



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

GREENE'S TUTORIAL COLLEGE

(12955116)

Full Name	Greene's Tutorial College	
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Company name	Greene's Tutorial Educational Limited	
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Website	www.greenes.org.uk	
Principal	Ms Carmen Dare	
Proprietor	Greene's Tutorial Educational Limit	
Age Range	16+	
Total number of students	44	
Numbers by age and type of study	16–17	10
	18+:	34
	FE only:	44
Inspection dates	23 – 25 September 2025	

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Greene's Tutorial College is a private limited company limited by guarantee. It is situated in the centre of Oxford in four separate but closely located buildings.
- 1.2 Founded in 1967, the college is owned and governed by its proprietors and managed by the managing director. The managing director line manages the principal and the academic director.
- 1.3 The college aims to provide flexible programmes of study designed to meet students' individual needs, focusing on preparation for university. The vast majority of teaching is one-to-one, with some small groups and online tuition.
- 1.4 Most students are enrolled on full-time A-level courses, while others follow short and revision courses. The college also offers preparation for the International English Language Testing System (IELTS) examination. Admission to the A-level course is by interview, considering previous examination results, reports and references. Students whose first language is not English are assessed, and additional language support is provided where necessary.
- 1.5 At the time of the inspection, 44 students were enrolled. Most are over 18 years old. There are similar numbers of male and female students. Most students are from the United Kingdom (UK) and have English as their first language. Six students are currently enrolled on Student visas for Home Office purposes.
- 1.6 There are currently 18 students who have identified learning difficulties or disabilities. Students who require additional support are identified during admission and further provision is put in place.
- 1.7 Full-time course enrolments begin in September, although students are accepted throughout the year. Short courses are offered throughout the year, including during school holidays. Only the full-time courses were running at the time of the inspection.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met, and the quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Tutors and academic managers use assessments very effectively to identify students' abilities and learning needs swiftly. Tutors use assessment information competently to ensure students are placed on courses that are very well matched to their educational goals and specific learning needs. Arrangements to meet the needs of students with specific learning needs or difficulties are highly effective. The highly individualised curriculum ensures students can make excellent progress and progress to their next steps. Courses offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance. The overall quality of teaching is excellent. Highly qualified tutors use their expertise and teaching skills to plan and deliver highly personalised tutorial sessions that challenge students to think critically. Assessment of learning is highly effective. Students benefit from a high standard of education that supports them in making excellent progress from their starting points. Course success rates are high and have been maintained at a high level.
- 2.3 Arrangements for the health, safety and welfare of students are excellent. Leaders have implemented highly effective arrangements for ensuring the health and safety of students and staff. The college has a good level of fire safety, which conforms to legal requirements. The premises provide students with a comfortable and effective learning environment. Student registration systems are excellent. Managers maintain a highly accurate admissions register. Attendance records are accurate and ensure staff have a clear understanding of the whereabouts of students on the register. Leaders make the necessary reports when a student fails to enrol or otherwise discontinues study or does not fulfil Home Office requirements for attendance. A few students have attendance which is too low and does not meet the college's high expectations. Pastoral support is excellent. Students' progress is rigorously monitored and systematically reported. Managers ensure that effective support interventions are put in place rapidly where needed. Safeguarding arrangements are excellent.
- 2.4 The effectiveness of governance, leadership and management is excellent. Senior leaders set a clear educational direction which ensures that students benefit from a high standard of education and care. The proprietor has a secure understanding of the performance of the college. They effectively discharge their safeguarding, welfare, health, and safety responsibilities. There are very effective working relationships between the proprietor, managing director and other senior leaders. Leaders ensure that staff are highly qualified and experienced for their roles and that safer recruitment procedures are fully implemented. Quality assurance arrangements are good. Leaders and managers systematically collect and analyse performance data to assess and monitor student progress and to identify

