

Organisation name	Kaplan International Oxford
Inspection date	4–5 March 2020

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 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 and S7 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Kaplan International Oxford in March 2020. 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 private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kaplan International Oxford is part of the global Kaplan organisation. Following major restructuring at the end of 2017, Kaplan International English was rebranded Kaplan International and now incorporates French, German and Spanish, as well as English, language courses. The global organisation comprises 35 English language schools in the UK, Ireland, Canada, USA, Australia and New Zealand as well as eight language schools in Switzerland, France, Germany and Spain.

All the UK schools follow policies and procedures established by the head office in London, and use coursebooks designed and produced centrally. Strategy, quality assurance, human resources, publicity, bookings and enrolments, course design, welfare and safeguarding are directed centrally, but managed locally, with regular contact between head office and the school.

Kaplan International Oxford is a long-established part of the Kaplan group, having been a member for approximately 30 years and in its current premises since the 1970s. The principal and director of studies have been appointed since the last inspection, but both were promoted from within the school and have been with the organisation for many years.

The inspection took place over two days, with two inspectors. Meetings were held with the principal, the director of studies (DoS), the student services manager and assistant, the accommodation and welfare manager and assistant and the social programme manager. Meetings were also held with a group of teachers and two groups of students; one comprising over 18s, the other under 18s. One inspector visited three homestays and a residence. The ten teachers teaching during the inspection were observed.

Address of main site/head office

80 Banbury Road, Oxford OX2 6JU

Description of sites visited

The school is located in a three-storey detached house, a 20-minute walk from the centre of Oxford. Spread over the three floors are eight classrooms, offices for the principal, director of studies, accommodation and welfare manager and student services manager, a study centre, a student hub (computer room) and two rooms for teachers. There are toilets throughout the building, including one for wheelchair access on the ground floor. The reception area is also on the ground floor, next to the student café and lounge. On the other side of the reception is a glass-covered walkway which leads to 'the Pavilion', a building that can be divided into three further classrooms, or used as a single space for testing or other activities. At the back of the building is a garden with picnic tables and benches; at the front are car and bicycle parking areas.

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

Comments

The school offers general English courses of 15 hours a week in three-hour blocks, morning or afternoon, five days a week. These may be supplemented by electives in a range of skill and specialist areas and/or guided self-study sessions. One-to-one classes are also available as part of the electives programme. IELTS preparation is available as an intensive course of 21 hours plus guided self-access, or as an elective of six hours combined with general English. Closed-group courses are offered for students aged 12–17; these are run completely separately from the adult courses, to a different timetable, in the Pavilion.

Management profile

The day-to-day running of the school is undertaken by the principal, who is assisted by the DoS and a senior teacher. The accommodation, student services and social programme managers are all managed locally by the principal. The principal reports to the director of operations (UK and Ireland) at Kaplan head office.

Accommodation profile

The school offers homestay, private home and residential accommodation. The 125 active homestays and three private homes are within 45 minutes' travel time from the school. Year round the school also offers accommodation in 20 studio flats with a double bed, kitchenette and ensuite bathroom in a residence with a common area, laundry facilities and 24-hour security. An additional residence is used for six weeks of the year.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Organisational structure is clear, objectives are well defined and policies and procedures are regularly reviewed. Communication within the school and across the organisation is very good, staff are well managed and student administration is carried out effectively and efficiently. Publicity is clear and accurate overall, although some weaknesses were identified. *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 very well maintained and provide staff and students with a comfortable and professional environment for work and relaxation. There is a very good range of appropriate materials for staff and students, including professionally produced in-house coursebooks and online materials. Training for staff and students in the use of these resources is thorough and effective. *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 staff team is appropriately qualified and teachers are very well supported. Students receive a great deal of individual guidance to ensure they receive the maximum benefit from their studies. Courses are well designed and structured and the teaching observed met the requirements of the Scheme. *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. There are very good measures in place to ensure the safety and security of students. Students receive excellent pastoral care and relevant information about aspects of life in the UK. Accommodation systems are generally appropriate and the school offers a full and varied social programme. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Policies and procedures are generally appropriate for safeguarding under 18s in school, in accommodation and during leisure activities. Staff and homestay hosts undertake relevant training. There are, however, weaknesses in the parental consent form.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength

Comments

M1 Considerable effort has been made to articulate organisational goals and values, involving staff in Oxford and at head office. These exist in writing in various locations, but more work is needed to simplify and consolidate these.

