Inspection report

Organisation name	Kaplan International English, Oxford
Inspection date	7–8 June 2016

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

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.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kaplan International English, Oxford in June 2016. 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 for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1983 as Aspect
Last full inspection	November 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Year-round schools in London, Cambridge, Manchester, Liverpool, Edinburgh, Bath, Torquay, Bournemouth, and a seasonal multicentre.
Other related non-accredited schools/centres/affiliates	Approx. 43 schools in total around the world

Private sector

Date of foundation	1974
Ownership	Aspect ILA Ltd. Company No. 02162156.
Other accreditation/inspection	ISI

Premises profile

Address of main site	108 Banbury Road, Oxford OX2 6JU
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	d'Overbroeck's The Swan Building 111 Banbury Road Oxford OX2 6JX Used during the summer peak.
Profile of sites visited :	The school occupies a large Edwardian house on a main road leading north out of Oxford. It is on a long lease (2030). There are bus stops conveniently outside, and it is about a 20-minute walk from the city centre. The school is set in gardens which provide space for parking for bicycles and cars at the front, and a patio and large garden to the rear. It has been extended by the addition of an annexe, the Pavilion, a large space used for testing and induction at peak times. This space is partitioned into three teaching rooms outside testing times and is linked to the main building by a glass walkway, which creates a sheltered courtyard between the main school and the walkway. There are 11 classrooms including the Pavilion, over three floors, offices for the principal, the academic manager, the accommodation team, and the student services manager, a reception, a study centre, a study hub (computer room), two rooms for the teachers and a large cafeteria. There are toilets throughout the building including one for wheelchair users on the ground floor. For about six weeks in the summer the school also uses six classrooms in D'Overbroeck's College, a Sixth Form College just two minutes' walk away. These rooms were inspected at the time of the 2012 inspection and found to be entirely satisfactory, and had been visited by one of the inspectors shortly before the current inspection, so were not visited on this occasion.

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	115	169
Full-time ELT (15+ hours per week) aged 16–17 years	9	59
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	124	228
Minimum age	16+	16+
Typical age range	16–65	16–65
Typical length of stay	12 weeks	10 weeks
Predominant nationalities	Saudi, Italian, Turkish, Thai, South Korean	Saudi, Italian, Turkish, Thai, South Korean
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	104	170

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	22
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	8	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	10

These figures   exclude   the academic manager(s)

Comments

The academic manager (DoS) is TEFLQ and has both diploma and Master's qualifications in TEFL/TESOL.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐

ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☒	☐	☐	☐	☐	☐

Comments

16 and 17 year-olds are enrolled on adult courses. General English courses are offered 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 available as part of the electives programme. Exam preparation (IELTS) is available as an intensive course or as a part of the elective programme. Closed-group courses are offered for students aged 14–17; these are run completely separately from the adult courses, to a different timetable.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	57	8
Private home	8	0
Home tuition	N/a	N/a
Residential	27	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
Arranged by student/family/guardian		
Staying with own family	3	1
Staying in privately rented rooms/flats	18	0
Overall totals adults/under 18s	115	9
Overall total adults + under 18s	124	

Introduction

As part of the international Kaplan group, the school is supported by a head office team who oversee the work of the Kaplan schools in this region (UK and Ireland). Many policies and operational procedures are common to all the schools, but the local management team has responsibility for the day-to-day operation. There has been a large measure of stability in the composition and the allocation of roles within this local team over the past three or so years. Within the Kaplan group, this school has been identified as one with specific expertise in examination preparation – specifically for IELTS.

The inspection lasted two days. During this time, meetings were held with the principal, the director of studies, the accommodation and welfare manager, the accommodation and welfare assistant, the student services manager, and the social programme manager. A focus group meeting was held with the teachers, and separate meetings were held with adult students and with students aged under 18. All ten of the teachers working during the time of the inspection were observed, and one inspector visited three homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☒	☐	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure within the school is clearly documented and areas of responsibility are known to staff and students. Because the team is quite small at this level, and most of the postholders have been promoted from within the school, there is a good shared understanding of the way in which systems work. This facilitates cover and continuity, and an exemplary feature is the documentation setting out explicitly the way in which responsibilities should be covered in the event of the unexpected absence of one or more members of the team.

