

Organisation name	CIE Oxford College of International Education
Inspection date	8 - 10 July 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited CIE Oxford College of International Education in July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language school offers courses in general English and vacation courses for adults and under-18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2011
Subsequent interim visit (if applicable)	2012
Current accreditation status	Accredited
Other related schools / centres /affiliates	None
Other related non-accredited activities (in brief) at this centre	Business foundation and pre-sessional courses

Private Sector

Date of foundation	1974
Ownership	Mr Kenichi Ikeno, Chairman UTS, Japan
Other accreditation/inspection	ISI BAC

Premises profile

Address of main site	Bocado House, 24B St Michael's Street, Oxford OX1 2EB
Details of any additional sites in use at the time of the inspection (location/normal use of site/when used/number of rooms used)	Lady Margaret Hall, Norham Gardens, Oxford, OX2 6QA Summer only: 20 teaching rooms, four offices Wesley Memorial Church, New Inn Hall Street, Oxford OX1 2DH Summer and year-round groups: meeting room and 3 teaching rooms
Details of any additional sites not in use at the time of the inspection (location/normal use of site/when used/number of rooms used)	Oriel College, Oxford OX1 4EW June: 5 - 8 teaching rooms Jesus College, Turl Street, Oxford OX1 3DW Summer and year-round groups: 3-5 teaching rooms
For inspectors' use: profile of sites visited	<p>The main school is at Bocado House, a listed building located in a quiet street in central Oxford. There is a reception area and office on the ground floor. On the first floor there are five classrooms, an office for the two co-principals, a teachers' room, a kitchen for staff and students, a central relaxation area and toilets.</p> <p>At Lady Margaret Hall (LMH), about 15 minutes' walk from the main school in north Oxford, the school rents the ground floor of two adjoining residential blocks every summer. There are 20 classrooms, a teachers' room, a computer room, two offices, two small kitchens and toilets. The classrooms and offices are used as student bedrooms for LMH students during the academic year and are converted into classrooms each summer. The school also has shared use of a large common room at one end of the block and the extensive LMH gardens.</p> <p>At the Wesley Memorial Church, one minute from Bocado House, there are three classrooms, one for groups and two for one to one, and a large meeting room. These facilities are available for temporary hire throughout the year.</p>

Student profile

Student profile	At inspection	In peak week in August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	88%	90%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	125	203
Full-time ELT (15+ hours per week) 18 years and over	27	31
Full-time ELT (15+ hours per week) aged 16-17 years	38	104
Full-time ELT (15+ hours per week) aged under 16	60	68
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	10	10

Comments

The school offers year-round general English courses of 15 or 25 hours per week for students aged 15+ years. From late June to mid-September the school also offers courses for juniors aged 10-13 years (15 hours per week + activities) and courses for teenagers aged 14-15 years (15 or 20 lessons per week + activities). One-to-one tuition is available throughout the year, either as a separate course or in combination with group programmes. Closed groups are also offered.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	23	76
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
<i>Arranged by student/family/guardian</i>		
<i>Staying with own family</i>	4	22
<i>Staying in privately rented rooms/flats</i>		

Introduction

CIE Oxford College of International Education is part of United Travel Study Service (UTS), an international education organisation based in Japan. CIE was established in 1974 and this year celebrated its 40th anniversary. There is regular contact between the UTS chairman and the CIE management team, including annual visits to Japan by one of the co-principals.

Although business foundation and pre-sessional academic courses continue to be offered, numbers are small and the main year-round activity of the school is teaching general English courses of 15 or 25 hours per week to individuals aged 15+ years and to students in closed groups. The main school building, Bocardo House, has five classrooms. Additional teaching premises in the centre of Oxford are hired as necessary, particularly for closed groups.

During the summer, junior courses for students aged 10 to 13 years are held in Bocardo House and at the nearby Wesley Memorial Church. All other students are taught at Lady Margaret Hall in north Oxford, where teenagers (14 and 15 years) and adults (16+ years) are taught separately. The adult groups include long-stay students from the main school as well as those who have enrolled only for the summer programme. Teenagers and adults can study 15 or 25 hours per week. Students on the 25-hour programme and those following pre-sessional academic courses can choose to follow examination preparation courses for part of their programme. Juniors study 15 hours per week. Separate activity programmes are provided for adults, teenagers and juniors.

