

Organisation name	Kheiron School, Oxford
Inspection date	27–28 September 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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation with a spot check within 12 months focusing on course design and teaching.

Summary statement

The British Council inspected and accredited Kheiron School of English in September 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+).

The inspection report noted a need for improvement in the area of course design and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 2012
Last full inspection	February 2012
Subsequent spot check (if applicable)	July 2013
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2007
Ownership	Kheiron School of English Company number: 6012887
Other accreditation/inspection	N/a

Premises profile

Address of main site	9 Park End Street, Oxford OX1 1HH
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school has been in its current premises since 2008. It is located on the first floor of an office block in the centre of Oxford, approximately five minutes' walk from the train station.</p> <p>The premises comprise an office/ reception area, four classrooms and two unisex toilets. There is a small kitchen area in an alcove outside the toilets. One of the classrooms doubles up as a teachers' preparation room and another as a student lounge. The majority of students study on a part-time basis and do not tend to stay on the premises outside class time.</p>

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	2	8
Full-time ELT (15+ hours per week) aged 16–17 years	0	9
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	106	95
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	108	113
Minimum age	16	16
Typical age range	18–45	16–45
Typical length of stay	10 months PT 4 weeks FT	10 months PT 4 weeks FT
Predominant nationalities	Spanish, German, French	Spanish, German, French
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	2	4
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Staff profile	At inspection		In peak week (organisation's estimate)	
	Run	Seen	Run	Seen
Total number of teachers on eligible ELT courses	7		9	
Number teaching ELT under 10 hours/week	2			
Number teaching ELT 10–19 hours/week	4			
Number teaching ELT 20 hours and over/week	1			
Total number of administrative/ancillary staff	1			

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
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	7

These figures include the academic manager.

Comments
None.

Course profile

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

Comments
The school offers part-time (no minimum hours) and full-time (15–19.5 hours per week) courses in general English. Preparation courses for examinations and one-to-one classes are also offered. Part-time classes take place in the evening. The minimum age for daytime classes is 16 but only students aged 18+ may attend evening classes. The school also offers a free book club and conversation club in the early evening and students aged 16–17 may attend these as long as a member of staff is present in reception.

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	1	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	1	0
Staying in privately rented rooms/flats	106	0
Overall totals adults/under 18s	108	0
Overall total adults + under 18s	108	

Introduction

The Kheiron School was set up in 2006 by the principal and has been located in the current premises since 2008. There is a strong ethos of community involvement promoted by the principal, and this is evident in the provision; discounts are offered to NHS staff and locally resident au pairs, who are also able to work on a flexible timetable to suit their availability. The school has a relationship with a local organisation in which asylum seekers are offered free classes and invited to attend the conversation and book clubs.

There are no administrative staff and all reception and administrative duties are carried out by members of the academic team, the rationale being that prospective students will always be able to receive expert advice and guidance on their choice of classes at first point of contact. As the majority of students are recruited locally, this arrangement seems to be a practical option.

The school has previously offered classes for closed groups of juniors, but no such courses have been run since 2014 and the principal stated that this type of provision is not her priority. However, 16 and 17 year-olds may enrol in adult classes. No under 18s were enrolled at the time of the inspection. Since the last inspection and spot check, the school has made significant changes to the course design; full and part-time courses are now combined and coursebooks are no longer used as the basis of general English courses.

The inspection lasted two days and meetings were held with the principal, the director of studies (DoS) and the senior teacher. The inspectors also held a teacher focus group and a student focus group, and observed all the teachers. One inspector visited three homestays.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a simple structure of management with transparent lines of reporting and a shared understanding of these. Cover arrangements are clear and effective.

M3 Job descriptions are available for all staff. Specific responsibility for safeguarding duties is not listed in the safeguarding lead's job description. There is no evidence that job descriptions are routinely reviewed and updated.

M4 Teachers' meetings take place fortnightly and are minuted. Management meetings are less formal, but action is documented. The shared staffroom and office space allow regular communication among staff. A teachers' representative is assigned to liaise between teachers and management.

M5 The recruitment policy is satisfactory and a checklist is used when appointing new staff.

M6 Certificates are signed and dated. Staff files contained only one reference for five of the eight staff, three of whom had been appointed within the last four years.