M3 At the time of the inspection, job descriptions did not make it clear who had designated safeguarding responsibilities. In practice this was well understood, but the roles of the principal and the accommodation and welfare officer in this area are now explicitly set out, and this is not a point requiring further action.

M4 There are excellent channels of formal and informal communication within the school, between the school and head office, and among the managers of the different schools in the group. Within the school there is informal communication on a daily basis, with a regular cycle of minuted meetings for the whole management team and those working in specific areas; there are weekly teachers' meetings. Principals, directors of studies, accommodation/welfare managers, and student services managers meet with their colleagues from other schools three times a year. Technology is used very effectively to ensure that information is shared and is accessible both within the school and across the group.

M5 Recruitment procedures are thorough and systematic. There are checklists and templates for each stage of the recruitment process, with training in interviewing available for managers. Sampling of records showed the consistent application of the procedures.

M7 The induction process is supported by comprehensive documentation for newly appointed staff, including checklists of areas to be covered. Teachers are given a 'buddy' to help with queries, and new administrative staff receive thorough on-the-job guidance from their managers.

M8 All staff have regular appraisals, where achievements as well as areas for development are identified. Appraisals are seen as a valuable way for the organisation to get feedback from the staff, and they are an integral part of the organisational culture. Senior managers have specific training in "having difficult conversations" to help them to address any performance or competency issues that may arise.

M9 Continuing professional development (CPD) is a high priority for the organisation, and there is a commitment to providing training and development opportunities in line with the needs of the individual and the organisation – in both cases to help to meet the needs of the students. For teachers, CPD needs are identified through observation and appraisal, and each teacher has an individual *Professional development plan*; generous support is available to upgrade qualifications where appropriate. Individual development plans are also drawn up by and for members of the administration and management teams.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	

| M15 Students asked to leave course | ☐ | ☒ | ☐ | ☐ | |

Comments

M10 Administrative staff are well trained and well managed. They are supported by a sophisticated IT network linking all the schools in the group, for which systematic training is provided. Additional staff are recruited to help at peak times, and feedback from students on the work of the student services team is consistently very positive.

M11 Specialist sales advisors are able to help students or parents with any queries before enrolment or pre-arrival, and comprehensive information and guidance is available through the student services team and the director of studies for students wanting to change their programme during their stay.

M13 Great care is taken to obtain and to maintain up-to-date contact details. Information about next of kin or other emergency contacts is taken on arrival (including an indication of whether they can speak English), and checks are made every five weeks to ensure that the local contact information for students is still current. All information is logged on the database, which is accessible remotely by managers.

M14 A clear attendance policy is explained to students during their induction, and is signed off by them. It is also available in translation into a range of languages. Attendance is closely monitored and any unauthorised absences are followed up with due awareness of the possibility that the student may need support to deal with the issue. All steps taken in relation to attendance are carefully logged, and are shared electronically with members of the management team; as appropriate, teachers are also informed. A list is posted each week of students whose attendance is at 80 per cent or above.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☒	☒	☐

Comments

M17 There is a clear organisational culture of continuing improvement. This operates on the level of staff development (see M9 above) and on the collection and processing of feedback (see M18 and M19 below). Preparation for inspections is seen as an opportunity to review documentation and processes, and to self-assess against external benchmarks. Regular meetings with colleagues from other schools in the group (see M4 above) allow best practice to be shared.

M18 Feedback from students is collected systematically in week one, week five (and subsequently every fifth week), and at the end of their stay. This feedback is collated on a group-wide basis, but is presented in a way that allows each school to "drill down" to the data from their students, and compare this with results from other schools. Action needed as a result of feedback is discussed and minuted at school-level management meetings. Regular minuted meetings are also held with student representatives from each class.