One-to-one tuition is also offered, either as a stand-alone course or in addition to a group programme.

At the time of the inspection there were 106 teenager and adult students at Lady Margaret Hall and 19 juniors at Bocardo House. Three students were taking one-to-one lessons in addition to a group programme.

The roles of the two co-principals have changed since the last inspection. One is now semi-retired, although he is still responsible for the business foundation programme and some unaccredited culture courses. He also oversees the finances of the school and carries out an annual review of the school's activities. The other co-principal has now assumed full responsibility for the day-to-day management of the school. See comment under M2.

The inspection lasted three days. Meetings were held with the two co-principals, the academic manager, the marketing manager, the accommodation officer and her assistant, the finance manager, the activities and welfare manager, the junior activities organiser and activity leaders. There were two focus group meetings with teachers

and two with students. All teachers were observed. One inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: the school may be exceeding the maximum amount of photocopying permitted under the CLA licence. The school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and well-defined. Members of the management team are able to deputise for each other. The changes in the roles of the two co-principals over the last four years have been well managed, but the job titles need to be reviewed to reflect the fact that one of the co-principals now has full responsibility for the day-to-day management of the school.

M3 Job descriptions are up to date and accurately set out the roles of each staff member.

M4 The management team have worked together for over five years and have excellent working relations. There is regular informal communication, supported by weekly administrative and teachers' meetings, both minuted. The owner in Japan receives reports and minutes and is in contact with the school management regularly.

M5 A clear recruitment policy is in place and is consistently followed. Since 2012 it has been the school's policy to employ only teachers with Level 6 qualifications. Three teachers without Level 6 qualifications are currently employed. They were recruited before 2012. See comment under T1. The school issues contracts and sets out terms and conditions of employment in an employee handbook. All staff are DBS checked.

M6 Staff files were sampled and found to be well maintained. Original certificates are seen and copies signed, although not all are dated. References are routinely sought.

M7 There is a detailed induction process, with a checklist for new employees to follow. Completed checklists are in teachers' files. Teachers confirmed that they were fully informed at induction about administrative and academic matters, health and safety, and safeguarding issues. New teachers are mentored by more experienced colleagues. M8 Staff are appraised annually at a development review. Clear procedures are set out, which include self-assessment by the staff member, target setting and links to observations. Records were sampled; notes on appraisals were found to be constructive and supportive. A detailed capability procedure sets out the system for dealing with unsatisfactory performance.

M9 There is no formalised policy for the continuing professional development of staff. However, the school provides training for its staff in a number of ways. There are two teacher development sessions a month, usually as part of the weekly teachers' meetings. Teachers are also encouraged to carry out peer observations, although this has not been widely taken up. The school offers staff financial support to improve their qualifications; two teachers are currently following a DELTA course and the marketing manager is following a two-year marketing course. The academic manager has attended local and national training events.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 The marketing manager receives enquiries and gives detailed information about academic aspects of the courses. The finance manager provides quotations for agents and individual enquirers.

M13 Student contact details, including name and telephone number of next-of-kin, are collected on the enrolment form. The form does not ask about the English language competence of the named person. Local addresses are collected on arrival. Emergency telephone numbers are transferred to the database, but not the name of the next-of-kin. Specific information was requested and quickly retrieved.

M14 A detailed attendance policy is in place and is understood by students. There was evidence of the policy being enforced through written warnings. Absences are promptly followed up. Staff at LMH send a list of absent students to the main school at the end of the first lesson every day. Administrators follow up and send a written report to LMH staff on action taken. Students over 18 must attend 80 percent of the course and students under 18 must attend 90 percent of the course in order to qualify for a leaving certificate. However, the pre-arrival document states that students attending less than 75 percent of the course are not entitled to a leaving certificate.

M15 Conditions and procedures under which students may be asked to leave the course are included in the terms and conditions.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The school produces a detailed annual development plan which includes a review of the previous year and sets specific targets for the coming year. Procedures are also kept under review at administrative and teachers' meetings. An external consultant carries out an annual compliance survey.

