

Organisation name	EF Oxford
Inspection date	17–19 September 2024

Section standards	
Management 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
Premises and resources The premises provide students and staff with a safe, 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited EF Oxford in September 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language teaching organisation offers courses in general and academic English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

EF Oxford is part of the EF Education First group, established in 1965 with headquarters in Switzerland. In the UK there are eight accredited EF adult schools. Junior courses are offered in three of these schools. A central management team monitors and supports the UK schools; centralised policies and systems are applied across the schools.

The accredited provision includes classes in General English, Cambridge and IELTS exam preparation as well as English for Academic Purposes and IELTS preparation for students on the university preparation (UP) programme. UP students also receive subject teaching as part of their course, but this provision is not eligible for accreditation. The majority of students at the time of the inspection were following general English courses; approximately one quarter were enrolled on the UP programme. Courses are delivered on a double-banking system; students may have lessons in the morning or afternoon. In the busy summer period the school uses many of the EF Academy facilities.

The inspection took place over three days. Meetings were held with the director of accreditation and compliance, the executive school director, the director of academics (DoA), the assistant director of studies (ADoS), the university pathways assistant director of studies UP, the director and the manager of student services, the homestay accommodation manager, the residence manager, the welfare manager, the facilities manager, and the UK director of academic management. Focus group meetings were held with teachers, adult students, and students aged under 18 years. All teachers were observed and one of the ADoSs. One inspector visited remotely three homestays and the residential accommodation in person.

Address of main site/head office

Pullens Lane, Headington, Oxford OX3 0DT

Description of sites visited/observe

The campus has two main buildings. The main Lewis building is on two floors. On the ground floor there is a spacious reception area, a large cafeteria, offices, a teachers' room, a lecture room and one classroom. On the first floor there are 21 classrooms and two additional staffrooms. At the rear of the building there is an extensive paved courtyard with seating for student relaxation and an outdoor food outlet. The Cherwell building, also on two floors, is on the other side of the courtyard. On the ground floor there is a student lounge with comfortable furniture, a salad bar and a fitness room.

During the academic year the Cherwell building office and teaching spaces are used by EF Academy. UP students following science pathways have classes in the Cherwell science lab. In summer the building is used exclusively by EF Oxford for general English classes and additional office and teacher room space.

The on-site residential accommodation is in eight blocks behind the Cherwell building. Seven are used by students and one by staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 school offers three general English courses for adults (18+) and young people (16+). These are the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20

minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year-abroad courses, which combine language learning with academic projects. All courses include general English lessons in the classroom, project sessions and a weekly lecture. For all courses other than the basic course, a variable number of special interest lessons (SPINs) is included. Examination preparation courses include examination-related main classes. University Preparation students receive IELTS preparation classes of 6 hours 20 minutes (10 lessons of 40 minutes) per week during the autumn and winter term.

Management profile

The school is managed by the school director. The director of academics oversees the general English and UP programmes with support from the ADoS and the UP manager and UP ADoS. The director of student services is responsible for staff delivering customer support, visa compliance, welfare, homestay and residence accommodation services, and the activity programme. The facilities manager is responsible for staff maintaining the premises and also supervises the IT co-ordinator. All three managers report to the school director. The school is part of the UK and Ireland division of EF. Head office operations managers and senior staff with areas of specific responsibility across the schools, for example, academic management and compliance, oversee the local management and, in conjunction with the worldwide EF head office in Switzerland, set out the strategic development of the school and its services.