M19 Feedback from staff is collected through appraisals, through staff meetings, and through a suggestions box. In addition, there is a company-wide employees' engagement survey; a local teachers' feedback survey was introduced last year, and this is to be extended to non-tutorial staff.

M20 A clear policy and set of procedures for dealing with complaints are in place. Guidance for students is displayed around the school. All complaints are logged electronically, and the monthly log is audited by the compliance team at head office.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☒	☒	
M22 Realistic expectations	☐	☒	☒	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

Publicity consists of a website and a brochure (also downloadable from the website). The school also has a presence on social media.

M21 The language of both the website and the brochure is very clear and accessible. The website offers an extremely wide range of translations, which are specially written rather than just machine translations of the English text.

M22 Clear text and appropriate visuals are used to convey an accurate impression of the premises, and the services and facilities available. The source of all comments and testimonials is clearly stated.

M25 Most costs are clearly given, though in the summary page on the website it is not made clear that the figure given for 'course cost' is simply for tuition. Indicative costs of the leisure programme are only given on a sample programme in a box on page seven of an *Information guide* accessible on a click-through from the website.

M26 Clear and comprehensive information is given about homestay accommodation, and about the student residence. A side-by-side comparison of the features of both types of accommodation is provided.

M27 As noted above (M25) information about the leisure programme is available, but it is not easy to find.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school follows a highly professional approach and operates to the benefit of its students, and in accordance with its publicity. *Student administration*, *Quality assurance*, and *Publicity* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R1 The premises provide a comfortable and professional working environment. There is good circulation space, and the attractive outside area complements the interior space available for relaxation. The reception area is spacious and welcoming, and all managers have their own office.

R2 The premises have recently been refurbished and they are in excellent condition throughout. They are spotlessly clean, and are decorated to create a stylish, professional ambience.

R3 Classrooms and other learning areas are well equipped, and are of adequate size. A number of classrooms are air conditioned but at the time of the inspection some of the other classrooms were rather stuffy. However, portable units, hired every summer for the rooms without fixed air conditioning, were due to be installed in the following days.

R4 Hot and cold food is available at the café situated in the very attractive student lounge. The café is very popular with students, and is run on a concession basis by a team who actively seek feedback from students and staff. The lounge opens on to a patio area and a well-maintained garden.

R5 Signage and display around the school and in the classrooms is of a very high standard, and creates a clear sense of identity for the school. Noticeboards are visually attractive, informative, and up to date.

R6 Excellent facilities are available for staff. A large workroom with computers, two photocopiers with printing facilities, and a wide range of teaching/learning resources is available, together with a separate lounge area with comfortable seating and facilities for making drinks and warming food.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 Learning materials, both in print and online, are impressive in both range and quality. Materials are very well organised and include attractively-produced in-house coursebooks, a wide range of supplementary materials, photocopiable materials, and reference material. Digital materials include online access to support and extension modules directly linked to the coursebooks.

R8 Teachers have easy access to a wide range of materials (see comments under R7 above). The in-house course books are available in electronic versions for use on the interactive whiteboards (IWB), which are fitted in every classroom. For supplementary use, teachers are able to photocopy from the wide range of material available; copying facilities include a colour copier. A collection of teacher development books is available.

R9 A wide range of educational technology is available and is routinely used. All teachers have received training in the use of the IWBs, and a senior teacher is the designated blended learning champion, able to support teachers in this area and to troubleshoot any technical issues. A set of tablet computers is available for use in class as required. Wi-Fi is available throughout the school.

R10 Self-access facilities include a 'study lab' with ten computers, and a separate study centre where a wide range of attractively displayed print materials is available. These facilities are open during the whole day from 08.15 to 17.30, and students can borrow books and DVDs for use outside school time. Students are also encouraged to use the Kaplan online learning platform to supplement their classroom learning; they are able to purchase continuing access to this platform when they leave the school.