M18 An initial questionnaire is given to students on arrival to identify immediate problems. Results of end-of-course questionnaires are collated and action taken is noted.

M19 Administrative staff and teachers give feedback to management through weekly meetings. Teachers write course reviews on completion of closed group courses.

M20 The school's complaints procedure is included in the student handbook, but is not expressed in accessible language. Complaints are logged and action taken is noted. The name of an external consultancy company is given as a final recourse if students are not satisfied with the way a complaint has been handled.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main source of information for enquirers is the website. A printed brochure is also available and is used by some agents, but this is out of date.

M22 The website gives accurate information about the school, its location and facilities, although the description of the LMH teaching rooms implies they are used as teaching rooms by university students, when in fact they are bedrooms during the academic year. This inaccuracy was corrected during the inspection.

M23 Courses are accurately described and information about objectives and levels is provided. The brochure inaccurately states that individual tuition can be provided 'in any subject area', when in fact only limited specialisation is available.

M25 The presentation of the dates and fees list is confusing. Different fees apply to over-18s and under-18s on the summer courses. The presentation of this information could lead enquirers to infer that separate courses are provided for each age range, when in fact all students aged 16+ years are taught together. The website was amended to remove this ambiguity during the inspection, although the downloadable version of the dates and fees list still requires amendment. The approximate cost of the leisure programme for year-round students is not stated in the publicity. This information was added during the inspection.

Management summary

The provision meets the section standard. The school is managed by a well-established team to the benefit of students and staff and in accordance with its publicity. There are some weaknesses in publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The main school occupies the ground and first floor of a two-storey building. Four administrators share an office area behind the reception desk on the ground floor. On the first floor, the two co-principals share an office and the academic manager has a desk in the teachers' room. Toilet provision is minimal, with just one cubicle for males and one for females. There are no external areas. A large meeting room at the nearby Wesley Memorial Hall is hired for activities requiring additional space, such as placement testing and certificate presentation ceremonies. Larger closed groups are taught in university premises or other rented rooms in the centre of Oxford.

At LMH the school occupies two adjoining residential blocks. University bedrooms are converted into classrooms and offices for the school's use each summer. The premises are reasonably spacious and are surrounded by large, well-maintained grounds.

R2 Both Bocardo House and LMH are reasonably well decorated and maintained.

R3 Classrooms at Bocardo House do not normally accommodate more than eight students. Two classrooms have recently been extended to make best use of the space available and new blinds have been fitted throughout. One room has an obtrusive wall-mounted boiler. The school has plans to remove it and reinstall it in an office. At LMH classrooms can accommodate up to twelve students, but some smaller rooms are cramped and stuffy when full.

R4 The central relaxation area is furnished with comfortable chairs and a large central coffee table. Juniors are provided with lunch which is delivered daily to the school. There are plenty of food outlets close to the school for

staff and year round-adult students.

At LMH students can relax in the attractive gardens surrounding the teaching block. The school has shared use of a common room, but this is full of heavy furniture and is not particularly welcoming. Snacks can be bought from a college vending machine, but this is used by other organisations and the area becomes quite crowded in breaks. There are two small kitchens which students use to make hot drinks. Under 18s are provided with lunch. Lunches are distributed from a small room and queues are long due to the confined space. Adults can purchase food from shops and restaurants about ten minutes' walk away.

R5 Display is very good at Bocardo House. School notices and local information are attractively presented. Classrooms have maps, posters and examples of student work.

At LMH classrooms are rather bare and there is little attempt to display posters or information.

R6 Teachers' rooms in both Bocardo House and LMH are of a reasonable size and are well organised.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students use class sets of a course book, although some teachers prefer to provide photocopies. (See comment under M1). Teachers' books, CDs and a reasonable range of supplementary materials, some photocopiable, are available, including materials for project work and examination preparation classes.

R8 Photocopiers are provided at both sites and there are ample stocks of stationery for project work. There are too few recently produced print resources for students and teachers. Shelves in one classroom hold a large number of out of date materials. Dictionaries and grammar reference books are also available.

