



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

EXTENDED MONITORING VISIT

GREENE'S TUTORIAL COLLEGE

(Company No. 5553889)

Full Name **Greene's Tutorial College**

Address 45 Pembroke Street, Oxford, OX1 1BP

Telephone Number 01865 664430

Email Address zoe.spilberg@greenes.org.uk

Website www.greenes.org.uk

Principal Mrs Zoe Spilberg

Proprietor Mr Christopher Upton & Mr Matthew Uffindell

Age Range 14+

Total number of students 45

Numbers by age and type of study

| | |
|-----------|----|
| Under 16: | 2 |
| 16 – 17 | 37 |
| 18+: | 6 |
| FE only: | 39 |
| EFL: | 6 |

Inspection date **26 Nov 2019**

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 Greene's Tutorial College is a private company limited by guarantee. Founded in 1967, it is currently owned and governed by its two proprietors and managed by the principal. The college is located in the centre of Oxford, occupying three adjacent buildings.
- 1.2 The college provides flexible programmes of study, which are designed to meet the needs of individual students focusing on preparation for university. The vast majority of teaching is on a one-to-one basis with some small groups and increasingly on-line tuition.
- 1.3 The vast majority of students are aged 16-19 and enrolled on full time A-level courses, whilst others follow short courses and supplementary courses. The college also offers preparation for the International English Language Testing System (IELTS) examination. Admission to a full time A-level course is by interview, taking into consideration previous examination results, reports and references. Students whose first language is not English are assessed and additional language support is provided where necessary through the college's English as a Foreign Language (EFL) programme.
- 1.4 Currently 45 students are enrolled; the large majority are under 18, for a small minority of students English is an additional language. The majority of students are from the UK with the remainder from a wide range of countries. Two thirds of students are male, currently there are nine students who are studying under Tier 4 visa arrangements.
- 1.5 Full-time course enrolments begin in September; however, students may be accepted throughout the year. Short courses and supplementary programmes are offered through the year including the school holidays. Students who require additional support are identified during admission and further provision is put in place. There are currently eight students who require additional learning support for English language. The college has identified twelve students who have learning difficulties or disabilities.
- 1.6 The college was last inspected in 16 October 2018 when it met all Key standards and the quality of education met 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 action and recommendations from the previous report are:
 - Implement effective quality management systems including appraisal for all staff and regular teaching observations to support tutors. [46]
 - Develop strategies to improve the consistency of teaching quality.
 - Improve subject tutorial structure to enhance student outcomes.

- Provide sufficient detail in feedback for student assessments to show how they may improve most effectively.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 16 October 2018 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 excellent. Assessment prior to and on arrival is excellent and is used most effectively to advise students, plan personal programmes and identify support needs. Courses are excellent and are appropriate for the needs of students and their career aspirations. Courses which are offered to Tier 4 entrant international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. Teaching, learning and assessment are excellent and of consistently high quality. The vast majority of teaching is through individual tutorials, which are well planned, have a coherent structure and are used very effectively to meet individual needs; consequently, students learn well and make very good progress. Feedback on assessments, both written and verbal, is constructive and detailed providing excellent guidance on how best to improve. Teachers have excellent subject knowledge, know their students well and encourage them to develop skills of independent learning; as a result, achievement is excellent.
- 2.3 Students' welfare, including health and safety, is excellent. Highly effective arrangements are in place to ensure the safety of students and staff. Students are well informed on health and safety issues and actively contribute towards a safer environment. Fire safety has a high priority; regular tests of equipment, alarms and evacuation drills are accurately recorded. Risk assessments are conducted to minimise the dangers from other hazards. College buildings are maintained to a very high standard and create a comfortable working environment. Registration and attendance records are very accurate and well maintained. Attendance rates are very high. Effective systems are in place for reporting students on Tier 4 Visa arrangements who fail to enrol or do not meet attendance requirements to the Home Office. Pastoral support is excellent. A very effective Induction prepares students well for their studies at college. Excellent support is provided through regular meetings with a personal tutor on academic and personal matters. Arrangements for safeguarding of students under 18 are excellent. Students appreciate that the college provides a safe and secure environment in which to study.
- 2.4 The effectiveness of governance, leadership and management is excellent. The appointment of a new principal, changes of management roles and the restructuring of the governing body has resulted in a highly effective senior leadership team. The successful development and implementation of the new roles has addressed important issues in the management of quality. Highly effective quality assurance mechanisms ensure that senior management are well informed about the strength of the college's performance. Self-evaluation is very effective, although not all staff have been able to contribute fully to its development. Ownership and oversight are excellent, setting a clear direction, high academic standards and a culture of care and

support for students. There is a highly effective and constructive relationship between staff and senior management. Staff recruitment is excellent, all appropriate checks are carried out prior to confirming appointment. Excellent progress has been made in staff performance management. Appraisal is conducted with staff and incorporates lesson observation. Performance is well managed and tutors receive excellent support through internal course provision and opportunities for further courses externally. There is a transparent complaints procedure which allows for records to be kept at each stage and for independent arbitration should internal resolution fail to be achieved.

