

Organisation name	CIE Oxford College of International Education
Inspection date	7–9 August 2018

<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. However, evidence must be submitted within three months to demonstrate that weaknesses in M18, W2 and safeguarding have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited CIE Oxford College of International Education in August 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (15+), for closed groups of under 18s and adults, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, course design, learner management, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## 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. There is regular contact between the UTS chairman and the CIE management team, including annual visits to Japan by one of the co-principals as well as other members of the permanent staff.

There are two co-principals at the school. One is semi-retired, although he oversees the finances of the school and carries out an annual review of the school's activities. The other co-principal has full responsibility for the day-to-day management of the school.

Since the last inspection, staffing has remained largely stable, although a key member of the marketing team has left the company.

The inspection lasted two and a half days. Meetings were held with the co-principal responsible for day-to-day management, the academic manager, the summer director of studies (DoS), the accommodation officer, the finance manager, and the activities manager. There were three focus group meetings with teachers, one at each site, and three with students, as well as a focus group with group leaders. All teachers timetabled to teach during the inspection were observed. One inspector visited three homestays.

## Address of main site/head office

Bocado House, 24B St Michael's Street, Oxford OX1 2EB

## Description of sites visited

The main school is at Bocado House, a listed building located in central Oxford. There is a reception area with office space on the ground floor. On the first floor there are five classrooms, a teachers' room, the principals' office, a kitchen for staff and students, and a central relaxation area and toilets.

Classes were taking place on two other sites. At Lady Margaret Hall (Norham Gardens, Oxford OX2 6QA) 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 12 classrooms, a teachers' room, a computer room, two offices, 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 the dining room and the LMH gardens. At Jesus College, five minutes from Bocado House, two rooms were being used for a closed group.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 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 (15–21). Students aged 15–17 are enrolled on adult courses. IELTS preparation courses are also offered as well as one-to-one lessons. There were no IELTS courses or one-to-one lessons running during the inspection.

During the summer, junior courses for students aged 10 to 12 years, and teenagers aged 13 to 14, are held in Bocado House and at the nearby Wesley Memorial Church. The senior courses (15+ years) are taught at Lady Margaret Hall in north Oxford. The senior groups include long-stay students from the main school as well as those who have enrolled only for the summer programme. Students on the senior course study for 21 hours per week. Juniors study 15 hours per week. Closed group courses are taught at other sites in central Oxford such as Jesus College and St Peter's College. Separate activity programmes are provided for senior, teenager and junior groups.

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At the time of the inspection there were 68 teenager and adult students at Lady Margaret Hall and 39 juniors at Bocardo House. A closed group of 15 students was being taught at Jesus College.

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### Accommodation profile

The school offers homestay accommodation for adult students and those aged under 18 on a half-board basis, with full board at weekends. Most students travel to school from their accommodation by bus. Residential accommodation is available in the summer months at Oxford Brookes University for individual students aged over 18, and for closed groups upon request.

One inspector visited three homestays.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is strong, communication is good and there are sound procedures for obtaining feedback from staff. Human resources policies and recruitment procedures are satisfactory, but job descriptions and the implementation of appraisal systems are inconsistent. Student administration is mostly satisfactory, but the acquisition of student emergency contact information is unsatisfactory. A number of requirements were missing from the school's publicity, although some of these were corrected during the inspection. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. The premises and facilities meet the needs of students and staff for a comfortable and professional environment for work and relaxation. Learning resources are appropriate and adequate in number to support effective learning and teaching.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teaching team profile is good, and the profile of the academic management team is strong. Course design and learner management is effective. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are met. Accommodation is suitable and managed by an experienced team. Measures are in place to ensure the safety and security of students on the premises, but there is no comprehensive plan in place for dealing with emergencies. The leisure programme is varied and caters well for the different age groups in the school. *Leisure opportunities* is an area of strength.

#### Safeguarding under 18s

The provision meets the section standard. Safeguarding documentation and training are satisfactory and arrangements for supervising students are good. Accommodation is suitable. The parental consent form is insufficiently clear in relation to the age groups in the school. No references are collected for homestay hosts.

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### 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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Met
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	Met

recorded.	
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M2 There is a development plan which is reviewed annually. All permanent staff contribute to the plan, which has clear objectives for the future development of all aspects of the organisation. Evidence was seen of action taken, such as achieved targets of increasing the school's number of educational tour operator partners, and quantifying student satisfaction rates using the school's online learning platform.