R11 There are two study centre managers, who combine this role with half a teaching timetable. In this way, support and guidance are provided in the study centre for three hours in the morning, and three hours in the afternoon. The timetable structure means that students will always have access to guidance and support either before or after their classes. As part of the provision, students needing additional help are offered individual programmes of 'structured study' or 'study referral' with the study centre managers and their teachers.

R12 Separate budgets are available for classroom resources, teacher development materials, and study centre resources. Review in all these areas is ongoing, based on feedback from staff and students, and in the case of teachers, from regular discussion at academic staff meetings. Feedback is also provided regularly to the central team responsible for the creation and development of the in-house coursebooks and digital resources.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment are of a very high standard, and support and enhance the studies of students enrolled at the school, as well as providing an appropriate and professional environment for staff. *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)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T2 All teachers have ELT qualifications, and five of the ten teaching at the time of the inspection were TEFLQ. In addition, two were following diploma-level courses. This is a strong profile.
T4 There is an academic management team of three, all of whom are TEFLQ. The director of studies has a wide range of relevant experience, and is qualified at both diploma and master's level.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments
T6 Teachers complete a preferences form every quarter, and decisions are based on this in conjunction with the individual's *Professional development plan* (see M9), and the needs of the school. The policy is to extend every teacher's range of skills and competences so that she or he is able to work with any class in the school. As a move towards this, all teachers have received specialist training in teaching towards IELTS.
T9 Continuous enrolment is supported by the in-house course materials, which are based on a spiral syllabus to ensure that significant language features are re-visited regularly; in addition, the coursebook plan makes explicit the areas covered in each unit so that students can use time in the study lab and study centre to cover these areas, supported by the study centre managers and the online materials specifically linked to each unit.
T10 There are regular CPD sessions, all linked to the focus on student-centred learning and teaching identified in the school's professional development policy. Within this broad area, individual sessions are often based on the results of observations, and may be led by members of the academic management team, or by teachers themselves. Peer observation is encouraged, and teachers are paid for up to four peer observations a year. Specific support is available in the area of blended learning (see R9).
T11 Appraisal observations are carried out twice a year, and teachers can request a developmental observation at any time. Prompted observations may be carried out as a result of student feedback, or if the teacher concerned has been identified as in need of extra support, and is on a *Performance improvement plan*.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments
T12 The general English course structure is based around the in-house materials. These are designed with an explicit focus on the *Common European Framework of Reference* (CEFR) and provide a clear set of learning outcomes, which the students can identify and work towards.
T13 There is a continuous process of review of the course design and course materials, based on systematic feedback from students and teachers.
T14 Attractively designed posters set out the learning aims and topics for a specific week's work at a specific level based on the in-house material, and the relevant poster is displayed in each classroom.
T15 A significant feature of the in-house material is the focus on reflection and the development of student awareness about the learning process. This is backed up by the opportunities for self-access, and the support provided by the online learning platform.
T16 A wide range of opportunities is provided for students to use English outside the classroom through student clubs (offered four days a week), lunchtime student presentations, out-of-class surveys, and links to the social programme. This area was a specific focus of a student survey earlier in 2016 to identify other ways in which further

support might be given.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 Some students do a pre-arrival test but this is only taken as a guide. Initial placement is made on the basis of a computer adaptive test which relates performance to a CEFR level, supplemented by a writing test. A needs analysis interview also takes place, which gives an indication of the student's spoken level. Progress to the next level is on the basis of a level test, and students who feel they should be at a higher level can take this test on request. Student feedback during the inspection showed that they felt their classes were right for their level, and were homogeneous.

T18 All students have a one-to-one tutorial each week. In the fifth week of their course they take a progress test, which is followed by a more detailed tutorial, and in their tenth week they take a level test, which may result in promotion to a higher level.

T21 Academic reports are issued every five weeks, following the test. At departure students take an exit test, which leads to a report and personalised recommendations for further study.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English; IELTS preparation.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☒	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers displayed good knowledge and awareness of language systems and language in use. The grammatical and lexical models provided were entirely appropriate, and models of pronunciation were given for individual sounds, words, and words in connected speech. In many cases attention was drawn to register and level of formality (written and spoken).