M2 Objectives are set out clearly at department, school and organisation level. Targets are SMART and well co-ordinated.

M3 A set of organograms makes the organisational structure very clear. Assistants support key post holders, particularly at busy times, and job shadowing across the organisation means that staff know their roles well.

M4 Communication is very good; there is a wide variety of informal and formal channels using different media, including video links. Staff feel informed and involved.

M5 Feedback systems are very good. Student feedback is collected in a variety of formats, including in targeted focus group meetings, and the results reported back to staff, homestay hosts and the students themselves.

M6 Staff feedback systems are also good. Informal feedback is supplemented by an annual 'employee engagement survey'. There was evidence that issues raised had been acted upon and that staff feel valued.

M7 Review systems are good, with frequent re-evaluation of policies and procedures at local and head office level, and good use is made of the self-evaluation form.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Strength
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources provision is excellent. Robust procedures are supplemented by generous benefits and real attention is paid to staff wellbeing.

M9 Job descriptions are clear and detailed, usefully supplemented by job-specific task lists, which are used when arranging cover.

M10 Recruitment procedures are robust. Qualified human resources personnel at head office ensure that procedures are thorough and staff in the school have also undertaken safer recruitment training.

M12 Systems are very thorough. Staff have regular, bi-annual appraisals which are used to inform their 'personal development plans', which then feed into department and school-wide development plans.

M13 The provision for continuing professional development is generous. Administrative and teaching staff have undertaken a good range of training and development, based on individual and organisational needs.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local	Met

contact details for students, and their designated emergency contacts.	
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Staff provide very good levels of customer service. Feedback is positive and there is extra staffing at busy times.

M16 Systems are clear and handled well. There is evidence that personal circumstances are considered and that issues are handled sensitively. The large team of multi-lingual agents at head office are able to assist students in their own languages.

M19 Attendance is taken very seriously, with robust procedures in place to ensure students attend classes. Teachers take an electronic register, which student services staff can access and follow up.

M20 Systems are clear, student-friendly and framed positively.

M21 The complaints procedure is written in clear accessible language, explained to students at induction and displayed throughout the school.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is a website. There is also a company-wide brochure, as well as a downloadable 'fact file' about the Oxford school.

M22 In general the publicity is accurate and realistic. However, some claims are difficult to substantiate; for example, it is stated that students will make 'rapid progress', achieve 'advanced fluency', 'speak like a local'. The publicity also claims that students will receive free tuition if they do not make 'guaranteed progress'. However, this guarantee is not fully understood by relevant staff, and as a result, not acted upon.

M24 Information on courses is presented clearly and well. A progression chart in the brochure is particularly useful, as is a section asking students to identify their reasons for studying before choosing a course.

M28 Staff are described as 'well trained' and 'experienced', which is not always the case for all teachers employed.

Premises and resources

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

Comments

P1 The premises are in a very good state of decoration and repair. A regular schedule of maintenance and repainting, together with a good use of space means that the premises and grounds are very well presented.

P3 The student café and lounge is an attractive, well-designed space, popular with the students. The garden provides further seating areas, as well as two table tennis tables.

P4 An independently run onsite café provides a very good range of hot and cold food at reasonable prices. The café is clearly popular with students, and kitchen staff are prepared to use the students' own recipes to make specific dishes.

P5 The signage is excellent and noticeboards very well maintained.

P6 Staff have good facilities, with two separate rooms; one a large work room, with photocopiers and resources, the other a room with a kitchen facilities and comfortable seating.

Learning resources

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

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.

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.

P11 Students receive guidance on the use of any resources provided for independent learning.

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Comments

P7 There is a very large range of well organised, relevant resources for students.

P8 Teachers are well provided with a good library of methodology books.

P9 All the classrooms are equipped with interactive whiteboards, which all teachers use (see T27). Training is provided at induction, if necessary.