M4 Communication is good. In addition to regular meetings in both the academic and administration departments of the school, the majority of the permanent staff have had the opportunity to visit the parent company and many of their partners in Japan. Staff confirmed how this has helped them gain a better understanding of the organisation's aims and expectations, as well as those of the schools and universities with whom they work.

M6 Feedback from all staff is sought through appraisals and leaving questionnaires. This information is recorded along with details on what action has been taken in response. In turn this information feeds into the school's development plan. Staff confirmed that they are able to see action taken in response to their feedback.

M7 All systems and practices are reviewed as part of the annual development plan, and evidence was seen of the school's willingness to respond to changing needs and demands. Examples of this are the improvements to food provision, and the change of structure to the summer courses.

<b>Staff management and development</b>	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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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.	Not 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 A number of the permanent staff's job descriptions are not up to date, particularly in regards to safeguarding responsibilities.

M12 Although an appraisal system is in place for most members of staff with clear objectives for development, not all members of the permanent staff receive them. In some cases the co-principal with responsibility for the day-to-day running of the school is not directly involved in the appraisal as they are carried out by the other co-principal. The school has a large percentage of temporary teachers who return each summer, but no appraisal system is in place for monitoring their performance.

M13 All permanent staff are now TEFLQ, and most were assisted in achieving this by the school. Training opportunities for the administration staff are also available, including welfare training, drawing up risk assessments, and safer recruitment.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is	Met

known to all staff and students and is applied consistently.	
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.	Met

#### Comments

M18 Emergency contact information is insufficient as neither the contact's relationship to the student, nor their level of English, is recorded. Group leaders are assumed to have the relevant information for their groups, but there was no explicit agreement regarding the handling of an emergency situation in place.

Publicity	Need for improvement
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.	Not 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.	Not 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The school's publicity comprises a website, three printable brochures, a printable photo album, and social media pages.

M22 Some details regarding the premises in use were found to be inaccurate on the website. However, this information was corrected during the inspection and is no longer a point to be addressed.

M25 Information regarding the costs of external tests for test preparation courses was missing from publicity. This information was added to the website during the inspection, but is still missing from the printable brochure.

M26 Information regarding the level of care and support given to students is not available before enrolment. Clear systems are in place to offer this support, but this is not communicated in the school's publicity.

M27 The information currently available regarding accommodation does not give any of the required details regarding bedding, linen, or distances from the school. Two homestays had more than four students staying there at the time of the inspection.

M29 The incorrect Accreditation Scheme marque is in use across the school's publicity and much of their documentation.

### Premises and resources

Premises and facilities	Met
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.	Met
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.	Met
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

P3 The junior students are provided with a hot lunch every day in a beautiful cottage a short walk from the main school building. The senior students who have their lessons at Lady Margaret Hall (LMH) are able to use the impressive dining hall on site for their lunches, as well as having access to the extensive gardens for relaxation.

<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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### Comments

P12 Teaching and learning resources are reviewed on an annual basis, and input from all academic staff is used to ensure that this leads to continuous improvements.

### 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.	Not 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.	Strength

#### Comments

T1 Four teachers do not have a Level 6 qualification. Three rationales submitted showed evidence of post-school education or professional experience. A fourth was not accepted on the basis that it did not show any such development.

T3 As well as teachers with appropriate ELT qualifications, the teaching team has a number of teachers with experience in mainstream education both in the UK and abroad, which is particularly appropriate to the large number of junior students that the school has.

T4 All three members of the academic management team are TEFLQ, and the team as a whole has 15 years' management experience between them.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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

T5 The academic management team use information on teachers gained during the recruitment procedure, regarding experience as well as preferences, to match teachers appropriately to courses. The profiles of students, as well as the professional development needs of the teachers, are also considered.

T8 Detailed weekly plans have been produced for each course to ensure that the needs of both new and continuing

students are considered. Continuing students have a conversation café session on Monday morning while the new students are being tested. This enables all students to then start from the same point when the two groups are combined later on that morning.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Met
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.	Strength

#### Comments

T11 Clear principles exist for the courses offered at the school, and there is a good structure in place to ensure that teachers receive the support they might need in ensuring a balanced curriculum. Teachers also have the flexibility to adapt these structures to the changing needs of their classes.