T24 The content chosen for the classes observed derived from the in-house syllabus and coursebooks – supplemented as appropriate. There was a very clear focus on course objectives and, in most cases, a good awareness of the cultural background of the students. Occasionally teachers did not notice that a specific example

or reference in the material was culturally inappropriate or meaningless for some students.

T25 There was an explicit focus on learning outcomes in all classes observed, with a clear structure to the lesson and a sense of progression through the activities. Potential difficulties were identified and pre-empted and the possibility of varying the plan was often explicitly acknowledged.

T26 A good range of techniques was seen across the classes, including effective elicitation, concept checking, and repetition and drilling. Pairwork was used appropriately, and lessons were well paced. Teachers were confident in using appropriate techniques, and learners responded well in terms of participation and engagement. While there was an appropriate focus on pronunciation in many classes, with good modelling and drilling, opportunities for support, for example by making reference to the phonemic charts on display in all classes, were missed.

T27 There was excellent use of the IWBs installed in all classrooms. Teachers were confident in using many features of the boards, and students reported in their focus group how much they appreciated the interactivity and access to visuals and multimedia that the IWBs offer, and the expertise of their teachers in using them. A strong feature in terms of resources was the way that teachers encouraged students to use their own smartphones to record samples of their speaking, and to share and analyse these with their colleagues.

T28 In many classes there was principled and consistent error correction, with teachers making confident use of a range of correction techniques, including encouraging peer- and self-correction. However, there were some instances where opportunities were missed to provide correction and incidental support to students making a contribution to the activity taking place.

T29 Classes provided a range of structured opportunities for students to contribute, enabling the teacher (and student) to evaluate their performance. There was good evidence of differentiation in the allocation of 'tasks' to different students to take account of their different strengths. The materials in use provide opportunities for reflection on learning, and these were seen to be well used.

T30 In all classes observed there was a high level of engagement with the materials and with the learning process. Rapport between students and teachers, and between students, was excellent with the result that the learning atmosphere was extremely positive. Feedback provided by students in relation to the teaching they received was entirely positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from satisfactory to excellent, with the majority being good. Teachers had very sound knowledge and awareness of the language, and were able to plan relevant, interesting lessons focused on learning outcomes appropriate to their students. The delivery of the classes made effective use of a wide range of techniques, and was supported by excellent use of resources. Opportunities were provided for review of learning, and students were fully engaged in all aspects of their work.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are well qualified and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are very well managed for the benefit of students. The teaching observed met the requirements of the Scheme and was of a high standard. *Academic staff profile, 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	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	
Comments					

W1 There are numerous ways that the school makes provision for the safety and security of its students. The

buildings risk assessments are thorough, and there are full records of routine checks of potential hazards. Entry to the school is through a reception area staffed at all times and visitors are checked in and given badges. The school is covered by CCTV and an intruder alarm, and the emergency exits are checked daily to ensure they are clear. There is evidence of regular fire drills, one of which is held during the summer when the building is at capacity, so students can familiarise themselves with evacuation procedures. Fire alarms are tested weekly.

W2 All staff are alert to students' potential welfare needs, and know through personal relationships, handbooks and wall displays, who to refer students to. Academic tutorials include a pastoral focus. A room is provided for use as a prayer room; this was recently changed to a room near reception to ensure its use could be monitored.

W4 The school has a bullying and harassment policy, and its implications are addressed in the *Oxford Welcome Guide* for students. Notices on the back of toilet doors also make it clear to students who they can go to for help in such circumstances. The school also has a thorough Prevent policy. The welfare team have monthly safeguarding and Prevent meetings whose minutes are circulated to all staff, and there are dedicated noticeboards with well presented displays on the topic. There is a comprehensive social media policy.

W6 Information on transport between the point of entry and the school is given; information on costs is not included, although students are given a website reference.