P10 Independent learning facilities are very good. The 'Student Access' room is light and bright, with a variety of well-organised materials. A separate 'Student Hub' is also available if students want to use computers.

P11 Very good guidance is provided by the 'Student Access Managers', qualified teachers who staff the centre at specific times during the day.

Teaching and learning**Academic staff profile**

T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

Comments

All criteria in this area are fully met.

Academic management

T5 Teachers are matched appropriately to courses.

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic

management affected.	
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 Cover arrangements are very good. There is a qualified member of staff available at all times, as well as a bank of other qualified teachers who can be used to cover planned absences.

T8 Procedures are good; the spiral curriculum ensures frequent recycling of language, courses are modular, and students can access previously taught material online if necessary.

T9 Support for teachers is good. The DoS does not have a teaching timetable and ensures he is available at key times in the school day. The senior teacher has a reduced timetable and the principal, who is also TEFLQ, offers additional support. Peer observation is timetabled and paid. Teachers were very appreciative of the support offered.

T10 Observation and monitoring systems are excellent. Each round of formal observations starts with a standardisation procedure among observers. Results feed into development plans and in-service training. Teachers commented very positively on the observation process.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T12 Review processes are good. Teachers and managers regularly assess courses using feedback from students, teachers, group leaders and agents to inform changes. Courses may then be piloted and rolled out across the group: an example is the 'Real English' elective designed in Oxford.

T13 Systems are good. Simple colour-coded course outlines are available for each week's work. These relate to the relevant colour-coded coursebooks, each of which has its own scheme of work.

T15 Independent learning is integral to the Kaplan materials, especially the online section. Students are given detailed and specific guidance in continuing their learning, including the possibility of online tutorials with their teachers when they are back in their own countries.

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

Comments

T17 Placement is thorough and effective. An online test is supplemented by oral and written components, including a needs analysis. Students on a one-week course take the test in their home countries and are placed on arrival.

T18 Monitoring procedures are excellent. Students' progress is assessed on a weekly basis, with regular progress

and proficiency tests, which are logged online and accessible to students.

T19 Individual support for students is excellent. Regular tutorials are supplemented by structured study pathways, tailored to students' individual needs. Students were very positive about the individual attention they received.

T20 The school is an IELTS centre and has considerable experience in guiding students towards the exam, providing tailored courses if necessary.

T21 Reports are thorough, detailed and professionally presented. Scores from tests are included, indicating the level attained as measured against the Common European Framework of Reference for Languages.

T22 Procedures are good. A University pathway team visits the school twice a year, individual students are put in touch with relevant university professionals and help is offered with applications and personal statements.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, IELTS preparation, skills lessons
Comments	

These numbers include the senior teacher.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers showed good awareness of language, drawing attention to the more interesting or challenging aspects and modelling appropriately. In some segments there was a useful reference to phonology.

T24 All lesson plans demonstrated awareness of students' individual needs and learning styles. However, it was not always evident how these were used to inform the content of the lessons.

T25 Learning outcomes were made known to students in all lessons observed, although the language used to express these was not always accessible to the students. In the better segments learning outcomes were referred to throughout the lesson.

T26 A variety of appropriate teaching techniques was observed, including elicitation of grammar and vocabulary, pair work and group work. Instructions were not always given clearly, or checked.

T27 Classes were managed well, with different layouts of furniture, and students being paired or grouped to encourage interaction. All teachers used the interactive whiteboards very competently and effectively.

T28 Students were given appropriate positive feedback and, in the better segments, encouraged to extend their language. However, opportunities for correction were often missed, or dealt with in a haphazard manner.

T29 All lessons contained a logical progression of activities to show that learning was taking place.