M7 Induction of new staff includes mandatory training and an introduction to the administrative systems and teaching methodology. New teachers are also given an opportunity to observe classes. A checklist is in use for the more recently appointed staff. All staff reported that their induction was satisfactory.

M8 Annual appraisals take place for teachers and the DoS following a formal lesson observation. There is some inconsistency in the feedback given by the two managers as they each use different templates for this process.

M9 There is a programme of CPD and training takes place approximately once a month. Records of attendance are kept but training materials are not stored for reference. Staff are invited to contribute to CPD sessions although the majority are delivered by the DoS. Financial support is available for external training.

Student administration

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

Comments

M10 All administrative duties are carried out by members of the academic team. As the majority of students are recruited locally, the principal feels it is important that students are given expert advice and guidance at first point of contact when they walk into Reception. An appropriate IT package is used effectively to manage the variable attendance patterns of the students. It is evident from feedback that the students value the support they receive from all staff.

M13 Student records are stored electronically and details can be accessed remotely.

M14 A pre-notification system is used for planned absences. This system is appropriate to the profile of the students, some of whom are shift workers. A clear and simple written attendance policy is available to students before enrolment and is understood by students and staff.

M15 A statement regarding disciplinary procedures is written in the student handbook. Conditions and procedures under which a student may be asked to leave the course are not consistently detailed in information for staff and students.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The action plan produced covers all the points to be addressed from the last report except M15.

M17 Feedback from students and staff is discussed in meetings and action is recorded. Changes and improvements have been made to provision, facilities and resources as a result of feedback.

M18 Initial feedback is sought orally but not documented. Students are encouraged to submit online feedback at the end of their course and a paper feedback form is distributed annually to capture a snapshot of student satisfaction. A postcard system for feedback to be given during the course has been introduced recently but the response has been minimal.

M19 Teachers are invited to suggest agenda items for fortnightly meetings. An anonymous feedback form is available but has not been used by staff. Teachers reported that their views are valued and this is evident in action taken in response to their feedback.

M20 A complaints policy is available to students but there are no systematic procedures for recording complaints and action taken. However, there is evidence that the school takes complaints seriously and prompt action is taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a printed brochure, a website and social media.

M21 The language used on the website and in the brochure is clear and accessible. Some of the language in the policies in the student handbook would benefit from further grading.

M22 The photographs in the brochure and on the website give a realistic impression of the premises and services offered, although they would benefit from captions. The small library mentioned on the website comprises a collection of ungraded reading material suitable only for higher level students.

M23 Course descriptions give an outline of possible lesson content but there are no set programmes of study and no indication of lesson objectives at different levels on general English courses.

M26 Information given about accommodation is clear and the publicity has a useful section on frequently asked questions.

M27 The brochure states that students go on trips together as a school, and lists a number of these activities, but in fact, activities which involve the whole school do not take place.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity. The administration of students with varying work schedules and attendance is managed effectively.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Classrooms are adequate in size for the number of students enrolled, and as most of the students are part time, they tend to leave the building when not in class. One of the classrooms doubles up as a relaxation room for students and another doubles as a preparation room for teachers. When all classrooms are in use, teachers are not able to access the resources or any belongings they have left in the room.

R3 Classrooms are all furnished with a large boardroom table and folding chairs which can be packed away, but flexibility of layout is limited. Overall, the classrooms are light, airy and comfortable.

R4 A classroom with a sofa doubles as a students' common room at break times. Tea and coffee are provided in the students' room and local cafés offer food at reasonable prices. As most of the students are part time and attend a small number of classes per week, this arrangement seems to be satisfactory.

R6 The teachers use a room which doubles as a classroom during lesson times. Lockable drawers are available in the office for storing personal possessions but access to resources during class time is restricted. One teacher commented that the staff environment would be improved by having a dedicated staffroom.

Learning resources

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

Comments

R7 Coursebooks are not used routinely in general English classes; teachers work from a combination of photocopied materials, online materials and teachers' own resources including authentic materials. In the examination preparation classes, students work from sets of exam practice books rather than a coursebook.

R8 An adequate supply of published supplementary materials and reference materials is available for use. Teachers have access to computers and printing facilities.

R9 Four laptops and a projector are available for lesson preparation and classroom use. The DoS is responsible for maintaining the equipment and gives training to staff in its use.

