

Organisation name	Centre of English Studies Oxford
Inspection date	17–18 April 2019 and 30 July 2019

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited CES Oxford in April 2019 and 30 July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general, academic and professional English for adults (18+), young people (16+) and under 18s and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

**Introduction**

Centre of English Studies (CES) Oxford was originally accredited as Oxford House College but became part of the CES organisation in 2012. The current principal, who is also the director of studies (DoS), joined in April 2012. The CES head office is at the Worthing school and there is regular communication between directors there and the Oxford principal.

A supplementary inspection was carried out in July 2019 to assess the junior summer centre which has been run by the Oxford school since 2015 at Ruskin College.

The full inspection in April 2019 took two days with two inspectors. Meetings were held with the principal/DoS, the assistant director of studies (ADoS), the registrar, the activities manager, the accommodation and welfare officer, and two group leaders accompanying junior groups. Focus groups were held with teachers and students. All teachers timetabled during the inspection were observed. One inspector visited three homestays.

The supplementary inspection was conducted by the co-inspector at the last inspection over one day. The inspector had meetings with the principal/DoS, the assistant registrar, the social activities manager, and the accommodation manager. Focus groups were held with teachers, students and two group leaders. Four of the eight teachers timetabled to teach during the inspection were briefly observed. She also checked a range of documents and paid a brief visit to the residential accommodation.

#### Address of main site/head office

67 High Street, Wheatley, Oxford OX33 1XT

#### Description of sites visited

The school is situated in the village of Wheatley, close to public transport and a range of amenities including shops, cafes and restaurants. Wheatley is a village approximately twenty minutes by road from the centre of Oxford. The school comprises two adjacent but separate buildings, Oxford House and Tudor House. On the ground floor of Oxford House there is a reception area, the administrative office, a student common room, a kitchen and the staffroom, which also has a kitchen facility. On the first floor there are four classrooms. The computer room is on the second floor, together with a further classroom. Tudor House has a newly refurbished kitchen and dining area which students may use. A room on the ground floor of Tudor House can be used as a social space or as a classroom and also has a collection of coursebooks for student use.

There are eleven classrooms in total across the two buildings. A garden extends across the rear of the two buildings. Toilets are sufficient in number.

Ruskin College is located in Headington, near the centre of Oxford, and close to public transport. The school rents classrooms and residential accommodation in three blocks on the college grounds. The school's administration centre is located in a building close to the main campus. There is a reception area, staff offices, a teachers' room, a common room, two classrooms on the ground floor and ensuite residential accommodation on the first floor. In the college building there are eight classrooms, a student canteen, a common room, a library and two computer rooms. There are ten classrooms in total across the two buildings which are surrounded by extensive grounds. Toilets are sufficient in number.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school offers bespoke courses to juniors aged 11 to 17 in closed groups, and adult courses in standard (15 hours) or intensive (26 hours) general English. One-to-one tuition is offered in a range of specific areas and can also be added to general English courses, as can business English afternoon classes. Preparation courses for externally validated general English examinations and IELTS are also offered. A residential summer school for juniors aged 11 to 17 is held in July at Ruskin College Oxford, with residential or homestay accommodation offered.

#### Management profile

The Principal/DoS reports to the directors in the Worthing school and is responsible for the overall management of the Oxford school and the junior summer centre at Ruskin College. He line manages the ADoS, the registrar, assistant registrar, the accommodation and welfare officer and the activities manager, while the ADoS line manages the teaching team.

## Accommodation profile

All homestay accommodation is managed by the school. It is available on a half-board basis, with either single or twin rooms. The school has a register of approximately 150 hosts, many within walking distance, and others within a 15-minute bus ride away. Students on the junior summer course stay in homestay accommodation or in residential accommodation at Ruskin College in single or twin ensuite rooms or single rooms with shared bathrooms.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of its students, and in accordance with the organisation's stated goals, values, and publicity. *Strategic and quality management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises provide students and staff with a very comfortable, welcoming and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Overall, there is good provision for the care of students at the school. Accommodation is efficiently organised. Homestay hosts provide an appropriate standard of service to students. A wide, varied programme of leisure activities and excursions is provided, with good arrangements in place to ensure the safety of students and the training of activity leaders. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 in the school, during the leisure programme and in homestay accommodation. The administration of written parental consent forms and one aspect of recruitment procedures is insufficiently rigorous.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M1 The organisation's goals and values are clearly stated and widely understood. A range of staff across the organisation have been involved in creating the statement and it is clear that these values are integral to the working of the organisation. In the Oxford school, local values and culture are particularly strongly shared.

