to meet expectations. The recommendations from the previous report are:
 - Develop the skills of teachers in managing lessons so that all students participate fully and the learning of all students is checked;
 - Improve the recording of every students performance in order to assess and monitor progress more effectively;
 - Use ILPs to set and review targets for every student so that they understand clearly what they need to do to improve;
 - Ensure that actions or targets set for improvement in development planning are specific, measurable and reviewed frequently;
 - Use data more consistently in order to monitor and evaluate the performance of the school.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of September 2014 the language school was found to meet expectations and the quality of education as judged at that time has been improved.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Good progress has been made on the first two recommendations regarding checking learning and measuring student progress for long term students, however this does not encompass short term learners. Excellent progress has been made to the third recommendation to improve student target setting with the introduction of an e-learning platform. The curriculum is well planned and successfully meets students' needs and courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching standards are excellent with highly qualified and experienced teachers delivering outstanding lessons. Students receive excellent teacher feedback on progress both in lessons and via the online portal. The vast majority of students make excellent progress in class, against their starting points and in external examinations.
- 2.3 Students' welfare, including health and safety, is excellent. The management of health and safety is outstanding. The arrangements for fire safety are meticulous. The school is a safe and secure environment. Student admissions and attendance registers are well managed with accurate records. Support for students is excellent with regular tutorials and outstanding interaction between students and school staff. The arrangements for managing host family accommodation are outstanding. Safeguarding arrangements are exemplary. The arrangements for the private fostering of students under 18 years of age are excellent.
- 2.4 The effectiveness of governance, leadership and management is excellent. Good progress has been made on the recommendations with improved student target setting and monitoring and evaluation of student performance. The school has set performance indicators and data is used effectively in supporting the self-evaluation process. The school is very well managed with clear educational direction, well-defined roles and responsibilities and highly effective relationships. Student satisfaction is very high. Staff receive excellent levels of support and training resulting in excellent standards. Quality assurances systems are well established and provide accurate self-evaluation and inform student focused improvement planning. The arrangements for safer recruitment are excellent and in line with national statutory guidelines. Publicity material accurately represents the school.

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:
- Develop the skills of teachers in managing lessons so that all students participate fully and the learning of all students is checked;
 - Improve the recording of every students performance in order to assess and monitor progress more effectively;
 - Use ILPs to set and review targets for every student so that they understand clearly what they need to do to improve.
- 3.3 Good progress has been made to the first recommendation with teachers participating in a well-structured professional development programme that includes regular lesson observations, detailed developmental feedback and targeted support. Teachers provide plenty of opportunities to assess progress in class as well as providing a range of development activities to reinforce and consolidate learning.
- 3.4 Progress against the second recommendation has been good with the introduction of a comprehensive e-learning system that incorporates learning activities and tutorial records. This system provides managers with a good range of information on student progress. This information is being used by teachers to effectively evaluate the impact of student learning and progress and enables teachers to successfully target lesson planning for long-term students. The process for monitoring the progress of short term students is not sufficiently standardised therefore progress measuring is inconsistent for these learners.
- 3.5 Excellent progress has been made to the third recommendation with the online e-learning portal providing students with individualised ILPs and targets for improvement. Students consider the system is successfully supporting them to engage with their studies and make progress and inspectors agree.
- 3.6 The curriculum successfully meets the school's aims and students' individual requirements, aspirations and interests. Learning programmes are well organised and engage and motivate students. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Pre-arrival assessment tests accurately places students at the correct level. Teaching is excellent with teachers demonstrating very high levels of subject competence and experience. Lessons are challenging, interesting and offer students plenty of opportunities to practice and refine their skills. Teachers offer constructive feedback in class, in regular tutorials and in written assignments. Students report the online learning platform is engaging and successfully encourages and supports independent study.

- 3.7 Students make very good progress in class with the vast majority making excellent progress against their starting points. Achievement is excellent in external examinations. Students consider they make excellent progress in their studies at the school.

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 is achieved through well-communicated policies, consistent procedures and effective oversight. The arrangements for fire safety are excellent, fully compliant with statutory requirements and meticulous records are maintained. The building is safe and secure, and a recent major refurbishment of the teaching and student areas provides an attractive, comfortable and well-resourced learning environment. Classrooms are light and airy and furnishings are appropriate to the age and number of students.
- 4.3 Student admissions registers and attendance are systematic and well managed with accurate records. The arrangements for managing and reporting absence to Home Office for Tier 4 students are excellent.
- 4.4 Students and inspectors agree that students receive excellent levels of individual support and pastoral care from professional and caring staff. Regular tutorials encourage students to discuss their academic and personal concerns and any issues are identified promptly and managed successfully. Student feedback confirms the students value the friendly and respectful relationships between students and staff and that these contribute to a positive learning and sociable environment.
- 4.5 The arrangements for managing host family accommodation are outstanding with consistently excellent levels of student satisfaction including during the busy summer months. Students report staff are approachable and friendly and that they feel very safe at the school and in their accommodation.
- 4.6 The arrangements for safeguarding are exemplary and are reinforced by a comprehensive and very clear policy. Procedures are well managed and staff maintain excellent control and oversight. All pre-placement checks on families are undertaken prior to acceptance by the school. Accommodation records are meticulous and systems are highly effective. The arrangements for private fostering students under 18 years are outstanding with strong and highly effective links to the local authority that ensures statutory compliance.

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 actions or targets set for improvement in development planning are specific, measurable and reviewed frequently;
 - Use data more consistently in order to monitor and evaluate the performance of the college.
- 5.3 The school has made good progress on the first recommendation. Improvement targets are specific, measurable, achievable, realistic and time bound (SMART) and are informed through the strong self-evaluation process. Improvement planning is coherent and is anchored on supporting successful student outcomes and enables managers to successfully manage the school.
- 5.4 Progress against the second recommendation is good with managers analysing an appropriate range of data in regular and standardised reports that successfully support progress monitoring. Managers are collecting data on school performance indicators and this is providing evidence to enable effective self-assessment and improvement planning. However, as the system has only been in place for a year there is insufficient data to support trend analysis.
- 5.5 The school is very well managed with comprehensive policies that are reviewed frequently and ensure the educational direction is clearly communicated and adopted across the school. There are well-defined roles with clear areas of responsibility and accountability. The relationship between managers and staff is strong, built on respect and successfully focuses on student satisfaction and maintaining high levels of staff morale. Formal and informal communication is excellent, contributing to highly effective oversight. The school offers excellent staff development opportunities through lesson observations and access to external training and this is reflected in the high standards in teaching, student progress and achievement in external examinations.
- 5.6 The quality assurance process is well established, thorough and enables managers to have effective and judicious oversight. Systems are well organised and contribute to successful self-evaluation.
- 5.7 The arrangements for safer recruitment and maintenance of associated records are excellent and in accordance with national statutory guidance.
- 5.8 All requests for information were met in a timely manner. The provision of information is excellent and publicity material accurately represents the school.

6. ACTIONS AND RECOMMENDATIONS

The language school has improved the good quality found at the last inspection.

Recommendations for further improvement

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

- Further develop student monitoring to accurately measure progress for students on short-term courses.

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 students. 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

Mrs Jacqueline Lawrence	Lead Inspector
Mr Ray Parker	Team Inspector