appropriate priorities for improvement. As a result, students consistently receive high-quality education. Leaders and managers implement clear and robust mechanisms to ensure all required staff suitability checks are carried out. The provision of information is excellent.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of students prior to or on arrival is excellent. Tutors and academic managers use assessments very effectively to identify students' abilities and learning needs swiftly. Tutors use assessment information competently to ensure students are placed on courses that are very well matched to their educational goals and specific learning needs.
- 3.2 Students are provided with high-quality, accurate information about the college and the tutorial system approach before they start their studies. This enables students to make informed choices about the college and their courses.
- 3.3 Arrangements to meet the needs of students with specific learning needs or difficulties are highly effective. Academic managers identify students' needs promptly and implement relevant adjustments and support arrangements. Tutors adapt their approach effectively to ensure students' individual needs are very well catered for. As a result, almost all students complete the courses they enrol on.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and curriculum is excellent. The college has a very well-established and clear statement of educational purpose. This ensures that students receive a high level of personal tuition which supports their academic skills development and progression to higher level study.
- 3.5 The college offers an excellent range of course subjects that match students' aptitudes, capabilities, and language needs very well. Tutors ensure that courses are well planned and sequenced, helping students develop their academic knowledge and understanding and preparing them well to succeed in their examinations. The highly individualised curriculum ensures students can make excellent progress and progress to their next steps.
- 3.6 Courses offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance. Courses are full-time, with a minimum of 15 hours a week of classroom-based, daytime study.

3.(c) The quality of teaching and its impact on learning

- 3.7 The overall quality of teaching is excellent. Tutors are highly qualified subject specialists. They use their expertise and teaching skills to plan and deliver highly personalised tutorial sessions that challenge students to think critically. Tutors use carefully selected resources and learning activities tailored to students' needs.
- 3.8 Tutors use questioning skilfully to challenge students to develop analytical and problem-solving skills and check for understanding. Tutors use ongoing

assessments and learning activities to identify and correct students' misconceptions swiftly. As a result, students make excellent progress in developing their subject knowledge, understanding and skills.

- 3.9 Tutors consistently set preparatory work and homework activities that help students consolidate their learning and prepare for subsequent tutorial sessions. As a result, students are well supported to be highly reflective, independent and confident learners. Many tutors use innovative learning technologies to engage and motivate students and check their level of understanding. However, this is not fully consistent.
- 3.10 Tutors quickly build a professional and highly effective rapport with their students. They use their detailed knowledge of students' needs and capabilities to prepare tutorial sessions that support students to thrive and succeed. The teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs. Tutors promote an understanding of diversity and mutual respect. The teaching does not discriminate against students, including those with the protected characteristics set out in the Equality Act 2010.
- 3.11 Assessment of learning is highly effective. Academic managers and tutors use a range of mechanisms to check and monitor students' progress systematically. Tutors mark work promptly and provide personalised and constructive feedback, ensuring students know what they have done well and what they need to do to improve. Consequently, students make high levels of progress.

3.(d) Attainment and progress

- 3.12 Attainment and progress are excellent. Students benefit from a high standard of education that supports them in making excellent progress from their starting points. Course success rates are high and have been maintained at a high level.
- 3.13 Almost all students achieve at least their expected grade, and the majority of students make better than expected progress. Achievement rates at A-level are significantly above national rates. Progression rates to higher education are outstanding.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises are excellent. Leaders have implemented highly effective arrangements for ensuring the health and safety of students and staff. Detailed health and safety policies and procedures are systematically followed, and thorough induction arrangements, fire drills, and comprehensive health and safety information help students understand what to do in an emergency.
- 4.2 The college has a good level of fire safety, which conforms to legal requirements. There is a suitable policy on first aid which is implemented effectively. Managers ensure that firefighting and first aid equipment is regularly serviced and maintained. A sufficient number of staff are trained in fire safety and first aid. Security arrangements are effective in ensuring the safety of students.
- 4.3 The premises are clean, well-maintained and fit for purpose. Classrooms, tutorial rooms and other student areas are suitably furnished and equipped. The washrooms are clean and sufficient for the current number of students. Free drinking water is available. The lighting, heating, sound insulation and ventilation are all fit for purpose, providing students with a comfortable and effective learning environment.
- 4.4 There is adequate access to the premises for all staff and students, including those who have special needs and disabilities. Due to the age of the buildings, some parts of the college premises are not suitable for students who are wheelchair users.

4.(b) Student registration and attendance records

- 4.5 Student registration systems are excellent. Enrolment procedures are thorough and systematic. Managers maintain a highly accurate admissions register. Well-organised student files provide a clear record of checks on identification, previous academic experience and, where appropriate, visa status.
- 4.6 Attendance records are accurate and ensure staff clearly understand students' whereabouts on the register. Relevant staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students on Student visas. Leaders make the necessary reports when a student fails to enrol or otherwise discontinues study or does not fulfil Home Office requirements for attendance. A few students have attendance which is too low and does not meet the college's high expectations. The average attendance of students studying on Student visas at the time of inspection was 87 per cent.
- 4.7 Clear policies and procedures are in place for collecting and refunding student fees and deposits. Students are clear about the procedures for refunding fees and deposits and feel they are fair.

