

Organisation name	Kaplan International Oxford
Inspection date	24–25 June 2025

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kaplan International Oxford in June 2025. 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).

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

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

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

Introduction

Kaplan International Oxford is part of the global Kaplan organisation which incorporates English language schools in the UK, Australia, Canada, Ireland and the USA as well as language schools in Switzerland, France and Germany.

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. Accommodation was also recently centralised.

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 was appointed at the end of 2024 but has been with the organisation in various roles for many years. Due to ill health, he was not able to attend the

inspection meetings as planned but his absence was covered by two of the operations managers for the UK and Ireland (UKI).

The inspection took place over two days, with two inspectors. Meetings were held with the two operations managers (UKI), the director of studies (DoS), the student services manager (SSM) and a virtual meeting was arranged with the regional accommodation coordinator. Meetings were also conducted with a group of teachers and another with a group of students. Due to complications with contacting hosts it was only possible for One inspector to visit one homestay remotely. The thirteen teachers timetabled during the inspection were observed, including the two senior teachers.

Address of main site/head office

80 Banbury Road, Oxford OX2 6JU

Description of sites visited/observed

The school is located in a three-storey detached house, a 20-minute walk from the centre of Oxford. Spread over three floors are nine classrooms, separate offices for the principal, DoS, and SSM, a study centre, a staff room, and a teachers' room. 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 and a volleyball net; 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers 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, two senior teachers and the academic support manager with responsibility for the social programme. The SSM, who is assisted by the student services assistant, also reports to the principal. A temporary summer student services assistant also reports to the SSM. The principal reports to the directors of operations (UK and Ireland) at Kaplan head office.

Accommodation profile

The school offers and manages homestay accommodation. Kaplan also acquires an allocation of rooms in a number of residences and offers this accommodation to students. At the time of the inspection, four residences were being advertised, three with ensuite bedrooms and shared kitchen and communal spaces, and one with self-contained studio rooms. All accommodation placements are handled centrally.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. 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. *Strategic and quality management, Staff management and development, 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 a comfortable and professional environment for work and study, although risk assessments for residence accommodation are not in place. The range of materials available to staff and students is appropriate and additional support is available for students wishing to study independently outside of lessons. *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 and students are very well supported. The teaching observed met the requirements of the Scheme. *Academic management and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services including out-of-class activities. Accommodation is generally suitable, but some issues require attention. *Care of students and Leisure Opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
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 The mission, goals and values inform policies and procedures and are widely available throughout the school and in documentation for staff and students. Managers are able to articulate the relevance of key company goals to their individual departments.

M2 There are clearly defined and regularly monitored development plans for each area of the business unit. Objectives are linked to Kaplan's goals and values.

M4 There are multiple channels and opportunities for communication within the school and the wider organisation, including regular meetings, social media apps and internal information sharing tools.

M7 There are comprehensive and regular review systems in place across all departments, including reference to previous inspection reports, comparison with other schools in the group and staff and student feedback.

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 ensures that these are up to date.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Strength

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Strength

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Strength

Comments

M8 Comprehensive HR policies are in place and easily accessed. Staff feel valued and well supported and it is clear that every effort is made to create a happy and rewarding work culture within the school.

M10 Recruitment procedures are robust and include evidence of expert external input. Staff receive training in this area, resulting in an experienced and well-rounded staff profile.

M11 All new staff undergo a comprehensive induction process appropriate to their role. This includes job shadowing where possible, useful induction slide presentations and targeted training and development opportunities.

M12 Appraisal procedures are also robust and include identifying achievements as well as targets for development. Staff reported that the process is very supportive.

M13 There is a well-established and funded CPD programme for all staff which includes essential training in key areas in addition to personalised individual development plans.

Student administration**Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Strength

Comments

M14 Customer service training is provided for staff and included in development plans. Additional staff are recruited for the summer season to maintain high standards. Feedback from students was positive in this area.

M16 Enrolment procedures are well managed and handled with sensitivity. Staff can easily retrieve information on all aspects of a student's booking and are extremely proficient in the CRM platform that is used. A team of multilingual sales staff at head office are able to assist students in their own languages, if necessary.