T12 Course design is reviewed on an annual basis, taking into consideration the feedback from students, teachers, and group leaders. The introduction of a drama segment each morning for juniors, and a daily skills focus for seniors this summer, was a direct result of this process.

T16 The student journal encourages learners to reflect on their experiences in the school. This focuses particularly on their visits around the UK, as well as incorporating activities that require the students to interact with their homestay hosts.

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

#### Comments

T18 The school has an online learning platform, where test results and learning objectives are reviewed during tutorials. Students have access to this information during their course and for three months afterwards. The platform also provides the students with a timeline of their whole student experience; this allows students to view at a glance the progress they have made from initial level assessment through progress tests and assignments completed, to their end-of-course level assessment.

T21 Detailed academic reports are produced for every student at the end of their course via the online learning platform. The report gives feedback on the students' relative strengths and weaknesses in all the main areas of language learning.

T22 The school is able to offer advice to students, and also has the facility to have an external advisor visit the school to provide one-to-one advice to individual students wishing to attend a UK university. Visits to various colleges can be arranged as part of this process.

#### Classroom observation record

Number of teachers seen	14
Number of observations	14

Parts of programme(s) observed	Junior courses (aged 10–12), junior courses (aged 13–14), senior courses (15+), closed group.
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### Comments

None.

Teaching: classroom observation	Met
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
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Not met

### Comments

T23 Mostly appropriate models were given of both spoken and written English, and most teachers demonstrated sound knowledge of linguistic systems. However, there were instances of teachers being unable to adequately answer students' questions about the language, and some incorrect writing up of the target language on the board. Although a lot of vocabulary teaching was seen, there was little focus on providing helpful information, such as stress marks, regarding the pronunciation of words.

T24 The content of lessons was mostly appropriate to the students' needs and interests. Some useful examples of personalised activities based on previous learning were seen, and in a number of lessons teachers had taken individual and general student difficulties into consideration on their plans. In some cases, however, the lessons were pitched at a level which provided insufficient challenge to some or all of the students in the class.

T25 Weekly plans were displayed in all classrooms and in a few cases, the aims and outcomes of the lessons were made clear by the teacher either verbally or in written form. In a number of the plans, the learning outcomes of each stage were made explicit. Some lessons were well planned, but there were instances where insufficient support was provided to some students when following the text book. In others, too much time was spent offering support to those who were capable of moving faster.

T26 Some useful teaching techniques were seen such as elicitation, checking of instructions, and nominating individuals to respond. In some of the weaker segments, there was excessive echoing of students when they were capable of speaking unaided, and some unnecessary requests for students to read instructions out loud and write down the question from the text book.

T27 There were a number of examples of teachers having generated their own resources or adapted those prescribed by the syllabus. Technology when used was done so effectively, although some opportunities were missed in other classes where the potential to provide visual support using the technology available was not exploited.

T28 Errors were generally addressed on the spot and in an appropriate manner. There was no effective monitoring for mistakes during communicative activities, with delayed feedback.

T30 Overall, students were enjoying their classes, and one or two examples were seen where students were mixed effectively and activities encouraged students to move from their seats and interact with a number of different students. However, seating and grouping of students was ineffective in most segments, where opportunities to mix nationalities and genders were mainly ignored.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory, with the majority being satisfactory. Teachers provided accurate models of English, and the content of lessons was appropriate to the group as a whole. Resources were chosen and adapted with an awareness of students' interests, and there was a clear link between learning outcomes and activities. Teachers employed a range of teaching activities, and a positive learning atmosphere was established in all classes. The pace of some lessons did not challenge students sufficiently. In many classes seating arrangements and grouping of students did not provide opportunities for effective student-student interaction.



## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met

### Comments

W1 Measures to ensure the safety and security of students on all the premises used are good and include up-to-date premises and fire risk assessments, and regular fire drills. The entrance to the main school is monitored by reception staff and in the university premises by college porters. Students aged under 18 have to sign in every morning and are required to wear lanyards.

W2 Although there is information available relating to evacuation of the premises, there is no comprehensive plan in place to respond to emergencies.

W3 Pastoral care is a priority for all staff and homestay hosts, and the school prides itself on its caring ethos. The named person is the welfare manager, who is very approachable, the photos of the welfare team are on noticeboards and all staff know the students well. Long-term students have tutorials where any pastoral issues are identified and discussed.