M3 The structure is well documented and clearly conveyed to staff and students alike. In addition, photographs of staff and their roles appear on noticeboards throughout the school.

M4 Communication is very good, both locally and with the wider organisation. There are both formal and informal channels, including a range of regular and well-attended meetings. Staff with similar roles across the wider organisation have frequent opportunities to communicate and share their experience.

M5 The organisation is extremely thorough in its approach to feedback, and issues are addressed locally, with action documented, before feedback is passed on for analysis which is used to improve services. Students in the focus group were extremely satisfied and reported that every problem, however small, is addressed and solved.

M7 The organisation as a whole operates a comprehensive and regular quality review cycle incorporating a wide range of sources of information, including staff and student feedback, and previous inspection reports.

**Staff management and development**

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Strength

**Comments**

M9 Job descriptions are up to date and duties clearly specified except for the health and safety responsibilities of the activities manager.

M11 Induction procedures are very thorough for all staff and there is an induction checklist in staff files. Staff had clear recollections of their induction and felt they had been well prepared for their roles.

M13 Continuing professional development (CPD) for all staff is well established and funded, and financial support is available to upgrade qualifications. Development needs are identified through appraisals and observations, as well as less formally through day-to-day discussion.

**Student administration**

Area of strength

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Strength

**Comments**

M14 Levels of customer service are high. Students in the focus group, and group leaders, reported that they felt extremely well looked after and that all staff were very friendly and helpful. Staff are supported by effective systems and are easily able to retrieve specific information on a student.

M19 A comprehensive policy on punctuality and attendance is in place and clear information is included in the student handbook. Effective procedures for checking and following up attendance are systematically implemented and well understood by all staff.

M21 It is clear that complaints are taken very seriously within the school and that the customer's perception is valued. The complaints procedure is introduced to students at the start of their course. It is clearly written and appears in student handbooks, as well as on noticeboards throughout the school. It includes reference to independent bodies in case of non-resolution within the organisation.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the CES website. The organisation produces two brochures – one for adults and the other for junior summer programmes. Both can be downloaded from the website. A range of social media sites is also in use.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P1 The premises at the school and at the summer centre are comfortable and well maintained throughout. Thought has clearly been given to making the most of the character of the two school houses and their rear gardens, which provide seating and useful outside space for socialising and relaxation. The extensive grounds at the summer centre provide appropriate spaces for relaxation.

P3 The school provides an extremely welcoming environment at both sites where students can relax and socialise. There is ample space in the common rooms, as well as outside, and students in the focus group at the school were very appreciative of the kitchen area for their use in the school.

P4 In addition to very good and varied local provision within a short walk of the school, students can prepare food in the fully equipped kitchen, and free tea and coffee are available. At the summer centre free drinking water is available in many areas on campus and the canteen serves a varied range of food, including salads and fresh fruit.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P11 Teachers at the school regularly take their classes to the computer room and tutorials normally take place at this time. The school has its own online learning platform, which is available to all students for specified periods before and after their courses.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T3 The teaching team has a good range of skills and experience, including knowledge of younger learners, and mainstream school teaching qualifications and experience.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

All criteria in this area are fully met.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
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#### Comments

All applicable criteria in this area are fully met.

<b>Learner management</b>	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
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T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
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T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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#### Comments

T19 Students receive very good learning support. Level changes are handled sensitively and students benefit from extensive individual attention. At the school, there are twice-weekly support sessions with a teacher to enable students to focus on areas of choice.

#### Classroom observation record

Number of teachers seen	8 in April; 8 in July
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Number of observations	8 in April; 4 in July
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Parts of programme(s) observed	All
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#### Comments

Observation at the school covered all parts of the programme, including a one-to-one class. Four of the eight teachers timetabled to teach at the summer centre were briefly observed.

