

Organisation name	EC Oxford
Inspection date	17–18 October 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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.

### Summary statement

The British Council inspected and accredited EC Oxford in October 2017. 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/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	February 2014
Last full inspection	February 2014
Subsequent spot check (if applicable)	August 2015
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	N/a
Other related accredited schools/centres/affiliates	EC English schools in Brighton, Bristol, Cambridge, London and Manchester; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa; a blended learning online course.

## Private sector

Date of foundation	2012
Ownership	Name of company: EC English Holdings Ltd Company number: 08201578
Other accreditation/inspection	ISI

## Premises profile

Address of main site	Threeways House, Gloucester Green, Oxford OX1 2BT
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies the first and second floors of a modern building on a pedestrianised square in the centre of Oxford. There is a ground floor lobby with access to a lift serving both upper floors. On the first floor there are administration offices, a reception area, five classrooms, a computer room, a student lounge and relaxation area, a student library, a teachers' room, a staff kitchen and toilets. On the second floor there are a further eleven classrooms, eight of which are currently unused. The school has no external areas of its own, but the public square outside provides space for relaxation.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	71	120
Full-time ELT (15+ hours per week) aged 16–17 years	6	20
Full-time ELT (15+ hours per week) aged under 16	0	0
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>77</b>	<b>140</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	19–24	17–21
Adult programmes: typical length of stay	6 months	3 weeks
Adult programmes: predominant nationalities	Saudi, Korean, Japanese, Swiss	French, German, Russian, Japanese
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	14
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2 + 3 interns	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	2
Comments	

The assistant director of studies (ADoS) was scheduled to teach 22.5 hours in the week of the inspection.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	6
Comments	

The figures do not include the ADoS (TEFLQ) who was timetabled to teach 22.5 hours. One teacher was timetabled for the week of the inspection but not on the days of the inspection; he is included above.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school runs general English courses of either 15 or 22.5 hours per week; this can include preparation for IELTS. The 22.5 hours intensive course includes seven and a half hours of special focus classes on subjects such as English for work, global citizenship and grammar in context. At the time of the inspection there were six students aged 16–17. There were 22 long-stay students, known as AY (academic year) students, who attend the regular general English courses.

## Accommodation profile

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

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	32	6
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	16	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	23	0
<b>Overall totals adults/under 18s</b>	71	6
<b>Overall total adults + under 18s</b>	77	

## Introduction

EC Oxford was established in 2012 and is part of an international chain which has 20 language schools in six countries. The first EC school opened in Malta in 1991, where it still has its operational headquarters. This inspection is part of an inspection of all six UK EC schools and of the UK head office in London.

The inspection lasted two days. The inspectors had meetings with the centre director (CD), the director of studies (DoS), the assistant director of studies (ADoS), the student services co-ordinator (SSC) and the three interns. A focus group meeting was held with the teachers and two focus group meetings were held with students, one for students aged 16–17 and one for 18+. All teachers timetabled on the days of the inspection were observed. One inspector visited a residence and two homestays.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 The management structure is very clear, both at the UK level, with an organogram showing how the school personnel relate to the overall structure of the organisation, and within the school, with an organogram and up-to-date posters showing the roles of all staff. Since February 2017 the CD has had joint responsibility for both EC Oxford and EC Cambridge, and usually spends one day a week at Oxford and four days at Cambridge, which is a larger school. The CD is covered and supported by the DoS, who is also designated as centre manager (CM). The ADoS is able to cover the responsibilities of the DoS if required. The CD is in daily contact with the Oxford school when she is at Cambridge. The arrangement will be reviewed in November 2017.

M3 Job descriptions set out reporting lines, roles and responsibilities. They do not fully describe the arrangements for covering the CD's role when she is in Cambridge, as these are still under review. However, the role of the DoS/CM with regard to safeguarding when the CD is not present is described.