R9 At Bocardo House there are whiteboards and CD players in every classroom. There is a camcorder, six laptops, two ceiling-mounted data projectors and one portable data projector.

At LMH each class has a small portable whiteboard and CD player. A computer room with twelve workstations is available for teachers to use with their students and for students' personal use. MP3 players are also provided.

R10 The limited range of readers and reference materials does not constitute a self-access facility for students.

R12 Resources are reviewed annually as part of the business development planning process.

Resources and environment summary

The provision meets the section standard. The year-round premises are small, but good use has been made of the available space and larger meeting rooms are available nearby when required. The summer school premises are of a reasonable standard and are set in attractive grounds. Staff are provided with an appropriate working environment and a reasonable range of materials and equipment.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Three of the teachers did not have Level 6 qualifications. Rationales were provided for these teachers, but were not accepted as there was no evidence of the teachers improving their academic profiles since employment or of

the school providing appropriate training or support.

T2 One teacher did not have an ELT/TESOL qualification which met the requirements of the Scheme.

T3 The rationale provided for the teacher without an ELT/TESOL qualification was accepted within the context of this inspection.

T4 The qualifications profile of the academic management team is strong. The co-principal who has day-to-day responsibility for the management of the school, the academic manager and the marketing manager, who is the ADOS on the LMH summer courses, are all TEFLQ. All have had at least five years' teaching experience. The co-principal had relevant academic management experience before joining the school.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The academic manager takes into account teachers' experience and areas of expertise as well as continuity for students when matching teachers to courses.

T8 The academic manager, the marketing manager and one of the co-principals are available for emergency covers. External cover teachers are available for planned absences.

T9 Guidance on integrating new students is given in notes for teachers. Teachers are instructed to set up a speaking activity when new students join their class, so that their level can be quickly assessed.

T10 Academic managers are on hand at both sites to provide support. Teachers confirmed that they were well supported by managers and by each other. Newly employed teachers are invited to observe experienced teachers before they start teaching at the school. The mentoring system works well, although this focuses mainly on administrative and practical matters. The 'Working Day' document, which includes academic guidance to teachers and information on academic administration procedures, is currently at the end of the lengthy employee handbook. This document would be more useful and accessible to teachers if it was separated from information on employment issues. Two brief teacher development sessions are offered every month. Recent teacher development sessions have focused on project work and teaching low-level Chinese students.

T11 New teachers are observed within the first three weeks of employment, thereafter annually, although three teachers had not been observed within the last twelve months. Teachers are regularly observed and receive appropriate training. See comments under M8.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course structure focuses on developing students' communication skills and knowledge of grammar through the use of published course books, supplemented with fluency development activities and project work.

T13 A check-list syllabus itemises topics, grammar structures, study skills and cultural elements to be covered at six levels. Since the last inspection, the school has decided to base the first two lessons of the day on a published course book. A different course book has been introduced this year.

T14 An overview of each course type is available on the website. Teachers produce wall plans outlining items to be covered each week. Information on the wall plans is not easily accessible to students, due to poor presentation.

T15 Specific study skills are included in the check-list syllabus, but there was little evidence of implementation.

T16 Students derive benefit from their stay in the UK through project work and culture-oriented lessons.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 New students are given a multiple choice test, a written task and an interview, although there is not always an interview at LMH in the summer. Placements are discussed at a teachers' meeting on the second day and students are moved if necessary.

T18 Students are given weekly tests. Long-stay students take level tests every six weeks, not related to the teaching materials. They also receive tutorials every six weeks, administered by the welfare manager. These sessions are useful for identifying problem areas, but less helpful in terms of identifying specific learning goals or providing practical suggestions for language improvement.

T21 Long-stay students receive written reports every two months and at the end of the course. These are sent to parents or sponsors on request.

T22 An external adviser provides information and guidance for students who wish to enter mainstream UK education.

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	All, apart from one-to-one lessons.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Linguistic awareness and modelling of language were mostly of a reasonable standard, although there were some examples of poor explanation of vocabulary and lack of contextualisation. There was some good modelling of pronunciation, including intonation patterns, but overall there was too little attention to this area.