<b>Teaching: classroom observation</b>	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
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T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
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T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
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T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
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T29 Lessons include activities to evaluate whether learning is taking place.	Met
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T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength
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#### Comments

T23 Teachers provided accurate models of spoken and written English, generally appropriate to the aims of the lesson, and some were able to provide clear explanations of target and emerging language. In a small minority of lessons, a useful focus on aspects of pronunciation was seen.

T24 Lesson plans at the school showed insufficient evidence of attention to learning differences, particularly in mixed ability groups. Information about students was generally too brief to identify individual learning needs and styles, and with rare exceptions, plans did not include information for differentiation. While topics were generally relevant, some material selected was not appropriate for the level or interests of the group.

T25 Although plans did not always distinguish between teaching aims and student outcomes, lesson aims were generally clear and it was evident that they had been shared with students. Lessons were coherent with logical sequencing.

T26 Some teachers made good use of checking questions, eliciting and nomination, and overall a reasonable range of techniques was observed.

T27 Whiteboards were used effectively and some were better organised than others. Teachers made competent use of handouts, visual aids such as flashcards, and technology including digital televisions, laptops and DVDs. At the summer centre teachers made very competent use of the interactive whiteboards which are available in all the classrooms.

T28 Teachers monitored students' language during activities and were very encouraging. Some corrected language and provided feedback.

T29 Most lessons included activities, such as short assessment exercises, to check learning.

T30 Students were generally engaged in their classes, and many teachers demonstrated personal knowledge of students' lives and experience. Stronger lessons included a good variety of activity and interaction patterns and most teachers were able to manage the use of L1 effectively. Students in the focus groups expressed their delight in the teaching they had experienced.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers generally provided appropriate models through their own speech and writing. In most cases, lessons were planned with relevant topics, and appropriate materials had been selected by some, although not all, teachers. While course objectives were effectively taken into account, there was generally limited planning for differentiation. The techniques used were for the most part appropriate to the age range and class type, and classroom resources were managed competently. Teachers generally created an extremely positive atmosphere conducive to learning.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 A generally satisfactory range of safety measures and policies is in place, including risk assessments and CCTV, and all staff have received fire marshal training. Although the safety advice given to students at induction includes traffic safety advice, the risk assessment of the premises does not include risks associated with the school's immediate proximity to a busy main road. At the summer centre there is a need for signage to alert students when crossing the lane which lies between the administration centre and the main campus.

W2 An undated emergency action plan was in evidence, together with a crisis management plan which had not been updated since 2018. Members of the emergency team are identified.

W3 Student welfare is considered a priority by all staff. The accommodation and welfare officer is responsible for pastoral issues and has a weekly meeting with any 16 and 17 year-old students enrolled at the school. Students in the focus group meetings described the 'family atmosphere' of the school and gave examples of problems being dealt with promptly.

W8 There is very thoughtful healthcare provision. Students are advised to take out health insurance before they arrive and the school has suitable arrangements with a local surgery. Students are always accompanied to the

surgery or the local hospital in case of emergency. There is satisfactory provision of first aid boxes and trained first aiders at both sites.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### Comments

W13 Students are encouraged to pass on details of any accommodation problems immediately to the accommodation and welfare officer or through their group leaders. There was evidence that issues are dealt with efficiently and one student at each of the focus group meetings reported that a change of homestay had been made quickly. Students also report any problems through the end of first-week questionnaires.  
W15 There was evidence that hosts were attentive to students' requests for special diets.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

The relevant criterion in this area is fully met.

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

## Comments

W23 Students are well informed about access to events and activities. At the school there are displays on noticeboards and information about attractions in the local area on display stands in the student lounge. The social organiser is available during breaks to book trips for students who want to use a tour operator for weekend trips.

W24 The daily activity programmes at the school and junior centre are well designed to appeal to students' different ages, interests and genders. Students appreciate a wide range of activities including 'Food Night', where different nationalities cook a meal in the student kitchen, treasure hunts at the school and visits to places of interest in Oxford. Students at the summer centre appreciated the opportunity to engage in new activities such as archery and punting.

W25 The leisure programme is well organised by the social organiser. A tailored leisure programme is provided for groups. Informative, well-written guidance notes have been prepared for some excursions. Feedback from students and group leaders on the leisure programme was very positive.

## Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

CES Oxford accepts under 18s on adult courses (16+), on closed groups throughout the year and on junior programmes (11 to 17) at the junior summer centre. At the time of the inspection there were 12 students aged 16 and 17 on adult courses and 28 juniors in closed groups.

S1 The school has a full and comprehensive safeguarding policy in place. It is updated annually by the principal who is the designated safeguarding lead (DSL), heading a safeguarding team of three. Responsibilities are made clear to all staff and the policy is implemented through other documentation, including codes of conduct and incident reporting documentation. It includes appropriate age differentiation.

S2 The safeguarding policy is presented to all staff at induction. Staff receive a personal copy of the policy and homestay hosts and group leaders receive an abridged version of the policy. All of these groups must sign to state that they have read and understood their safeguarding duties. Three members of staff have received specialist safeguarding training. Homestays taken on after January 2018 are asked to complete basic safeguarding awareness training.

S3 The school sends out useful supervision notes to parents and requires signed parental consent forms. However, this criterion is not met as there was evidence that three generic parental consent forms had not been adapted to the CES Oxford location.

S4 Two teachers at the summer centre had provided only one reference.

S5 The supervision and safety of students during scheduled lessons and activities is very well managed. Under 18s on adult courses at the school must sign in at reception, have a special meeting each week with the accommodation and welfare manager and attend age-appropriate leisure activities. Students on junior programmes have a comprehensive set of activities from Monday to Saturday, during which they are closely supervised.

## Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2015 (1986 as Oxford House College)
Last full inspection	September 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2019 (junior summer centre at Ruskin College)
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	CES Leeds, CES London, CES Worthing, CES Edinburgh, CES Harrogate
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2012
Ownership	Name of company: CES UK
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	April 2019: Ruskin College, Oxford. Use of eight classrooms in July for summer school.

#### Student profile

ELT/ESOL students (eligible courses)	At inspection		In peak week: July (organisation's estimate)	
	At inspection		In peak week	
	April	July	April	July
Full-time ELT (15+ hours per week) 18 years and over	16	0	86	0
Full-time ELT (15+ hours per week) aged 16–17 years	12	45	133	51
Full-time ELT (15+ hours per week) aged under 16	28	122	116	226
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>56</b>	<b>167</b>	<b>335</b>	<b>278</b>
Junior programmes: advertised minimum age	11		11	
Junior programmes: advertised maximum age	17		17	
Junior programmes: predominant nationalities	Italian, Chinese, Russian		Italian, Spanish, Russian	
Adult programmes: advertised minimum age	16		16	
Adult programmes: typical age range	16–23		16–21	

Adult programmes: typical length of stay	4 weeks	2 weeks
Adult programmes: predominant nationalities	Japanese, Turkish	Italian, Taiwanese, Turkish

Staff profile	At inspection		In peak week (organisation's estimate)	
	Total number of teachers on eligible ELT courses	7	8	20
Number teaching ELT 20 hours and over a week	3	8		
Number teaching ELT under 19 hours a week	4	0		
Number of academic managers for eligible ELT courses	2	2	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	4		
Total number of support staff	4	6		

#### Academic manager qualifications profile

Profile at inspection			
Professional qualifications	Number of academic managers		
TEFLQ qualification	2		2
Academic managers without TEFLQ qualification or three years relevant experience	0		0
Total	2		2
Comments			
The ADoS was scheduled to teach approximately seven hours during the week of the <b>school</b> inspection.			

#### Teacher qualifications profile

Profile in week of inspection			
Professional qualifications	Number of teachers		
TEFLQ qualification	2		0
TEFLI qualification	6		8
Holding specialist qualifications only (specify)	0		0
Qualified teacher status only (QTS)	0		0
Teachers without appropriate ELT/TESOL qualification	0		0
Total	8		8
Comments			
None.			

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)			
Types of accommodation	Adults	Under 18s	
		April	July
<i>Arranged by provider/agency</i>			
Homestay	16	39	84
Private home	0	0	0
Home tuition	0	0	0
Residential	0	0	83
Hotel/guesthouse	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0
<i>Arranged by student/family/guardian</i>			
Staying with own family	0	0	0
Staying in privately rented rooms/flats	1	0	0
Overall totals adults/under 18s	17	39	167
Overall total adults + under 18s	April: 56; July: 290		