M4 Communications, both within the school and within the EC organisation as a whole, are very good indeed. Regular scheduled meetings take place with members of the organisation's central management team, the CDs and the academic managers. The DoSs meet as a group every two weeks. All these meetings take place online and members of central staff visit regularly. Twice a year the CDs and DoSs from all the UK schools meet face-to-face..

Within the school, there are excellent informal channels of communication and regular minuted meetings. There is a range of cross-group communication channels, including weekly newsletters sent from the chief executive's office and 'Channel EC', a quarterly company newsletter which gives updates on events and developments in the group. M5 There are effective procedures, checklists and templates for each stage of the recruitment process. HR policies for all staff are appropriate and easy to access. Staff records contain all the relevant documentation, including two references with appropriate wording.

M6 Met, but there was no verified copy of an ELT certificate for one teacher, although a letter was on file confirming he had passed a TEFLI course in March 2016. The certificate was subsequently provided and this is no longer a point to be addressed.

M7 There is a very thorough induction policy, with detailed checklists and programmes, for administration and teaching staff; information is included in the *Staff Handbook* and is available online. New teachers can observe classes before being deployed and, wherever possible, they are timetabled to teach with a more experienced member of staff.

M8 All new teachers are observed in the first two weeks. Appraisals for all permanent administration and management staff take place every six months. Teachers' appraisals are annual, with reviews at around six months to check on the achievement of objectives and to review general performance. Key performance indicators (KPIs) are agreed with administration staff and feed into a training and development plan. For teachers there is a detailed self-evaluation and manager-evaluation procedure measured against agreed standards. Teachers' appraisals are linked to observations.

M9 CPD opportunities are available for all staff. Training and development includes induction, appraisal, access to

online training modules, in-house sessions, opportunities to attend external workshops and conferences, and support for those wishing to further their qualifications. There are individual training and development plans for each member of staff and teachers are encouraged to keep an up-to-date portfolio of CPD undertaken. All staff have received Prevent and safeguarding training, some have first aid training and/or fire marshal training; management training is organised for DoSs and CDs.

### Student administration

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

#### Comments

M10 The SSC is based at the main reception area together with the interns. The interns receive full training in their administrative responsibilities and their number will vary according to the needs of the school; there were three full-time interns at the time of the inspection. The team is welcoming and helpful and cover arrangements are good. The in-house data management systems ensure that staff can retrieve information about students very easily.

M11 Information about course choice is chiefly provided by agents before students arrive. However, there are also a number of direct enquiries which are handled well by the local staff. Long-stay students are advised through tutorials.

M12 Enrolment, cancellation and refunding is carried out by the EC sales department.

M13 Student records are kept on a company-wide database, which is accessible remotely. These records are transferred from the sales office to the school automatically, where they can be added to and updated. Student records sampled contained the required information, including emergency contact details with information on whether the emergency contact speaks English or not. Particular attention is paid to the students aged under 18.

M14 The student code of conduct, explained during the first day welcome meeting and displayed on noticeboards, makes the policies on attendance and punctuality very clear. An efficient system of warning letters and meetings for students whose attendance falls below 80 per cent usually results in improvement. Students aged under 18 have to sign in daily at the school reception on arrival and any non-attendance is followed up immediately.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 The underlying ethos of the organisation is one of continuing improvement and review, and this was evident at EC Oxford in all aspects of the provision. The school undergoes an annual internal audit, carried out by members of central staff in conjunction with the Oxford staff.

M18 Students are invited to complete online feedback in their first week, every four weeks thereafter and in their final week. Students are asked to expand on any score below a certain level in a face-to-face meeting and follow-up notes are kept. All survey scores are collated, summarised and fed into school plans and individual staff plans. In addition, there are one-to-one interviews with all students in the first and last weeks. Regular student focus groups on specific areas of the school's operation are held with student representatives (known as ambassadors).

M19 EC staff complete an annual staff engagement survey, which is analysed and summarised. Teachers reported that, within the school, their views were listened to and taken into account, through both formal meetings and surveys and on a day-to-day basis.