T24 Most teachers were able to adapt their language to the level of the students, although there was little differentiation. Some teachers at lower levels were poor at adapting their language, sometimes speaking quickly and using idiomatic language which students were unable to understand.

T25 Most segments observed were well planned and expressed lesson aims in terms of learner outcomes. Some

lessons were too closely based on the course book; teachers had given too little thought to the personalisation of materials and how to make them relevant to the students in their class. The best lessons included interesting and challenging additional materials, for example video clips from the internet. Aims of lessons were not always shared with students. One lesson was inadequately planned.

T26 The best lessons were well-paced, coherent and purposeful. There was a good range of activities in most classes, although there was a lack of variety in some weaker segments. Classes tended to be very static; students had very few opportunities to move around. It was not always clear that students' needs were being met.

T27 In the better lessons, the course book was exploited effectively as a resource. The CDs and data projector were competently used, but boardwork was generally poor. At LMH this was not helped by the small size of the whiteboards.

T28 Nomination and elicitation techniques were mostly good. There were examples of students being encouraged to work out grammar rules for themselves. Correction was good in some instances and included guided self-correction and peer correction. In other classes, correction was perfunctory or absent. Overall, there was too little oral practice.

T29 In better lessons teachers set up purposeful and engaging interactive activities. Students worked well together and were focused on the task in hand. Weaker lessons were too teacher-centred and there was insufficient opportunity for freer practice and personalisation.

T30 The atmosphere and rapport were good in most classes. Class profiles indicated that teachers knew their students well and were able to anticipate problems, although they did not always deal with these problems effectively. Some teachers made good use of their students' cultural background.

Classroom observation summary

The teaching observed met the required standard. Lessons were good or satisfactory but there were significant weaknesses in many lessons. Overall, teachers had a reasonable knowledge of linguistic systems. Lessons were mostly well planned, but in some cases relied too heavily on the course book and did not always take students' needs into account. In the better lessons teachers used a good range of techniques, but generally there were too few opportunities for oral practice. Rapport was good in nearly all classes.

Teaching and learning summary

The provision meets the section standard. Academic managers and most teachers are appropriately qualified. Teachers are well supported by the academic management team and efficient academic systems are in place. Programmes of learning are appropriate to students' needs. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The premises used by CIE offer a safe environment to students: Bocardo House has its reception by the entrance and the school is small enough for staff to be aware of who is in the building; students are required to sign out; the Wesleyan church premises are protected by a staffed reception and Lady Margaret Hall (LMH) is secured by porters and CCTV cameras. Fire safety precautions and first aid support are sufficient.

However, LMH premises are large with extensive garden areas and other groups use the site and there is insufficient formal supervision at break times.

W2 Students receive good information about pastoral care at induction, in the pre-arrival information booklet, the students' handbook (Life at CIE) and in welcome packs.

W3 Pastoral support at Bocardo House is given by all staff, mainly the permanent staff; at LMH it is given by the

activity leader, who is the named welfare officer, and the DoS. Students at both sites were clear about who they would turn to in the event of a welfare problem.

W4 The school's policy on bullying is given at induction and in the students' handbook and is simply and clearly expressed. However, the policy would benefit from a wider definition of bullying to include other forms of abusive behaviour, such as insulting a person's beliefs or gender.

W5 The emergency phone is held by the accommodation officer.

W6 Information about getting to Oxford is provided in the pre-arrival information and transfers are arranged on request and paid for in advance.

W7 Students are advised to get insurance cover before they arrive. Insurance can be purchased through CIE. Good advice on the areas covered by this criterion is given at induction and in the students' handbook.

W8 Short-stay students use a local doctor for emergencies; longer-stay students register with a doctor close to their homestays. Advice on medical and dental treatment is given pre-arrival and at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most students are placed in homestay accommodation within a bus ride of their teaching premises. Half-board is provided. The accommodation officer has been in post for seven years and has just returned from extended compassionate leave. She has over 800 providers on her list of which 100 or so are active. The three homestays visited during the inspection were of good quality overall although two secondary bedrooms were small and one had a mezzanine arrangement, which was nevertheless popular with younger students. There was a close, well-established relationship between the accommodation officer and the hosts, and the accommodation assistant was very knowledgeable about each of the homestays. Residential accommodation at the University is occasionally offered to groups on request during university holiday periods. The school offers advice to any student wishing to find their own accommodation.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Two secondary bedrooms in the homestays visited were small but the overall environment was comfortable.