R10 Classrooms are available for self study outside lesson times but apart from a small collection of ungraded fiction and non-fiction books, self-access materials are not provided by the school.

R11 Students are advised about the school book club and shown the collection of books they may borrow during their induction.

R12 Resources are reviewed in teachers' meetings and the school responds to requests from teachers for materials.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support the studies of the students enrolled with the provider. However, staff would benefit from a dedicated room for relaxation and lesson

preparation.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The principal and the DoS are both TEFLQ and both teach regularly.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched with classes according to their experience, preference and feedback received from students. Less experienced teachers may begin with a limited timetable and they are supported by the senior teacher and the management team.

T7 Many of the students are shift workers and au pairs and attend classes on an irregular part-time basis. The timetable reflects this and the timetabling offers flexibility. Timetabling and rooming is planned at the end of each week based on planned attendance noted in the pre-notification forms. Timetables and rooms are posted in the office for students to check before they go to their room.

T9 New enrolments take place on any day and many students have irregular attendance based on their shift work patterns. Teachers are given some advice about how to manage this and they are asked to make each lesson a free standing one. However, as there is no set programme of study and no weekly plan available, students are not informed in writing of lesson content that they have missed or what they will be studying in successive lessons. It is not clear how the needs of full-time and part-time students studying in the same classes are met.

T10 There is a monthly programme of CPD and teachers are given support by the senior teacher, the principal and the DoS.

T11 Formal lesson observations are carried out annually and further observations are arranged when the need is identified through negative feedback or a request for support. Although written feedback is given, there is no set template in use and the style of written feedback is inconsistent between the management team. Some of the comments lack clear reference to action planning to improve and develop teaching.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					
<p>T12 There is no clear course structure available in writing to teachers or students for the general English classes. Teachers are advised to make their lessons student-centred by negotiating course content with the students and are discouraged from following coursebooks sequentially. However, the initial placement test is rudimentary and there are no clear mechanisms for identifying students' needs, such as individual needs analysis forms or tutorial forms. There is no clear guidance for teachers on how to structure a coherent and appropriate course and there is a lack of coherence or systematic development of language in the delivery of all general English courses. There is no evidence that this approach to course delivery meets the needs of both the full and part-time students who attend the same classes. The exam handbook gives information about exam content and teachers are given more guidance about appropriate content for exam preparation classes.</p> <p>T13 Feedback from students has influenced some aspects of provision such as the times of lessons and the introduction of the pre-notification system for attendance. Although significant changes have been made to course design since the last inspection, there is no documented evidence of review and discussion that led to the decision to move away from coursebooks or a structured course design.</p> <p>T14 There are no written course outlines and no weekly plans or intended learning outcomes are available to students.</p> <p>T15 Homework tasks are given daily and students are given some general advice for further study in six weekly reports. However, no regular tutorials take place and students are not supported by means such as an individual learning plan. There is no evidence of an agreed approach to error correction strategies or systematic use of the whiteboard in the classroom. No systematic guidance is given to students on general English courses regarding study skills and learning strategies.</p> <p>T16 The school encourages students, most of whom are local residents, to form links with the community. Information is displayed about local events and groups and students are encouraged to join language exchange groups and contribute to the school blog which is published on the website.</p>					

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students are given a placement test and an informal interview on enrolment. All enrolments are carried out by academic staff so accurate assessments of level can be made.

T18 Although students are invited to request tutorials, there is no evidence of recent tutorials having taken place. Teachers are encouraged to carry out formative assessment tasks in class but there is no testing or record of grades or student progress.

T19 Very useful information about the key features of popular exams is given in a comprehensive exam handbook. The academic team are able to give advice about exams and preparation and students know who to speak to. There are good stocks of up-to-date examination preparation materials available for classroom use.

T21 Reports are given every six weeks or on request. These tend to make general, narrative descriptions of progress and would benefit from the inclusion of a formal method for tracking progress.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and IELTS preparation.

Comments

None.

Classroom observation

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

Comments

T23 Generally teachers showed good knowledge of structure and lexis, demonstrated by some precise questioning and clear explanations. Some labelling of lexis for pronunciation was evident but this was not dealt with in oral practice and there was a lack of attention to pronunciation features in most lesson segments.