M20 The complaints policy is on the website and, in the form of a flowchart, on noticeboards. There is ample evidence that any problems and complaints are drawn to the attention of the appropriate member(s) of staff, followed up as appropriate, and that all stages and any action taken are recorded. A detailed incident log is kept of

anything which may lead to a more formal complaint.

## 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 checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 school's publicity materials comprise a company website with dedicated EC Oxford pages, a printed brochure and fees booklet, and a flier. Social media are also used. The website is regarded as the main medium. Inspectors looked at all these sources of publicity, including both the 2017 and 2018 brochures.

M21 The information presented on the website and in the brochures is clear and generally accurate. The English is accessible to non-native speakers and generally easy to find on the website. The website is available in English plus seven other languages. The brochure is available in English plus nine languages.

M22 The publicity gives rise to realistic expectations, with accurate descriptions of facilities, courses, accommodation, social programme and staff. Photographs are captioned. The description of the premises is accurate.

M24 The times of classes are generally described as 'lessons'. The fact that a lesson is 45-minutes long is explained in footnotes. However, in many of the key descriptions and in the price lists the number of taught hours is either not given or not easily found.

M25 Approximate costs of some leisure activities are given, but for most of the activities offered by EC Oxford costs are not made clear.

M26 There are descriptions of all accommodation types. Icons are used to indicate facilities and services. A registered accommodation agency is used and both the brochure and the website mention that 'EC may use carefully selected partners to house students with suitable homestay providers'. On the website homestays are described as being 'just a short bus ride' away, when journey time can in fact be 50 minutes. It is not clear what is meant by homestays being described as 'mixed gender' with bathrooms and bedrooms being 'single gender' when bathrooms are shared with the hosts and other students regardless of gender.

M27 A few sample leisure activities are given on the website and in the brochures, but they do not accurately reflect the content of the Oxford leisure programme.

## Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and generally in accordance with its publicity. Staff induction, appraisal and CPD opportunities are of a high standard. Student administration is handled with care and efficiency. Quality assurance is carried out thoroughly. Some aspects of publicity need to be clarified. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 Classrooms, offices, common rooms and reception areas are spacious and provide a very comfortable environment for students and staff. The use of glass walls throughout the building adds to a sense of openness and community.

R2 The premises are fitted out to a very high standard and are well maintained. They are in an excellent state of decoration, repair and cleanliness.

R3 The classrooms are easily sufficient for the number of students enrolled in the school. They are furnished in a very attractive and practical way. There is air-conditioning throughout the building and all rooms are free from extraneous noise. Additional classrooms of the same standard are available within the building at busy times of the year.

R4 There is a spacious main reception area and a large student common room with comfortable seating and tables where students can eat their lunch. Basic kitchen facilities and cooled drinking water are provided. There is a good range of food outlets in the immediate locality.

R5 Signage in the school is excellent with attractively presented up-to-date information and well-organised noticeboards in classrooms and common areas.

R6 The teachers' room is very spacious and well equipped. It provides both a working space for preparation and meetings, as well as areas for relaxation. Day to day contact, communication and support is ensured by the fact that the ADoS is based in the same room and the DoS is just along the corridor. There is also a separate staff kitchen.

#### Learning resources

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

#### Comments

R7 Both print and online materials are appropriate for the course types taught and sufficient in number for the students enrolled in the school. All students have coursebooks and workbooks included at no additional charge. Print materials are up to date and well organised. The online materials available on the in-house student learning platform (EC Online) are exceptional both in their variety and in the way that they can be tailored to individual students' learning needs and styles.

R8 There is a good range of print and online materials for teachers and they are regularly updated. They are very well organised and easy to access. Teachers have access to a number of methodology resources and published magazines; teachers are actively guided to use these resources. Digital coursebook materials are available for interactive whiteboard (IWB) use. Facilities for the production and reproduction of materials are good.