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:
- Improve subject tutorial structure to enhance student outcomes.
 - Provide sufficient detail in feedback for student assessments to show how they may improve most effectively.
- 3.3 The college has made excellent progress in meeting the first recommendation. A coherent tutorial structure has been developed and is used most effectively by tutors to establish content, strategy and expected outcomes from the tutorial. Clear guidance for future work is agreed with the student and an evaluation of the tutorial is compiled on record slips, which are entered on the college intranet.
- 3.4 Excellent progress has been made in addressing the second recommendation. The newly developed structure for tutorial provides a framework for feedback on student work. Marking and feedback are constructive, high quality and provide excellent guidance on how to improve. Regular examinations inform students of their progress very well and enable tutors to plan future tutorials accurately. Access to the student portal of the intranet enables students to monitor their performance and track their own progress.
- 3.5 Initial diagnostic assessments are excellent and used effectively to plan personal programmes and identify support needs. The results of initial assessment are monitored throughout the student's programme and accurately address personal aspirations and learning needs. Support and guidance, delivered through the regular personal tutorials, provide excellent preparation for university entrance.
- 3.6 Course provision is excellent. The college has a clear aim in preparing students for entry to university and providing support for those retaking A levels. The courses are highly appropriate for the ages and career aspirations of the students and enable them to make excellent progress. Courses which are offered to Tier 4 entrant international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.7 Learner support is very good and is valued highly by students. Those students who have been identified as having learner support or English language needs are provided with appropriate support within their programme or through additional courses.
- 3.8 Teaching, learning and assessment are of consistently high quality. The vast majority of teaching is through individual tutorials or through very small groups. Teachers are highly qualified, experienced and have excellent subject knowledge. Tutorials are very well planned and follow detailed schemes of work. Tutorials are focused on

meeting individual students' needs within the subject studied. Regular assessments and activities are set to challenge students, appreciating their needs and capabilities.

- 3.9 The tutorial strategy is highly effective in engaging students, allowing them to make progress at their own pace. Classroom resources are appropriate for the subjects studied and well used. Tutors demonstrate an excellent understanding of the career intentions of their students and their cultural backgrounds based on information from initial assessment. Students are encouraged to take responsibility for their own learning. The college has developed an effective scoring system to rate the extent to which students have developed self-managed learning. This enables tutors to monitor students' learning independence in demonstrating skills as reflective and confident self-managed learners.
- 3.10 Students make excellent progress, in consequence achievement is very high; success rates in qualifications within an agreed timescale are excellent. Students learn extremely well, developing good skills which they can apply to good effect. The vast majority of students demonstrate high levels of success or grade improvement at A level, which compare very favourably with national rates.

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 Arrangements to ensure the health and safety of students and staff are highly effective. Staff and students receive thorough information on health and safety during induction. Well-considered policies underpin safe working practices. Students are encouraged to participate in promoting a safe and healthy environment through appropriate behaviours and identification of areas of risk.
- 4.3 The college has a very good level of fire safety, which satisfies legal requirements. Detailed risk assessments are carried out for all buildings. Fire safety information is prominently displayed showing action in the event of fire. Fire exits and assembly points are clearly signed. Fire alarms are tested weekly and results recorded. Extinguishers are tested and maintained in accordance with manufacturer's requirements and are placed in visible locations. Evacuation drills, supported by trained fire marshals, are held regularly and outcomes accurately recorded.
- 4.4 The first aid policy is effective and supported by trained first aiders. All incidents are recorded and include the action taken.
- 4.5 The college environment is excellent. The college buildings are fit for purpose and are well maintained with regard for the health and safety of all occupants. Access to the college is such that all students including those with disabilities are able to leave safely. Security is excellent with controlled entry to each building.
- 4.6 There are sufficient washrooms in each building. Classrooms and communal areas are maintained in a tidy, clean and hygienic state. The standard of maintenance and decoration is high. Furniture and fittings are suitable for the age and needs of the students. Heating, lighting, sound insulation and ventilation are very good and create a comfortable working environment.
- 4.7 Registration and attendance are excellent. Records of registration and attendance are accurate and maintained meticulously. Students are required to advise the college in cases of planned absence. Staff are informed rapidly in instances of student absence, which are immediately followed up resulting in very high levels of attendance. Effective systems are in place for reporting to the Home Office those students studying under Tier 4 Visa arrangements who fail to enrol or who do not satisfy attendance requirements.
- 4.8 The support for students' pastoral and personal care is excellent. Each student has a personal tutor with whom they meet weekly. Frequent individual contact with subject tutors ensures that any matters of concern are identified early and can be addressed rapidly. Detailed records of student progress enable the personal tutor to provide support on both academic and personal matters. The relationships between staff and students and among students are excellent. Guidance on standards of

behaviour results in an absence of bullying or harassment and supports a culture of integration and mutual respect.