T30 There was a positive, professional learning atmosphere in all lessons observed. Students clearly had confidence in their teachers and were motivated to work hard. It was evident that teachers knew their students well, and in some cases provided very good student-specific tasks.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the performance against the majority of criteria being satisfactory. Teachers had a good knowledge of the English language and of their students' needs. Appropriate teaching techniques were used and activities progressed logically and coherently to show that learning was taking place. Classes were well managed, with particularly effective use made of interactive whiteboards. Instructions were not always clear and opportunities for correction

were sometimes missed, but there was a very positive, hard-working atmosphere in all lessons observed.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 There are excellent systems in place, including detailed risk assessments. In addition, all visitors must pass through reception and sign in, senior managers have specified responsibilities regarding safety and security, and a number of staff have received fire marshal training.</p> <p>W2 Comprehensive plans have been devised to manage a number of types of major incidents on and off the premises. Plans were being amended at the time of the inspection in the light of emerging global health issues.</p> <p>W3 Students of all ages receive excellent pastoral care and support. Students and group leaders are made aware of the support available, tutorials have a pastoral role and support is provided to students seeking to obtain their own accommodation.</p> <p>W4 School policies in these areas are widely available to all stakeholders through documents, posters and inductions. Posters describing the school's position on abusive behaviour are accessible to students with a low level of English proficiency. Staff receive relevant training.</p> <p>W7 Students receive relevant advice through a number of channels before and during their stay. A comprehensive 'Departure Guide' and an Oxford fact file are available; students receive detailed inductions on arrival and relevant documents can be downloaded onto mobile phones via QR codes</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W9 The year-round residence is of a high standard and the other accommodation visited provides comfortable and welcoming environments.</p> <p>W10 Laundry arrangements in homestays are appropriate; however, bed linen is not changed in the residence.</p> <p>W12 Written information sent to students is largely accurate, although it is not made clear when private home</p>	

accommodation is provided rather than homestay accommodation.

W13 There are excellent procedures in place to identify and resolve any accommodation problems that might arise. These include initial and subsequent formal feedback; student ratings and comments are systematically shared with hosts.

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

Comments

All criteria in this area are fully met.

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

Comments

All criteria in this area are fully met.

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

Comments

W23 The school provides excellent information about social and cultural events in Oxford through displays, leaflets and links to relevant websites. Staff help students book tickets and make them aware of free lectures and other events in the city.

W24 The school offers a full and varied leisure programme throughout the year. Programmes include some variety for long-stay students, and cover activities for both cultural and sports-inclined students. Weekend trips and excursions are booked through a local travel company.

W25 Activities are very well organised by the social programme manager, who also teaches. She asks students for their suggestions and is very responsive to their requests, wherever possible.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
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.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-olds on adult courses and closed groups of students aged between 12 and 17. At the time of the inspection, there were six under 18s on adult courses. There are between five and 50 under 18s on adult courses at different times of the year.

S2 The school's policy is clearly made known to all staff and homestay hosts. A number of managers have received specialist training and most hosts have also undertaken basic safeguarding awareness training.

S3 Although the parental consent form is detailed, some of the language is too complex, and it does not make clear in places what parents/guardians have agreed or not agreed. Also, the times when students are unsupervised is not made clear.

S7 There are generally appropriate arrangements for accommodation. However, there is a lack of consistency in documentation about whether or not under 18s can stay with family friends.

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	1983 (as Angloworld)
Last full inspection	2016
Subsequent spot check (if applicable)	2017
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	Kaplan International Languages schools in: Bath, Bournemouth, Cambridge, Edinburgh, Liverpool, London Covent Garden, London Leicester Square, Manchester, Torquay. Summer Centres.
Other related non-accredited schools/centres/affiliates	Kaplan International schools in USA, Canada, Ireland, Australia.

	Online tutorials. French, German, Spanish language schools in Switzerland, France, Germany and Spain.
Private sector	
Date of foundation	1974
Ownership	Name of company: Aspect International Language Academies Company number: 2162156
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: March (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	98	120
Full-time ELT (15+ hours per week) aged 16–17 years	6	66
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	1
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	105	187
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	16–25
Adult programmes: typical length of stay	1 week – 10 months	1 week – 10 months
Adult programmes: predominant nationalities	Omani, Chinese, French	Italian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	13
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

These refer to the DoS and senior teacher. The DoS has no teaching hours, while the senior teacher teaches 21 hours a week. Not included in these figures is the principal, who is also TEFLQ and able to assist if necessary.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
Comments	
Three teachers are part-way through TEFLQ qualifications.	

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	45	4
Private home	4	0
Home tuition	N/a	N/a
Residential	18	N/a
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	31	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	2
Overall totals adults/under 18s	99	6
Overall total adults + under 18s	105	