R9 All classrooms are equipped with IWBs, and teachers have received training in their use. There is an adequate number of computers both for student and teacher use. Wi-Fi is available throughout the school. Technical support is provided by EC's IT team. Coloured photocopies can be made.

R10 The library contains a collection of useful books, graded readers, ELT reference books, DVDs and magazines related to ELT. The student lounge, computer room and library are available for quiet study and self-access work. Students can access the wide range of self-study materials available on EC Online either in the self-study areas or on their own devices.

R11 Classes can book the room and are given tasks to help them use the materials. 'Library launch' events are held. A simple but effective book review competition has recently been launched with the winner being featured on the EC Oxford blog.

R12 Contents of the library are reviewed every three months and a budget is available for new acquisitions. There is an EC-wide team tasked with product development and EC Online resources are regularly reviewed, supplemented and improved, both at a global and local level. Paper-based resources are purchased for the Oxford school as requested by academic managers and teachers.

## Resources and environment summary

The provision meets the section standard and exceeds it in all respects. The learning resources are well organised and well maintained; they support and enhance the students' studies. The school premises provide a comfortable and professional environment for both staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

## Teaching and learning

### Academic staff profile

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

T4 Both the DoS and the ADoS are TEFLQ and have good relevant experience.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T6 Teachers are allocated to courses and levels on the basis of their experience and preferences. Students normally have two teachers on the 15-hour programme, with an additional teacher for the special focus lessons if they are following the intensive (22.5-hour) programme. If possible, new teachers are paired with more experienced teachers. The academic management team see the pairing of particular teachers as an opportunity for peer development.

T8 There are effective arrangements for cover. The first layer of cover is provided by teachers already working who have available hours. There are a number of hourly paid local teachers available for short-notice cover and, for longer periods, to cover holidays. The ADoS and the DoS are also able to cover. The SSC is also a trained teacher (TEFLI).

T9 Coursebooks are used on a non-linear basis, with a particular week's unit sometimes preceding the previous week's unit. The emphasis is on covering the language and skills as noted in the course descriptors over a 12-week period, so new students can start at any point in the cycle. Course maps ensure regular recycling of language points and help students understand the process. Long-stay students are advised through tutorials.

T10 Guidance and support is provided by means of the teachers' appraisal/review programme and the CPD opportunities provided by the organisation (see M9). On a day-to-day basis, teachers reported that they receive excellent support from the academic managers and from their peers. In particular the fact that either the ADoS or the DoS is always available was greatly appreciated. Informal meetings in the teachers' room are particularly valued by the teachers, along with the opportunity for peer observation.

T11 All teachers are regularly observed by the DoS or ADoS. Observation takes a variety of forms, including initial drop-in, regular formal, reactive and peer. All forms are developmental and are linked to student feedback, appraisals and teachers' personal objectives, and the CPD programme. Teachers reported that they found the feedback received helpful. A performance improvement plan (PIP) is developed for any teacher whose performance is below standard.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T12 The stated principle behind the EC course design, as described in the academic curriculum statement, is that of a communicative approach based around skills. The EC syllabus is linked to the Common European Framework (CEFR) performance indicators (level descriptors), and lists the skills and language students must attain, usually within 12 weeks, in order to pass to the next level. For the core lessons (held on Monday, Wednesday and Friday) these descriptors are mapped onto the coursebooks used at the different levels. For the skills lessons (held on Tuesday and Thursday), teachers are given guidance about how to deliver the CEFR outcomes, with suggestions for lesson planning and resources. The special focus classes have a separate syllabus and set of resources.

T13 The course design undergoes regular review and development: for example, last year, teachers were involved in a project to identify and then pilot a new coursebook. All schools are involved in an annual curriculum review.

T14 Student-friendly level descriptors are available on EC Online and by means of a printed sheet to go with each coursebook. Teacher-written course plans for the coming week are posted on EC Online. These then become records of work so course descriptions can be viewed by students both prospectively and retrospectively.