<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.	Strength
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.	Met
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

W9 The three homestays visited were all entirely satisfactory, with one offering a particularly comfortable and spacious home for students. All three hosts were welcoming and fully engaged with their responsibilities in relation to caring for their student guests.

W11 There was evidence on file that all new homestay accommodation is checked and subsequently reviewed every two years. A new check, including all documentation and safety checks, is made before placing a student with a homestay who has not been used recently. The accommodation officer and the homestay visitor are both very experienced.

W15 Homestay hosts visited were very aware of the need to provide healthy food. Lunches for students in the dining hall at LMH offer a good choice of nutritious food. Students on the junior courses at the main school have an excellent, freshly cooked hot lunch every day in a cottage ten minutes' walk away. A wide range of dietary

requirements can be catered for.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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**

W16 Two homestays were each accommodating a group leader and five students aged between ten and 13. The arrangement had been requested by an agent to ensure the safety of the young students.

<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.	Met

#### **Comments**

All criteria in this area are 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.	Met
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### **Comments**

W24 Separate programmes of activities are organised for the different age groups, adults (15+) and juniors 10–12 and 13–14. The programmes offer a wide range of activities every day including sports, bowling, arts and crafts, museum workshops, drama, treasure hunts and cream teas. On Saturdays students visit places of interest outside Oxford by coach. There is sufficient variety for long-stay students on adult courses. Students spoke positively about the leisure programme.

W25 The activities manager is also a teacher and she takes part in the activities. Activities are well organised, with alternatives for bad weather. Excursions are researched thoroughly, staff are briefed and students have worksheets to complete during the day out.

W26 The activities manager takes a rigorous approach to risk assessments. Some generic risks for activities are listed on a template but every leader of an activity then completes the detailed risk assessment for each specific activity before leaving, and feedback is collected afterwards.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	
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.	Met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and	Not met

support given to students under 18, including medical consent.	
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

The school accepts students aged 15+ on its adult courses. Students aged 10–14 on the junior summer courses are taught in two age groups, 10–12 in the mornings and 13–14 in the afternoons. Of the 158 students at the time of the inspection, 96 were under 18. Of these, 48 were aged 15+ and were on adult courses.

S3 The school's parental permissions form seeks consent for a student to travel independently to school each day. The enrolment form includes information about curfews and medical consent but is not sufficiently age-group specific in relation to participation in activities and the details about students' unsupervised free time.

S4 All staff and all adults in homestays undergo suitability checks and records sampled showed these were on file. References are followed up for staff but no references are collected for homestay hosts.

S5 Arrangements for the supervision and safety of students during scheduled lessons and activities is excellent. Juniors study in the main school where their attendance is checked regularly, they are supervised at breaks and accompanied to lunch. A small friendly catering team supervises the juniors at lunch. Staff/student ratios are very good. Group leaders are briefed on safety and emergency procedures for each activity they accompany their students on. At LMH the attendance of under 18s on adult courses is checked rigorously.

#### 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	2006
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	CLIL to closed Japanese groups
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

**Private sector**

Date of foundation	1976
Ownership	Name of company: UTS UK LTD Company number: 2368988
Other accreditation/inspection	ISI BAC

**Premises profile**

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	St Peter's College Two rooms used for teaching in February and August Wesley Memorial Two rooms used for teaching in October Oxford Union Two rooms used for teaching in February and March

**Student profile**

	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	62	62
Full-time ELT (15+ hours per week) aged 16–17 years	16	16
Full-time ELT (15+ hours per week) aged under 16	80	80
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
<b>Overall total</b> ELT/ESOL students shown above	<b>158</b>	<b>158</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	14	14
Junior programmes: predominant nationalities	Chinese	Chinese
Adult programmes: advertised minimum age	15 (15–18 in classes together; 19 and over in classes together)	15 (15–18 in classes together; 19 and over in classes together)
Adult programmes: typical age range	20	20
Adult programmes: typical length of stay	2–4 weeks	2–4 weeks
Adult programmes: predominant nationalities	Japanese	Japanese

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	14
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2 DoS; 1 ADoS	2 DoS; 1 ADoS
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	4 (teachers run activities for the over 14s)	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3

**Comments**

The academic manager and the junior ADoS were sharing a morning class.

**Teacher qualifications profile**

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	14

**Comments**

The QTS teacher was only teaching under 18s.

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	57	69
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	4	27
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	62	96
Overall total adults + under 18s	158	