Accommodation profile

The school offers both homestay and residential accommodation. Adults and under 18s can stay in homestays in twin or single rooms located within 60 minutes' travel by public transport from the Oxford campus. EF Oxford has around 260 active hosts in total, with 115 screened and willing to accommodate under 18s. Residential accommodation is provided in seven campus buildings, with a mixture of multi, twin, and single room options (maximum of four students in a room). Separate accommodation blocks are used for adults and under 18s. There are a number of recreational facilities and two pay-as-you go laundries on campus. EF Oxford offers a variety of additional external residential options over the busy summer peak period.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management has clearly stated goals and values. Robust policies and procedures are in place for staff management and student administration. Communication and feedback procedures are effective. Induction is well managed and there is good provision for staff training and development. Publicity is accurate but not always written in plain English. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are of a high standard and provide a very comfortable environment for both students and staff, although some classrooms are cramped when full. Teaching and learning resources are carefully structured and effectively support both teachers and students. Staff benefit from an appropriate professional environment. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic managers are appropriately qualified and experienced. There are effective systems for timetabling, monitoring and recording student progress. Teachers are well supported. Courses and materials are carefully designed and learner management is efficiently handled. The teaching observed met the requirements of the Scheme. *Academic Staff Profile, Academic management, 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. Students benefit from well-managed student services, including very good welfare, out-of-class activities and excursions, and suitable accommodation. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Met

Comments

M1 The mission statement is clear. The organisation's goals and values are made explicit and are evident throughout the provision, for example, posters and notices make reference to them.

M2 Objectives for the wider EF group organisation are set out in the 'Road Map' established centrally. These are then shared across the school and effectively tailored by local staff to reflect the local context.

M3 There is a clear structure for the school operation, made known to all staff and students. Continuity of provision is assured and staffing is generous so that cover for key posts is available at all times.

M4 Communication is effective; good use is made of a range of both formal and informal channels, including a fortnightly email update from the school director and regular and well-attended meetings.

M5 There is a comprehensive system of feedback at different stages of the course with additional insights captured from feedback via student council meetings. Feedback is analysed to drive improvements in services.

M6 There are multiple effective mechanisms for staff to give feedback including an annual survey, team meetings and formal appraisal sessions.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 There are comprehensive recruitment selection procedures supported by useful documentation. Staff records are well maintained and training is provided for those involved with recruitment.

M11 Detailed induction processes are in place with, for example, opportunities for administrative staff to shadow colleagues and teaching staff to observe a class.

M12 The appraisal policy and procedures operate effectively, and records are well maintained. There was evidence that a supportive approach is adopted where any disciplinary action may be required.

M13 There is a structured approach to CPD of all staff which ensures that mandatory training as well as individual role specific development is provided. The recent staff survey together with staff feedback from meetings and appraisals effectively identifies development needs and opportunities.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 The customer service standard in the school is very high and includes, for example, language awareness training for student-facing administrative staff. Pre-arrival support is provided by in-country sales teams outside the UK.

M16 Overall this criterion is met, systems and procedures are refined and well managed but terms and conditions are not written in accessible English. Inspectors were informed that sales teams in country were available to provide translations.

M18 The attendance policy and procedures are detailed with lateness and absence rigorously followed up. Records illustrated the effectiveness of the approach.

M19 Rules are made clear through pre-course materials, induction, handbooks, and noticeboards. Community standards are displayed on noticeboards around the school. There are effective warning stages and opportunities given for improvement.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The organisation's publicity materials are devised and co-ordinated by a marketing team at head office and comprise a website, a printed worldwide group brochure, and a social media presence. The primary source of publicity is the brochure, which is used by the overseas sales teams. The brochure contains information relevant to all EF schools in the UK, although the facilities and provision within each centre are also illustrated and described. More limited information on each centre is also available online through the EF UK website, which includes videos and has a link to individual school web pages. Translations of the brochure and terms and conditions are available in multiple languages. There is also a social media presence.

M22 Overall this criterion is met. The publicity is accurate; however, some of it is not written in accessible English. Translations are available.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Comprehensive risk assessments are in place, regular fire drills are conducted and fire marshal training is provided for a range of staff.
P2 The premises are in very good decorative order and external garden areas are well maintained.
P4 Students benefit from a range of indoor and outdoor spaces for the consumption of food and relaxation. Students commented very positively on the provision.
P5 Signage throughout the premises is clear. Noticeboards and displays are visually attractive and informative.
P6 There are multiple staff work rooms and areas to hold meetings or relax. Lockers are available for the storage of personal items.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Electronic and hard copy learning resources, to meet the needs of the varied student profile, are extensive and well organised.
P8 Teachers have access to a wide range of materials and the school pays for subscriptions to a number of professional journals.
P9 The educational technology available is very good and on-site technical support is readily available.
P10 Access to the online learning platform is made available to student before they arrive and continues for three months after their course finishes.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly, appropriate to the school's context. Academic managers use their respective skills to provide targeted support to the teaching team.