T15 Good attention is paid to developing study and learning strategies. On the first day of the course most students attend a lesson on 'How we learn'. Tutorials include guidance on study skills and students are recommended strategies and materials that will allow them to continue learning after their course. At the end of their course students are given a useful leaflet entitled 'The EC Guide to Continue Learning', which gives links to a variety of interesting English language resources. Students can continue to use EC Online for three months after they leave the school.

T16 Students are encouraged to access language learning opportunities beyond the classroom through assignments, social programme activities, and free workshops and 'clinics'. Every week has a different designated theme, such as 'British culture' or 'friendship'; the theme is linked to specific language work.

## Learner management

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

### Comments

T17 Students take an online placement test either before arrival or on arrival. All students have a further speaking and writing assessment, which includes a short needs analysis. The starting level is linked to the CEFR and performance in the placement test can be compared with the test taken in the students' final week. If students feel they have been misplaced they can take a level test, once they have spoken to the teacher.

T18 The system of tests and tutorials is thorough: there are weekly assessments of students' speaking skills, motivation, participation and homework. Student progress is assessed more formally every six weeks, by means of an online proficiency test. Tests are taken and marked using EC Online; the programme provides feedback on strengths and weaknesses, and sets follow-up tasks. Following the test there is also a face-to-face tutorial when objectives can be set and further activities recommended. All students have regular tutorials and maintain a personal learning plan. The exit test involves taking the same test as the placement test and scores are compared. Any students not making progress after 12 weeks (when they would normally go up a level) are given additional support.

T19 Information on examinations is given at induction, and is available in the student handbook and on the website. The school provides a handbook for each public examination and advice about preparation and entry. Barrier tests are used and advice and support are provided by the DoS and ADoS.

T20 To be eligible to move up to the next level, there are requirements in terms of level and attainment. The pass mark in the test is stated as 80 per cent, but if a student has between 70 and 79 per cent they can be moved to the next level based on the teacher's recommendation and the students' marks for participation, motivation and completed homework. The criteria are easily accessible to staff and students.

T22 The ADoS runs a regular support group for the academic year students, which is well attended. A significant function of the support group is to help with progression routes. An external consultant visits the school every two weeks to give information and advice on entering mainstream UK education.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

#### Comments

One teacher who was timetabled to teach in the inspection week was not observed because he was not teaching on the days of the inspection.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers showed a good knowledge and awareness of language systems. Attention to phonology was particularly effective, with key features being clearly demonstrated and checked with students. In weaker segments clarification of tense usage was not always satisfactory.

T24 The content of the lessons met the needs and interests of the students. This was particularly the case with the core lessons. In some of the special focus classes there was evidence that the content did not meet the specific needs of the students who had chosen that option.

T25 Aims, outcomes and activities were made clear to the students at the start of the lesson. The lessons were well staged, well timed and coherent. Reference was made to the intended aims and outcomes during the lessons.

T26 A range of appropriate techniques was observed: for example, eliciting ideas from the students, vocabulary building and extension, use of visuals in different formats, and an appropriate use of games to keep the students alert and focused. In some of the weaker segments there was a lack of techniques to enliven discussions and poor use of questioning.

T27 Varied interaction patterns were observed; pair and group work were used very effectively. Students were moved around so that they worked with different partners. Excellent use was made of the IWB to illustrate and check understanding; this included students using the IWB.

T28 There was effective and active monitoring of pair and group work, with some good work on pronunciation. Good attention was paid to the correct use of target language, and examples of self and peer correction were seen. Students were appropriately praised for correct usage; a system of rewards in the form of raffle tickets was particularly effective.

T29 Teachers evaluated learning throughout the lesson by close monitoring and recapping at various stages, including at the end of the lesson. Evidence was seen of the revision of language learnt the previous day.