W11 Two homestays on the accommodation officer's active list were outside the two years' re-inspection period. Their re-inspections were pending but the accommodation officer had been unable to complete them because she was on compassionate leave.

W14 Students are given an 'early-bird' questionnaire and problems are picked up and dealt with immediately. Students were clear about who to contact in the case of any problems with their accommodation. At LMH problems are communicated to the accommodation team by the named welfare officer or the DoS, who is also the main school co-principal.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

W16 A few students are placed in houses where there are more than four students, as a result of bookings from other language schools. The school refers to these houses as 'private homes' but this is not made clear in publicity, where all such accommodation is described as 'homestay'. The school has not placed more than four of their own students in any house.

W17 Hosts were made very well aware, both orally and in writing, of all the necessary rules, terms and conditions, including curfews for young learners. The accommodation officer has a programme of assessing the risks of each homestay herself. The school requires hosts to provide copies of gas certificates and keeps them on file.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Support is given informally on an ad hoc basis to students who wish to find their own accommodation and some advice is given at induction. However, there is no written information giving advice on the implications of living in bed-sits or flats.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Some information about current local events is available in the general seating area at Bocardo House.

W27 Events are organised and run by the activities organiser at LMH and the junior activities organiser at Bocardo House. The leisure programme is entirely appropriate for the current student body and was much praised in the student focus group. There is an activity each day and a full-day excursion on Saturdays. The programme is both varied and balanced. However, group leaders commented that on walking tours and excursions activity staff were insufficiently briefed about the places they were visiting and that students were given too little information.

W28 Risk assessments are completed daily by the activity staff. Activity staff interviewed were very clear about how they would respond to situations where students are at risk. Students said they felt very safe and looked after during activities.

W29 Only one member of the activity team had some formal sports training but sports activities take place once every other week and are informal.

Welfare and student services summary

The provision meets the section standard. Overall, the school offers a safe and supportive environment for students but more attention needs to be given to supervision during break times at the main off-site centre. Students' needs for information and pastoral care are well met. Homestay accommodation is of a good standard overall and the provision is very well managed. The leisure programme is varied and much appreciated by students, although more information needs to be given to students about places they are visiting. Safety issues are well understood by

activity staff.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 The school has a clear written safeguarding policy, which is available to staff. It is reviewed regularly by the safeguarding officer, who is the co-principal. DBS checks are required for all staff and homestay hosts. Currently, the policy does not include appropriate age differentiation but the safeguarding officer agreed this would be a logical next step.

C2 This criterion is well met. All teaching staff are trained to Level 1. Policy documents and procedures are made known to staff through an employee handbook.

C5 Suitability checks are carried out on all employees and homestay hosts and other adults in the home. School principals and agents sending groups are required to sign declarations that their group leaders have had appropriate criminal checks.

C6 There is an inclusive leisure programme, appropriate to the students, with good levels of supervision by activity staff. After activities, 10-13 year olds stay at CIE under supervision until 5pm and are then accompanied back to their host family; 14-15 year olds may make their own way back to their homestay without supervision but are given an emergency number and must provide CIE and hosts with a contact number so that they may be contacted at any time. Other under-18s not doing an afternoon programme must provide written permission from their parents to be free from CIE care after 12.30. However, the school does not provide clear rules about what they may do in unsupervised time or require any under-18 to inform the school or hosts about where they will be if they are not going straight back to their accommodation.

C7 Half board is provided by homestay hosts, and clear guidance is given to hosts about curfew times and other safety issues. Hosts are required to bring all students into school on the first day and show them their bus route. However, one group leader felt that more support needs to be given by some hosts to ensure that their younger students knew how to travel by bus.

Care of under 18s summary

The provision meets the section standard. The school's safeguarding procedures are mainly appropriate and staff have received training. Under-18s are well protected on leisure activities. However, the rules about what they may do during unsupervised periods are insufficiently clear. Particular care has been given to most safeguarding issues in homestay accommodation.