M20 The complaints procedure is widely available, written in clear, accessible language and includes the ultimate option of contacting English UK. Actions taken to resolve any complaints are recorded in full.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. Brochures and 'fact files' are available to download and the school has a social media presence on various platforms.

M22 The description of Oxford on the school homepage is written in language that is inaccessible to speakers of English at level B1. This was amended during the inspection and is no longer a point to be addressed.

Premises and resources

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

Comments

P2 The premises are in a very good state of repair and cleanliness. They are attractively decorated and offer plenty of circulation space. Toilets are plentiful and clean.

P4 Generous space is provided for students including a well-maintained garden with additional seating, table tennis and volleyball areas, and a large café/student lounge serving a broad choice of food and drink at reasonable prices.

P5 Signage is excellent, and branding is consistent throughout the building. Emergency routes are clearly marked, classrooms and offices easy to find, and noticeboards visually very attractive and informative.

P6 Facilities for staff are also very good and spacious, comprising a staff room with kitchen facilities and comfortable seating, and a teachers' preparation room with resources, computers and a photocopier.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms are equipped with interactive whiteboards which are supported by an in-company IT department. Teachers had clearly been well trained in the effective operation of this technology.

P10 In addition to the Kaplan+ online study portal, students have access to a study centre with a range of additional materials. A member of the academic team is available at set times of the day to offer additional guidance and support.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T4 Teachers' deployment is clearly linked to their professional experience, CPD and appraisal records, as well as consideration of personal circumstances.	
T5 In addition to planned cover arrangements, a cover rota is prepared for emergencies each week. Teachers on part-time hours agree to be a nominated person for emergency cover, in addition to the two senior teachers and the DoS.	
T6 Practical guidance on dealing with continuous enrolment is covered in the teachers' handbook and in regular CPD sessions. The spiral curriculum ensures language is regularly recycled and the first of day of each week, "Meaningful Mondays", is planned to facilitate the continuous enrolment process.	
T7 There is a comprehensive paid induction process for all academic staff, including observations of existing classes, a mentoring system, slide presentations and training in relevant aspects of the role.	
T8 Day-to-day support is provided by the DoS and two senior teachers. 'Teaching Teams' support new or less experienced teachers deployed on similar levels or courses, and peer observations encourage the sharing of best practice. Additional mentoring is offered to provide support in areas of development identified in observations or appraisals.	
T9 Teachers are formally observed twice a year in addition to regular drop ins and peer observations. Observation reports form part of the teacher appraisals and action points are followed up in subsequent observations and inform future CPD sessions.	
T10 Teachers have individual development plans, driven by observations, student feedback and areas of interest. In addition to the regular CPD programme, "CPD Express" sessions are included in weekly teachers' meetings to address any immediate issues teachers are facing. Financial assistance is available for teachers to attend external training or conference events.	
Course design and implementation	Met

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 There is a clear statement of principles, clearly communicated to teachers and supported by bespoke materials for each course. Outcomes are closely aligned to the CEFR.
T13 While there are procedures in place to review materials, coursebooks have not been updated for 10 years and feedback from teachers and students suggests that several topics are out of date.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 All formal testing is linked to the CEFR. Progress tests are administered every 10 weeks and individual profiles include links to recommended skills for improvement.
T18 Guidance and support is offered on examination courses available at the school. Students can also access the services of Kaplan's university pathway team should they wish to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

These numbers include the two senior teachers. One was scheduled to teach 15 hours per week and another covering a total of 7.25 hours for absent teachers during the week of the inspection.

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

Comments

T19 Most teachers demonstrated a good knowledge of linguistic forms and dealt with emergent language and student questions competently. However, in isolated examples inaccuracies of both spoken and written language were presented.

T20 Detailed lesson plans based on student profiles and course objectives were provided for all observed lessons. These included anticipated problems and solutions; however, some teachers failed to implement these when they arose during the actual lessons.

T21 Learning outcomes were clearly expressed at the beginning of all lessons and often revisited throughout. In weaker segments the relevance of the overall objectives was not always obvious or explained.