T30 The atmosphere in all classes was positive and purposeful; students were engaged and participating well. Teachers had good presence and inspired confidence. They used nomination well to include and encourage students and to address the needs of individuals as well as the group. Differentiation strategies were used effectively and discretely. There was no evidence of students using their first language.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the

majority of lesson segments being either excellent or good. Knowledge of the linguistic systems of English was generally sound. Lesson content in the core classes was appropriate for the needs and cultural backgrounds of the students, and led to relevant outcomes. Techniques were varied and appropriate in most cases, but were lacking in some discussion lessons. Students were fully engaged and received appropriate feedback. Teachers ensured that there was a very positive learning atmosphere in all classes.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given excellent support to ensure their teaching meets the needs of their students. Programmes of learning are well managed, and there are efficient systems for testing and monitoring progress. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 There are very good systems to ensure the safety and security of students on the premises: these include clearly identified fire exits, and keypad entry from the street and to the upper of the two floors occupied by the school. Entry to the first floor is monitored from reception. Visitors are required to sign in and to wear an identifying lanyard. A detailed premises risk assessment has been conducted by an external company. There are regular fire alarm checks and fire drills, which are logged. There is a detailed crisis management procedure in place accompanied by a thorough training presentation for all key staff.

W2 All members of staff take responsibility for the students' wellbeing. Students' welfare is discussed at the weekly staff meetings and there is special provision for the care of students aged under 18. A room is made available for prayer as needed, and arrangements can be made to allow Muslim students to attend Friday prayers. Special arrangements for students under the age of 18 include a weekly one-to-one meeting with the SSC (who is also the DSO).

W3 The SSC is identified as having special responsibility for pastoral care; this information is given during the welcome talk and by means of posters. In practice, students reported that they can approach any member of staff. The school also has designated student ambassadors (long-stay students), who can give advice and support to new students. Written guidance for students with a low level of English is available in a range of languages.

W4 The school ethos puts emphasis on mutual respect for all in the school. There are sound policies relating to harassment and bullying and the school has an appropriate Prevent policy. These policies are made available to students in a very accessible manner, by means of well-worded posters.

W6 Transfers are arranged using a reputable company whose drivers are DBS checked. Information about travel to Oxford for students not using the transfer facility is included in pre-arrival information.

W7 Information about local facilities and advice about living in Oxford is given at the welcome meeting, on the website and in handbooks. There is also a guide for young adults for the students aged 16 and 17. Much of the information is available via EC Online and can be accessed before arrival. However, the language of some of the pre-arrival information is not very accessible to students with a low level of English (and their parents).

W8 Detailed information is given about the students' rights regarding medical and dental treatment through the NHS, and the availability of local services. Students are encouraged to seek help from EC staff if they wish to consult a medical or dental practitioner.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

The school offers homestay and self-catering accommodation in student residences. The majority of the homestay accommodation is provided by an agency registered with the British Council. A telephone call by one inspector with the agency office confirmed that arrangements between the school and the agency were working well. Year round two residences are used, one of which is described in publicity as “comfort” and one described as “standard”; a further “standard” residence is available during the summer. One inspector visited the “standard” residence in use at the time of the inspection, and two homestays on the school’s register.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Comments relating to homestay accommodation are based on the last Scheme report on the accommodation agency (2015) and on the visits to two homestays on the school’s register.

W9 Both hosts visited comfortably met Scheme requirements, were very welcoming and showed a good understanding of the needs of international students. They had worked with the school for some time and clearly had a good working relationship with the school. Students in the focus groups were very satisfied with their host families. The residential accommodation visited was of a high standard. Students live in flats of three bedrooms, with a communal room and a shared kitchen. In each flat there is one bedroom with ensuite facilities, while the other two rooms share a bathroom. All flats have Wi-Fi. The complex has good laundry facilities, and a study room.

W11 Homestays on EC’s list are re-inspected at least every two years, with additional drop-in relationship-building visits. The proforma used to record information is comprehensive and very well designed.

