



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

**MONITORING VISIT**

**COLLEGE OF INTERNATIONAL EDUCATION**

Full Name	<b>College of International Education</b>
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Principal	Co-Principal Luke Murgatroyd Co-Principal John Hudson
Proprietor	Mr Kenichi Ikeno
Age Range	9+
Total number of students	53
Numbers by age and type of study	16-17: 12 18+: 41 EFL only: 53
Inspection date	<b>09 September 2014</b>

## 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 The College of International Education (CIE) is a language school and tutorial college which was founded in 1974. It is a subsidiary of United Travel Study Service (UK), which is part of a Japanese partnership. It is owned and governed by the Japanese proprietor. CIE Head office is situated in central Oxford but teaching also takes place at other sites in the locality. The college is managed by two co-principals.
- 1.2 CIE aims to enable students from a wide range of cultural, ethnic and religious backgrounds to appreciate their diversity and fully achieve their academic and social potential. The college provides courses in English as a foreign language (EFL) and a range of cultural programmes. It also offers a Business Foundation course which was not running at the time of inspection. The college arranges accommodation with approved host families for a very large majority of students.
- 1.3 Students can enrol at any time of the year and can apply directly to CIE or through a trusted agent. Numbers vary throughout the year and are often highest in the summer, when programmes for juniors and teenagers aged between 9-16 years take place. At the time of the inspection there were 53 students studying general English, of whom 41 were aged 18 or over and 12 were aged 16 or 17 years. There are a similar number of males and females.
- 1.4 Students come from a wide range of European and non European countries, the United Kingdom and at certain times of the year the majority are from Japan. The college does not currently have any students that have been identified as having special educational needs and or disabilities (SEND).
- 1.5 The college was previously inspected on 30 July 2013 when it met all key Standards and the quality of education was found to meet expectations. The recommendations from the previous report are:
  - Improve lesson planning to ensure that appropriate outcomes for students are clear in all lessons
  - Further improve self-evaluation procedures including the use of both quantitative and qualitative data
  - Use specific goals and objectives in development planning
  - Ensure best practice is shared throughout the college in order to improve teaching and learning
  - Improve record and minute keeping for meetings in the college to strengthen the communication of key issues

## 2. SUMMARY OF FINDINGS

- 2.1 **The language college meets expectations.** At the previous inspection of 30 July 2013 the college 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 good. The college has made good progress in improving lesson planning. Courses provide subject matter appropriate to the ages, aptitudes and language capabilities of the students and meet the requirements for Tier 4 Visa students. The standard of teaching and learning is good. Students make good progress in developing all aspects of their use of English. Class sizes are small and this means that students benefit from generous individual attention from the teacher. In a few lessons, less confident students are inhibited from contributing verbally or the learning of every student is not fully checked. Students' progress against their starting point is not always measured. Individualised learning plans are not used routinely to set targets. The vast majority of students complete their course and achieve their target objectives.
- 2.3 Students' welfare, including health and safety, is good. The college takes all necessary steps to ensure the health and safety of staff and students. Premises are adequately maintained and fit for purpose at the college's main site and the external accommodation they are currently using. The college keeps accurate admission and attendance records and student attendance is good. Appropriate procedures are in place to make the required reports to the Home Office where international students on a Tier 4 visa discontinue study or fail to attend. Pastoral care for students is good. Home stay accommodation is well managed. The college fulfils all its statutory duties to safeguard children up to the age of 18 and vulnerable adults.
- 2.4 The effectiveness of governance, leadership and management is good. The college has made good progress in improving lesson planning and the sharing of good practice in order to improve teaching and learning. Managers have made good progress in improving record and minutes of meetings. Progress towards improving self-evaluation and development planning is satisfactory. The proprietor has good oversight of the college and supports the two co-principals well to ensure that a good quality of education is maintained. Statutory duties and legal permissions are met and the staff appointed are appropriate and suitable to work with students under the age of 18 years. Staff and managers work collaboratively together to fulfil the educational aims and ethos of the college. The judgements made in the overall self-evaluation of the college are not consistently supported by the use of data and targets set in the development plan are not always sufficiently specific in order to measure improvement.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Improve lesson planning to ensure that appropriate outcomes for students are clear in all lessons
- 3.3 The college has made good progress in improving lesson planning. Teachers produce detailed lesson plans which include clear aims and objectives. These objectives are also reinforced to the students on weekly wall planners.
- 3.4 Accurate information and guidance is offered to students prior to their arrival, through the college website or recruitment agents, and this enables them to choose a course that suits their needs and interests. On arrival students take a placement test and managers use these effectively to ensure that students are put into the correct level of class. Consequently the vast majority of students feel they are on a course that is right for their ability and very few leave early.
- 3.5 The college offers a range of English as a foreign language (EFL) courses tailored to suit the needs of different age groups, abilities and lengths of study. Courses include a wide variety of cultural activities which contribute to students' appreciation of diversity according to the stated educational aims and ethos of the college. The college had no international students enrolled on a Tier 4 visa at the time of inspection but the Business Foundation course they offer meets the definition of an approved qualification for Home Office purposes.
- 3.6 The standard of teaching and learning is good and enables students to make progress in developing their skills in listening, speaking, writing and reading in English. Teachers are well qualified and have good subject knowledge. They use a range of teaching methods and resources effectively to stimulate the interest of students. In a few lessons teachers excel in using highly topical, relevant subjects in a way that encourages students to participate actively in their learning. However in a small minority of cases less confident students are inhibited from participating fully in discussion or answering questions.
- 3.7 Teachers appreciate the wide range of ability and cultural diversity of the students in their classes and take this into account when planning lessons to meet their needs. They assess students' progress through weekly tests and use this information well to plan future lessons. However in a small minority of classes teachers rely too much on question and answer, which is dominated by a few students, and therefore the learning of all the students is not checked sufficiently.
- 3.8 Students on longer programmes take further placement tests every 5 to 6 weeks which managers and teachers use to assess whether they are ready to progress to a

higher level. However, accurate analysis of student progress against their starting points is not recorded consistently for every group of students. Teachers do not use ILPs consistently to monitor the progress and set targets for every student. Therefore students do not always know what they need to do to improve.