W7 Advice is given in the *Information Guide to Oxford*, and at induction students are given information about security. The local crime prevention officer comes quarterly to give a talk on the same theme, distributing UV pens for students to mark their valuables. The accommodation and welfare officer is also proactive in seeking out local contacts who may be able to contribute to students' well-being, such as the practice manager of the local health centre and the Prevent liaison police officer. In addition, the school is a member of the Oxfordshire 'Safe Places' scheme.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has 152 homestays and six private homes on its books. Publicity indicates that these may be up to an hour away from the school by public transport, although many are less than this. Students pay a supplement for homestays designated 'close to the school' and for a private bathroom. Closed groups of students aged 14 upwards are housed in one particular suburb.

The school currently rents rooms/studios in one block in a private hall of residence, Alice House, for occupation by students aged 18+. Alice House, which opened in autumn 2015, is an eight-storey residence approximately two miles from the school, in a popular central location. There is a secure entry system, and all studios are accessed by lift and stairs. Studios are ensuite and include a double bed, kitchenette, a study space, television, Wi-Fi, storage, and an internal phone. Communal facilities include a reception, common room with vending machines, a launderette whose machines send a text message when a washing load is finished, and an indoor bicycle store. Between blocks there is a paved path with benches and planters, which leads to an area of the University Parks.

One inspector visited three homestays, including one which accepts 16 and 17 year-olds, and the student residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 Homestays visited, which included two which were designated 'close to the school', were of a varying standard, but all provided a satisfactory living environment for the students. Homestay hosts all showed enthusiasm for their role and took a genuine interest in their students. The hall of residence was of a very high quality in terms of design, decoration, and equipment; kitchen equipment and bed linen is supplied, as well as a dressing gown. The school also provides a gift of a pair of flip-flops. Free social events for residents are also organised by the Alice House staff.

W10 All accommodation is inspected before students are placed. Fire risk assessments and evacuation plans are in

place for the homestays, and the student residence has fire notices on display and regular drills. Kitchenette appliances have a double time-switch system to ensure that hot plates left on in error switch themselves off.
W12 The accommodation database records re-visits, and signals when re-visits are due. Records are kept of the possession of up-to-date Gas Safe certificates, and fire risk assessments.
W13 All the information required in this criterion is provided. Personal information is given about the hosts, including their interests and work. When a group is placed, members of the group are given a map showing where other group members and the group leader are housed, and where the meeting point is.
W14 The accommodation and welfare manager and her assistant check individually with students in the first few days that their accommodation is satisfactory, as well as administering a first day feedback form. Problems are addressed promptly, and actions taken on issues raised are meticulously recorded. Both homestay hosts and students reported that the accommodation team were extremely responsive.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☒	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 Rules, terms and conditions are very clearly presented. There is evidence of regular review. Homestay hosts visited had no complaints whatsoever about the administration of the system.
W19 A question on the first day feedback form specifically checks on the number of students in the homestay and the languages spoken.
W20 Some of the homestay hosts are bi-lingual, and the accommodation team stresses the need to talk in the student's presence in English.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☐	☒	☐

Comments

W22 Students' studios are cleaned once a week. There was evidence of swift action taken by both the school and the residence warden when a complaint suggested cleaning was not satisfactory.
W23 The school provides a sheaf of laminated information for their residential students' noticeboards, which includes advice on health. There is 24-hour security at the school and a 24-hour emergency phone service. All students enrolled for more than four weeks are strongly encouraged to register with a GP.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments

W24 The school's *Oxford Information Guide* contains advice and information for students living in private rented accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 There is a large Community board in the student common room with an attractive display of events happening in the community, as well as a second board with the week's social programme, and a third with photographs of past events.

W27 The leisure programme manager is a full-time post. The present manager has been in post for a number of years so she has a clear picture of students' preferences and lots of experience of organising events, and is knowledgeable about the area and enthusiastic about her role. She leads most of the activities herself, but employs two activity leaders in busy periods. The programme is well resourced, and alternatives are available if weather is unfavourable. There is at least one leisure activity available every day, with a wide range of activities on offer, from the more obvious cultural and sporting activities, such as museum and gallery visits, bowling and skating, to more local free events such as the open day at the university wood and field station. The school also uses a local student tour company which offers day trips at the weekend to places of interest, as well as longer weekend trips to Scotland and mainland Europe. Information and photos about events and activities are reproduced on the school's social media platform.