Deployment is very effective, making the best use of managers' experience. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T4 Teacher deployment is carefully considered and linked to their professional experience.
T5 Any cover teachers have access to detailed information about the class to be taught. Additional back-up cover can be provided by the DoS or one of the ADoSs.
T6 Comprehensive information is available to teachers and covers administrative and pedagogic considerations.
T7 Induction procedures are very comprehensive. Teachers were appreciative of the opportunity to observe a colleague teaching before they started their classes.
T9 Teachers are very closely monitored by the academic team. Formal observations by the TEFLQ managers are carried out and an organised programme of drop-in observations is also in place.
T10 A programme of support, linked to the observations, is in place. Teachers are encouraged to lead sessions and share their experience.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 The in-house course design integrates language with content, with coursebooks available for a range of levels that correspond with CEFR levels. Structures are clearly described online and through induction and training. The materials are used by all EF schools.
T12 The course design encourages students to develop their language skills outside the classroom as much of the course content relates to real-life contexts. Additional activities such as the Friday talks include activities that help students practise their language outside their classes.
T13 The course design is regularly reviewed in response to feedback and there is a rolling schedule to keep materials up to date.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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Comments

T15 Placement procedures are well managed and staff conducting the oral interviews complete standardisation training. The UP ADOS has a special responsibility for identifying students with any special educational needs. T16 Student progress is monitored through weekly teacher assessment, informal weekly reviews and six-weekly progress tests. There are also regular tutorials with action plans, recorded on the shared learning platform for student reference.

T17 The tutorial forms are comprehensive and ensure a structured approach to student support. In addition, the UP ADOS provides advice and support to teachers working with students in need of additional support.

Classroom observation record

Number of teachers seen	23
Number of observations	23
Parts of programme(s) observed	All

Comments

One ADOS with timetabled teaching hours was observed in addition to the 22 teachers.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers produced good models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were generally clear and concise, with relevant examples of language. There was a good focus on pronunciation and intonation in some segments.

T20 The content of the lessons took into account the overall objectives of the course and the needs and interests of the students. Some teachers included engaging and meaningful personalisation.

T21 The intended learning outcomes were written on the board and in some segments teachers made reference to them and used them to recap learning at the end of the class.

T22 There was evidence of a satisfactory range of techniques to present and practise models of language and to develop skills through meaningful and authentic tasks. Teachers generally elicited, nominated and illustrated the meaning of target language well and in better segments there was appropriate controlled practice, with a focus on pronunciation. In most segments, a good balance between student and teacher talking time was achieved.

T23 Most teachers used the available technological resources competently. Whiteboards were generally well laid out; however, some boards were less well organised and the writing was difficult to read. Satisfactory use was made of materials to prompt language production.

T24 Teachers monitored students' performance during activities and provided encouragement. Instances of good work and success were acknowledged and in better segments there were some good examples of on-the-spot and delayed feedback on students' spoken language.

T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place. Coursebook activities were used to check recently learned language.

T26 Overall, teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest. Although it was the start of a new term and many classes were new to the teachers most of them were able to establish a good rapport with the students.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W2 Excellent pastoral care is provided to all students. Available services are relayed to students before arrival and through handbooks, the welfare noticeboard and a campus app. Several staff have received mental health first aid training. Welfare staff and others are aware of the varying needs of short-stay and long-stay students and both adults and under 18s.

W3 There are very clear policies and procedures concerning tolerance and respect and dealing with abusive behaviour. These policies are clearly made known to staff and students through a variety of channels, and are supported by good systems administered by appropriately trained staff.