- 3.9 Success rates are good. Where courses are of a very short duration, often only two weeks, the college uses completion of the course as the primary measure of success. On longer programmes the college uses the Common European Framework (CEFR) to assess achievement. The large majority of students achieve the target objectives for their course of study. The success rate for students who have taken the Business Foundation course in the last three years has been 100%, with the majority of students receiving a merit or credit grade.

#### **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 takes all necessary steps to ensure the health and safety of staff and students at its main site and in the external accommodation they are currently using. At induction, students receive appropriate information to ensure that they know how to access medical services and keep themselves safe at college and in the local environment.
- 4.3 The teaching accommodation at the college's main site, and the external accommodation they are currently using, is fit for purpose and maintained in a clean, tidy and hygienic state. Washroom facilities are adequate, but at the main site are only just sufficient for the number of students and staff accommodated there. There is limited access to computer facilities for students.
- 4.4 The college keeps accurate admission and attendance records and students' attendance is good. There are currently no international students enrolled on a Tier 4 visa. However there are appropriate systems in place to ensure that if they were enrolled and did not meet home office requirements the necessary reports would be made.
- 4.5 Pastoral care for students is good. There is an effective tutorial policy and strategies are in place to provide support for students academically and on personal matters. Students have a point of contact which they can access at all times and they receive appropriate information on the support available through their induction. Homestay accommodation for students is effectively assessed for suitability and managed well to ensure that students are comfortable and safe.
- 4.6 The college's procedures and policy for safeguarding students are good. Staff and managers have undertaken appropriate training and have clear guidelines for reporting any concerns to the designated safeguarding officer. The college keeps a central register which shows that appropriate checks have been carried out on all staff, including Disclosure and Barring Service (DBS) checks where they have regular unsupervised access to students under the age of 18 years.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Further improve self-evaluation procedures including the use of both quantitative and qualitative data
  - Use specific goals and objectives in development planning
  - Ensure best practice is shared throughout the college in order to improve teaching and learning
  - Improve record and minute keeping for meetings in the college to strengthen the communication of key issues
- 5.3 The college has made satisfactory progress towards the first recommendation by taking the data from student course evaluations and using it to create action plans for improvement. However there is no consistent use of data to support the judgements made in the college's overall self evaluation.
- 5.4 Progress towards the second recommendation is also satisfactory. The development plan addresses all areas of the college's operation and now includes goals and targets but some of these are too general and are not easily measurable.
- 5.5 Actions to improve the sharing of good practice have been effective and progress towards this recommendation is good. Teachers routinely share ideas at team meetings, through peer observations and via a teaching blog on the college website.
- 5.6 Progress towards the last recommendation is good. The minutes of teacher meetings focus on key issues relating to teaching and learning which are well communicated to staff. Minutes of general administration meetings are comprehensive, include clear action points for individuals and are reviewed thoroughly so that all staff receive the key messages.
- 5.7 The proprietor of the college has good oversight of the college and ensures that it is well managed by taking final responsibility for finances and decision making. However, he gives the co-principals a high level of autonomy and delegates day-to-day responsibility for the running of the college, education and safeguarding of students to them.
- 5.8 Communication between the proprietor and senior managers is excellent and therefore the proprietor has a clear insight into the working of the college, its strengths and areas for improvement. He maintains a supportive relationship with the co-principals and this enables them to instigate and maintain improvements effectively. Together they ensure that all legal permissions and statutory duties are

met and that the staff appointed are suitable to work with students, including those under the age of 18 years.

- 5.9 The college proprietor, managers and staff have a collaborative approach which ensures that all staff understand the college's educational aims and purpose and work together well to give students a good experience at CIE. The vast majority of students report a high level of satisfaction about all aspects of their time at the college. Managers provide a variety of staff development activities which are effective in helping teachers, especially those who are new or inexperienced, to develop their skills.
- 5.10 Managers evaluate the college's performance and accurately identify strengths and areas for improvement. They use feedback from students and staff effectively to evaluate the quality of all aspects of the student experience and make improvements accordingly. The college has a suitable complaints procedure including provision for this to be considered by an independent adjudicator if a complaint from a student is unresolved.
- 5.11 The college provides all the required information to students and prospective students on its website. All necessary information was provided to enable the inspectors to carry out the inspection effectively.

## 6. ACTIONS AND RECOMMENDATIONS

The college school has improved the satisfactory quality found at the last inspection.

### **Recommendations for further improvement**

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

- 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 improve
- Ensure that actions or targets set for improvement in development planning are specific, measurable and are reviewed frequently
- Use data more consistently in order to monitor and evaluate the performance of the college

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with teaching and support staff, 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 college.

### Inspectors

Ms Angela Moir	Lead Inspector
Mr Peter Wood	Team Inspector