The leisure programme is an integral part of the course for closed groups. Group leaders choose the elements of their leisure programme in advance, and it is then organised and staffed by the manager.

W28 There are specific risk assessments for all the activities, which are updated by the activity leader when a situation changes. In addition, the accommodation and welfare manager has set up a spreadsheet which is shared with the social programme manager to make her aware of students' allergies and medical conditions when she plans and executes her programme.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school takes clear account of the needs of students for security, pastoral care and information, and is proactive in promoting them. Homestay accommodation is satisfactory and residential accommodation is of a high standard; its management works to the benefit of students. Students have access to a wide-ranging and balanced sporting and cultural programme. *Care of students, Accommodation,* and *Leisure opportunities* are all areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☒	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

There were nine 16 and 17 year olds enrolled at the time of the inspection, which the school reported represented a typical week. Since the beginning of the calendar year the school policy has been to accept closed groups of between 15 and 45 under 18s, minimum age 14, for a maximum of two weeks, accompanied by group leaders. The last group had been enrolled in April, and none had been recruited for the summer period.

C1 There is a clear and comprehensive safeguarding policy in place supported by a number of relevant and practical documents including safe recruitment and a student e-safety policy. The safeguarding lead, who is the accommodation and welfare manager, is supported by a deputy and the principal. However, the safeguarding role was not in her job description, or in her deputy's. This was amended in the course of the inspection.

C2 The safeguarding lead, her deputy and the principal have received specialist training. All the management team

have advanced training, and the remaining teaching and support staff do basic awareness training. Homestay hosts receive a copy of the policy with the confirmation of acceptance as a homestay, and are given further guidance by the accommodation and welfare manager. The designated lead is identified in the student Welcome Guide, and on noticeboards around the school, and students are made aware of relevant points in the code of conduct they sign.

C3 The description of the level of care for under 18s is on the website under the 'Help' section, and so is not easily accessed. Information about safeguarding in some of the translations does not correspond fully to the English version.

C4 Recruitment procedures are robust and in line with best practice.

C5 Staff are all aware of the 16 and 17 year-olds in their classes; ages are indicated on registers, and a spreadsheet of under 18s who are arriving and leaving is circulated weekly, together with details of attendance. Students are supervised by their teachers and student services staff. They have regular minuted meetings with the accommodation and welfare manager and her assistant, initially in their first week, and then monthly.

When closed groups are in the school they follow a different, staggered timetable from the adults and use different toilet facilities and classrooms.

C6 Students of 16 and 17 are treated as adults during break and lunch times. Parents/guardians sign a programme participation waiver form to acknowledge their acceptance of this. The contract for under 18s spells out the rules that have to be followed, and these are checked in the meetings with welfare staff and by teaching staff in tutorials. Students in the under-18 focus group were well aware of the rules they had to adhere to. The school has recently introduced an under 18s' emergency taxi service which students may summon if they feel insecure or threatened out of school hours.

It is company policy that 16 and 17-year-old students who enrol on a weekend leisure tour have to be accompanied by a responsible adult, but this adult may be an adult classmate. The programme participation waiver covers this eventuality but it would be prudent to review the policy.

C7 The waiver form exempts the school from providing lunch.

C8 Contact information is checked against the arrival form that students complete, and updated if necessary.

Care of under 18s summary

The provision meets the section standard. There are comprehensive policies in place for safeguarding students under 18. The staff are well trained and provide good pastoral care. Recruitment procedures are in line with best practice. On the website there is a need to review the accessibility of information about the level of care available to under 18s, while information about safeguarding in some of the translations does not correspond fully to the English version. The policy with regard to 16 and 17-year-olds on overnight leisure trips also needs reviewing.

Report expires 31 March 2021