4.(c) Pastoral support for students

- 4.8 Pastoral support is excellent. Students receive a comprehensive induction, enabling them to settle into their studies quickly. Students' progress is rigorously monitored and systematically reported. This ensures that effective support interventions are put in place rapidly where needed. As a result, students are well supported academically and pastorally, enabling them to achieve.
- 4.9 There is an excellent relationship between staff and students. Students speak very highly of their college experience. They value the opportunity to co-create their educational experience with tutors. Personal tutors ensure students receive suitable support on personal issues where required.
- 4.10 Staff ensure the college has a culture of respecting and tolerating different values and beliefs. Managers have implemented effective policies and procedures to deal with bullying and protect students from the risks of radicalisation and extremism.
- 4.11 Students receive excellent progression advice, guidance and practical support to ensure they are very well prepared to progress to their next steps. Leaders and managers ensure students benefit from an excellent range of opportunities to be actively involved in college life, such as joining the student committee and participating in a weekly programme of diverse social activities.

4.(d) Safeguarding for under 18s

- 4.12 Safeguarding arrangements are excellent. Leaders and managers prioritise the importance of safeguarding at the college. They implement comprehensive and effective safeguarding policies and procedures which reflect national guidance. There are clear and systematic monitoring arrangements for safeguarding students aged under 18.
- 4.13 Staff are well-trained in safeguarding at the appropriate level. Designated safeguarding leaders ensure that concerns are clearly recorded and systematically monitored. Leaders effectively liaise with external safeguarding agencies when required and ensure that all staff understand their obligations in relation to safeguarding.
- 4.14 Leaders have implemented clear and robust safer recruitment processes. All staff with access to students under 18 are subject to an appropriate Disclosure and Barring Service (DBS) suitability check before or on appointment. Students report feeling safe and welcome at the college. They know how to access support when needed.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are excellent. Senior leaders set a clear educational direction which ensures that students benefit from a high standard of education and care. The proprietor has a secure understanding of the performance of the college. They discharge their responsibilities for safeguarding, and for welfare, health and safety very effectively to college leaders.
- 5.2 Senior leaders have rigorous mechanisms for overseeing financial management and ensuring the college meets its legislative requirements and statutory duties. There are very effective working relationships between the proprietor, managing director and other senior leaders.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are excellent. A clear and effective management structure is in place. Leaders ensure that staff are highly qualified and experienced for their roles and that safer recruitment procedures are fully implemented. Rigorous processes are in place to ensure policies and procedures are regularly reviewed and updated when required.
- 5.4 Academic managers complete regular observations of teaching, providing tutors with detailed and constructive feedback to highlight good practice and provide suggestions for further improvement. An appropriate staff appraisal system effectively reviews performance and identifies relevant training and professional development opportunities.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance arrangements are good. Leaders' self-evaluation of the college's performance identifies relevant strengths and areas for improvement. Leaders and managers systematically collect and analyse performance data to assess and monitor student progress and to identify appropriate priorities for improvement. This helps to ensure students benefit from a consistently high standard of education.
- 5.6 Managers regularly collect and analyse student feedback, taking appropriate action swiftly to address any areas for improvement. The college has a clear and transparent complaints procedure in place. Any complaints are taken seriously and responded to fully. Appropriate mechanisms are in place to make arrangements for the independent adjudication of unresolved complaints, if necessary.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.7 Staff recruitment, qualifications and suitability checks are excellent. Leaders and managers implement clear and robust mechanisms to ensure that all the required staff suitability checks are carried out, including identification and the right to work.
- 5.8 Staff files are well organised and meticulously maintained. Appropriate references are taken up and verified. A clear and accurate single central record of completed checks is maintained.

5.(e) Provision of information

- 5.9 The provision of information is excellent. The college website provides comprehensive, accurate and detailed information to help prospective students make informed choices about their studies.
- 5.10 The college provided high-quality and well-organised information to enable inspectors to conduct the inspection effectively.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In addition to the above action points, the college should:

- Implement opportunities to share good practice in tutors' use of learning technologies to check for student understanding.
- Put appropriate arrangements in place to ensure all students attend their lessons regularly.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with the proprietor, managing director and senior leaders. Inspectors 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 college.

Inspectors

Mr Steve Ingle	Lead Inspector
Ms Jayne Bartlett	Team Inspector