- 4.9 There is an excellent social programme developed by students with the support of staff to promote social integration and enhance students learning experience.
- 4.10 Students receive excellent careers advice and guidance on further study from highly qualified staff, enabling them to make informed choices in line with their aspirations and abilities.
- 4.11 Safeguarding arrangements for students under the age of 18 are excellent. The comprehensive safeguarding policy provides detailed guidance and information is regularly reviewed to ensure that it corresponds with official guidance. All staff are required to undertake safeguarding training in accordance with their role and training in risks associated with radicalisation and extremism. Responsibilities are clearly identified in the implementation of the scheme. Staff and students are fully aware of the actions which should be taken in case of an issue arising under safeguarding. Students appreciate that the college provides a safe and secure environment in which to study.

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 action and recommendation in this area from the previous inspection report are:
- Implement effective quality management systems including appraisal for all staff and regular teaching observations to support tutors [46]
 - Develop strategies to improve the consistency of teaching quality.
- 5.3 Progress against the action is excellent. Clear and highly effective quality management systems have been introduced and implemented for tutors and administrative support areas. The impact of the systems is highly visible. There is a very effective policy on appraisal which is undertaken by staff on an annual basis with half yearly review. Key performance indicators are set for senior staff and are extended to tutors and administrative staff. External consultancy has been used well to advise on the further development of the college's appraisal process.
- 5.4 The college has made excellent progress in meeting the recommendation. The new role of director of studies to lead on teaching quality and raising standards has been highly effective. Implementation of the revised lesson observation policy has had a significant impact in improved delivery. The scheme has already been widened to include a small number of highly experienced tutors, subject specialists as observers and development to include peer observation and promote the sharing of good practice.
- 5.5 The introduction of standardised documentation for tutorial plans has improved the consistency of teaching delivery significantly and has encouraged tutors to reflect on the content of delivery and feedback. Evaluation of tutorials through submission of record slips is excellent and allows more extensive feedback to the student in written format. Compilation of the slips on the student portal enables effective tracking of student progress, promoting the student's management of their own performance and contributing to learning independence.
- 5.6 Oversight and leadership are excellent. The appointment of a new principal has led to reorganisation of the roles of senior staff, proprietors, chief executive and principal. This has resulted in greatly improved clarity with the restructuring of the governing body and senior leadership team. Although recently established, the new organisational structure clearly demonstrates the characteristics of a progressive and high performing senior management team.
- 5.7 Regular meetings at strategic and operational levels make excellent use of the data available through the college intranet to demonstrate the performance of the college and of students. A range of performance targets are used very effectively to monitor college activity, and areas of concern are addressed rapidly.

- 5.8 The impact of changes in the management structure has been very positive and has resulted in development of roles within the operational structure to address important issues in the management of quality. Further roles within the administration of the college have ensured excellent support of students. Excellence in tutorial delivery and high academic standards are at the centre of the new initiatives. The changes have been monitored through a highly effective project management strategy and have had a positive impact on the provision and quality of delivery at the college.
- 5.9 The review and reformulation of policies by the senior leadership team has reduced the range of policies and clarified the rationale for their inclusion in the staff and student handbooks. Policies are very well structured and thoroughly reviewed annually. Their implementation is well monitored and they are highly effective in directing the activity of the college.
- 5.10 There is an excellent, constructive relationship between members of the senior team and staff. Senior leadership encourages the active involvement of staff in establishing a clear direction and identity for the college, which is reflected in the high quality of education, care and support of students. Self-evaluation is excellent, setting challenging targets and priorities for improvement, which are monitored effectively. Not all staff have been able to contribute fully to the process.
- 5.11 The senior team secure highly qualified and experienced staff. There is a rigorous staffing policy, which includes a thorough appointments procedure. All appropriate checks are made including identity and right to work in the UK, qualifications, enhanced Disclosure and Barring Service (DBS) check, employment history and references, which are taken up prior to confirmation of the appointment. Detailed records of all the checks, in addition to updated information on training and appraisal, are maintained accurately on the Single Central Register of appointments.
- 5.12 There is an excellent staff induction programme which supports new staff and focuses on the delivery of tutorials. This has been extended to create a college professional development programme which is highly valued by staff and promotes opportunities for further training and qualifications.
- 5.13 The college website provides comprehensive information which enables prospective students to make informed choice of college and course. Contact information for the college is provided along with key policies. The college has a clear complaints policy, which is displayed on the college's website. Records are kept of all complaints with the level at which resolution was achieved. There is a facility for independent arbitration should the internal resolution fail to be achieved.
- 5.14 Full information was provided by the college in a timely manner in support of the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement.

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

- Enable all staff to contribute more fully to the self-evaluation process to accurately identify all areas for development.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted interviews with students and examined samples of students' work. 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 college.

Inspectors

| | |
|---------------|----------------|
| Mr Peter Wood | Lead Inspector |
| Mr Saul Hyman | Team Inspector |