T22 The majority of teachers demonstrated a wide range of techniques in order to respond to the context and needs of the group or individual students. There was an impressive use of instruction checking questions, nomination and prompting, in particular.

T23 Classroom technology was used confidently and competently in all lessons and materials were well presented and colourful on the whole. Students were mostly grouped well and resources effectively managed.

T24 Most teachers offered appropriate positive feedback and helpful monitoring. There were examples of useful on-the-spot and delayed error correction but also the occasional acceptance of inaccurate language.

T25 Lessons included a number of short assessment tasks and in better segments pre-and post-activity opportunities for reflection.

T26 In the vast majority of lessons students were actively engaged and there was a purposeful, relaxed atmosphere. Lessons had good pace and variety and included personalisation of tasks and materials to ensure further interest and motivation.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a detailed critical incident plan, relevant details of which are widely communicated to both staff and students. Group leaders and staff accompanying activities are also briefed on specific emergency procedures.

W2 The school has a specific pastoral care policy, and all staff are encouraged to be aware of students' potential needs and who to refer issues to. A number of staff members are trained in mental health first aid. Tutorials include a pastoral focus.

W3 Tolerance and respect are part of the organisation's ethos, and there is a clear policy and procedures covering all aspects of abusive behaviour. Posters around the school reinforce this, as well as providing information in accessible language.

W5 Students benefit from multiple sources of information at every stage of their engagement with the school. Pre-arrival and induction information is thorough and clear, there is a comprehensive student handbook, and noticeboards in the school are well organised with attractively displayed and up to date information.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Not met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W8 Homestay guidance ensures appropriate cleaning and laundry arrangements. It is made clear that students are responsible for their own cleaning in residences. However, the standard is not effectively monitored and numerous issues have arisen, particularly in, but not confined to, one residence.

W9 Residences are not inspected, and there are no risk assessments for them.

W11 Procedures for identifying and resolving any issues are clear, but the centralised function means that response to feedback on the ground has to go through a number of stages and may delay the resolution process.

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

Comments

None.

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

Comments

None.

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

Comments

W19 Students are well informed about local events and activities; "Oxford is our classroom" is a school motto. There are well-organised noticeboards detailing programmes and additional information, such as staff's favourite places to visit.

W20 The programme is varied and interesting and takes feedback into account to reflect student interests. Some events are linked to weekly learning themes or local events and festivals.

W21 A member of staff who is also a teacher is responsible for the design of the programme, which is well organised and well resourced.

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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	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

Students aged 16 and 17 are accepted year-round on adult courses. Closed groups of under 16s are also accepted. At the time of the inspection, there were 11 under 18s on adult courses.

All criteria in this section are fully met.

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 (Angloworld)
Last full inspection	March 2020
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Kaplan International Languages, Bath, Bournemouth, Cambridge, Edinburgh, Liverpool, London Covent

	Garden, London 30+ Bloomsbury, Manchester, Oxford, Torquay
Other related non-accredited schools/centres/affiliates	Kaplan International Languages schools in Australia, Canada, Ireland and the USA. French and German language schools in Switzerland, France and Germany.

Private sector

Date of foundation	1974
Ownership	Name of company: Aspect International Languages 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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	116	215
Full-time ELT (15+ hours per week) aged 16–17 years	11	42
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	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	128	257
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	20–30
Adult programmes: typical length of stay	13 weeks	8 weeks
Adult programmes: predominant nationalities	Turkish, Saudi Arabian, Japanese	Spanish, Turkish, Saudi Arabian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	15
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3

Comments

One of the senior teachers was teaching 15 hours per week during the inspection period and the other was scheduled to cover 7.25 hours of lessons for absent teachers. Both senior teachers were observed. The DoS was not scheduled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	11
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	11

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	45	9
Private home	0	0
Home tuition	0	0
Residential	57	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	15	2
Overall totals adults/under 18s	117	11
Overall total adults + under 18s	128	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W8, W9 and W11 have been addressed. The evidence was subsequently submitted.