W5 Detailed and relevant information about travel and life in the UK is provided to students through the pre-departure student handbook, online pre-departure video call meetings, on-site inductions and one of the student apps.

W6 The local health care provision available is clearly explained to students and help is given to guide them to register with a local medical clinic. Under 18s are escorted to appointments when necessary. The school has a medical room and there is a weekly visit from a nurse.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 Very good systems are in place for identifying problems in both residential and homestay accommodation. Feedback is gathered at various points during courses, relevant staff are available for consultation throughout the day, and students are also encouraged to report anything broken or not working through a QR code.

W12 All aspects of hosting are clearly laid out in a well-written and impressively detailed homestay handbook and on the *MyEF Host* online platform.

W13 The meals provided on the campus are of a good standard. Canteen food is varied and balanced with different types of food outlets available. Student feedback indicates a high level of satisfaction with homestay meals.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this sub-section are fully met.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

Both criteria are fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 The activities desk in reception is staffed for much of the day, so staff are on hand to help students organise their own independent travel arrangements. Tips are provided on things to do locally on attractive board displays.

W20 The school offers a varied and balanced programme that takes into account the needs, feedback and opinions of short-term and long-term students. Additional clubs are being developed for UP students.

W21 There are comprehensive itineraries for all activities and trips that are clearly communicated to staff and students. The social programme is well publicised through a number of channels including briefings, attractive posters and an app.

W22 Staff must sign that they have read the detailed risk assessments for activities and excursions. Activity staff are first-aid trained and have critical incident training.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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	
There were 147 16 and 17-year-old students at the school at the time of the inspection. The number in the summer peak rose to 641 students out of a total of 1015.	
S1 An extremely thorough safeguarding policy is in place, which was devised with expert input, and which is linked to several other related policies. These policies are reviewed annually and are on the website. The school's designated safeguarding leads (DSLs) attend meetings with their counterparts in other schools to discuss the safeguarding provision.	
S2 Staff training is taken very seriously and is rigorously conducted with seven safeguarding officers having received specialist training, in addition to the two DSLs.	
S3 The school has written parental/guardian consent indicating the level of care and support given to students under 18, including medical consent. Despite changes made to the document used to obtain this information, it is not sufficiently simplified and not written in clear language (even in translations).	
S4 All aspects of safer recruitment procedures are well covered and relevant staff receive annual refresher training. Records are well maintained and easy to access.	

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	2007
Last full inspection	March 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Subject teaching on university preparation programmes.
Other related accredited schools/centres/affiliates	Other accredited schools: Bournemouth, Brighton, Bristol, Cambridge, Eastbourne, London and Manchester.
Other related non-accredited schools/centres/affiliates	Worldwide network of vacation centres, international boarding schools and international business schools.

Private sector

Date of foundation	2006 (EF established in 1965)
Ownership	Name of company: EF Language Schools Ltd Company number: 01043158
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	358	398
Full-time ELT (15+ hours per week) aged 16–17 years	147	641
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
Overall total ELT/ESOL students shown above	505	1039 (summer 2024)
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–22	16–20
Adult programmes: typical length of stay	18 weeks	6 weeks
Adult programmes: predominant nationalities	French, Mexican, Italian	French, Italian, Polish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	22	40
Number teaching ELT 20 hours and over a week	21	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	4	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	32 (including activity leaders)	
Total number of support staff	4 (maintenance staff)	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	2
Total	4

Comments

The academic team all have more than three years' experience. The duties of the two TEFLQ members include formal observations. One of them covers the UP programme and also teaches up to 20 hours per week. The other academic team members have no regular scheduled teaching hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	7
TEFLI qualification	16
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0

Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	23
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	135	47
Private home	0	0
Home tuition	0	0
Residential	196	112
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	0	0
Staying in privately rented rooms/flats	15	0
Overall totals adults/under 18s	346	159
Overall total adults + under 18s	505	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S3 have been addressed. The required evidence was subsequently submitted,