W13 Students and hosts are provided with comprehensive information prior to arrival, including descriptions written by the hosts of themselves and their families. This includes information about travel between the accommodation and the school.

W14 Initial feedback is collected and any problems are dealt with promptly. Comprehensive end-of-course feedback is also collected and given to the accommodation agency. Records sampled showed complaints followed up and action taken.

### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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"/>

### Comments

W17 Comprehensive documentation and guidance is provided for homestay hosts setting out the contractual aspects of the relationship between themselves and the school or agency. This is supported by easy contact with named people to clarify any issues and resolve any problems.

**Accommodation: residential**

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
W24 Comprehensive written information is available to guide students interested in renting private accommodation. This has been specially written in accessible language and contains a glossary of unfamiliar terms. Advice is provided by the SSC.					

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 As part of the welcome pack, students are given information about local events, the current social programme, and some recommended excursions. In addition, they have a 'Living in Oxford' presentation, supplemented by booklets giving information about a range of leisure opportunities in the city. All of these are informative and extremely well designed and produced.					
W27 The school offers an excellent range of extra-curricular leisure opportunities. These are structured around a different topic each week and include additional, free English practice sessions, social events, and activities. Weekend excursions are organised by an external company. Of note is the first Sunday activity for new students who arrive on the Saturday: students meet a member of staff for brunch, followed by a walking-tour introduction to the city.					
W28 There are detailed risk assessments for all activities. However, these have not been used to inform guidelines about what to do if something goes wrong.					

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The accommodation arranged by the school is of a high standard and the management of the accommodation systems works to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

**Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<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"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

At the time of the inspection there were six students aged 16 or 17. This is typical for the year-round provision, but in the summer numbers can rise considerably. The peak in 2017 was 20.

C1 There is a set of safeguarding policies for the organisation. They include sections and documents on: the need for named staff in each centre; the roles and responsibilities and training of staff; safer recruitment procedures; policies on bullying and harassment; the organisation's Prevent strategy; its e-safety policy; accommodation arrangements; reporting of absence; the need for rules and curfew times for students under 18. The CD is the designated safeguarding lead (DSL) responsible for implementing the safeguarding policy and for responding to any child protection allegations. The DoS is designated to cover as DSL when the CD is absent. The SSC is the designated safeguarding officer (DSO).

C2 The CD and the DoS are trained to specialist level and the DSO is trained to advanced level. All staff take an online course in safeguarding to advanced level, and one in Prevent; both are run by a specialist training company. Comprehensive guidance on safeguarding issues is provided to homestay hosts.

C3 This criterion is just met. Publicity does not give a description of the level of care and support given to students under 18. However, there is a 'parental authorisation form' for students aged 16 to 17 attending an adult programme which parents sign as a condition of enrolment. This gives relevant information about the level of supervision and care given to students under 18. However, some information is not included: for example, that students are responsible for buying their own lunches.

C4 Advertisements, invitation to interview and offer letters note the requirement for an enhanced DBS check, and referees are asked about the suitability of applicants. There is evidence that this policy has been fully implemented.

C6 Parents are required to sign the parental authorisation form to confirm that they 'understand that EC does not provide 24-hour supervision and that the programme allows students to make their own arrangements during free slots on their timetable'. Little detail is given on the form about what students may do outside scheduled lessons or activity times. Some of the information, relating to residential accommodation, is not applicable to students at the Oxford school. On their first day students are given further information in a leaflet: *Information for Young Adults*. This provides some details about rules and curfew times, and students are asked to sign to say that they understand and agree to these rules. Weekly meetings are scheduled with the SSC to check on the students' welfare and to offer them the chance to disclose any concerns.

C7 Students aged under 18 are required to live in a homestay.

C8 Most bookings are made through agents but the school receives details of parents' telephone numbers before arrival through the parental authorisation form.

#### Care of under 18s summary

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the school, during out-of-class activities and in their accommodation. However, there is a lack of detail on the parental authorisation form about what students may and may not do outside scheduled lesson or activity times.