T24 In most general English lessons, the learning needs of students were unclear and lesson content was too challenging or not clearly relevant to the needs of the whole class. In some classes students were invited to suggest lesson content, which tended to favour the stronger and more confident students. Exam classes were relevant to the needs of students preparing for specific exams.

T25 In a minority of lessons, a logically staged lesson plan led students through a series of coherent activities. In some classes there was no evidence of learning outcomes being shared with students and lessons based on students' questions lacked focus or a systematic approach to dealing with language.

T26 Some examples of effective eliciting, prompting, nomination and single word drilling were observed. There was some use of contextualisation and personalisation to introduce new language. Lessons were largely teacher centred and there was little effective interaction between or among students and little controlled or freer oral practice of language. The stronger students tended to dominate and, with one exception, there was no structured approach to support the needs of the weaker students.

T27 There was some effective use of the whiteboard such as the use of zoning and colour, although this was not universal. A good example was observed of the use of a mobile phone to record students' oral practice. Some photocopied worksheets were given but the use of materials and resources for teaching was minimal and there was little opportunity for students to make a systematic record of learning.

T28 In exam preparation classes, students were given praise and encouragement and some very useful practical advice was given on how to improve examination techniques. In the general English classes, there was little use of constructive feedback in the majority of lesson segments observed, with missed opportunities for student-centred error correction activities.

T29 Most lesson segments did not include tasks which allowed students to see how well they were performing through meaningful tasks and there was no evident link to previous study. Concept checking was limited and teachers tended to give explanations rather than helping students discover meaning from context or planned practice activities. Students were given imprecise instructions for writing sentences containing specific structures or words rather than being given tasks to use them communicatively or creatively.

T30 Overall, students had a good rapport with their teachers, some interesting topics were covered and there was a purposeful atmosphere in the more structured lesson segments. There were many missed opportunities for student interaction and the weaker segments lacked a natural context for the language which would have made the content clearer and more engaging. In some segments the materials were graded too high and weaker students were not able to become fully involved in the activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from barely satisfactory to good, with the majority of lesson segments observed being satisfactory. Knowledge of the linguistic systems was generally sound, and most teachers were able to adapt their language to the students' level. Techniques, though lacking in range, were generally appropriate, although error correction was insufficient. Some lesson segments tended to lack structure and coherence and lesson aims were not always evident. There was a tendency to allow the stronger students to take the lead, and the needs of lower level students were not always met.

Teaching and learning summary

The provision just meets the section standard. Teachers have appropriate qualifications and are given support. However, students would benefit from a systematic programme of learning and greater coherence within and between their lessons. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design* and *Teaching*.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The building is accessed via a front door with a key code entry system. Fire drills take place every six months. At the beginning of the inspection the school had not conducted a fire risk assessment. This had been completed by the end of the inspection.

W2 Students stated that all staff are helpful and approachable and the people and support available is outlined in the student handbook.

W4 The school's policy on abusive behaviour is detailed; however, the language used in it is not sufficiently graded to make its contents clear to lower level students. The school is addressing its responsibilities relating to the Prevent strategy.

W6 Although transport information on how to travel to Oxford is given in the student handbook, it is not available to students in advance, for example, through the school's website.

W7 The student handbook, given to all students, provides useful advice and information to students on a range of matters.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation to the small number of its students. Most students have found their own accommodation or are au pairs. All accommodation is within a four-mile radius of the school. One of the inspectors visited three of the school's hosts.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays visited had all the necessary services and facilities referred to in this criterion. The hosts clearly took an interest in the welfare of their students. Overall the homestays were of a good standard.

W10 All homestays are visited by the principal before their use by the school.

W14 Students in homestays are asked if they are happy with their accommodation early in their stay. One problem with a particular homestay had been addressed promptly.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W19 The school makes it clear to hosts that students with the same first language must not be lodged in the same home. However, hosts accept students from different providers and the school's feedback forms regarding homestay do not check the first language of any other students lodged with them.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students receive information about local social, cultural and sporting events through a display board in one of the classrooms and through the student handbook.

W27 The school offers a conversation club and a book club each week throughout the year. During the summer the school offers a leisure programme that includes tours of colleges, picnics, strawberry picking, ice skating and punting.

W28 There are written risk assessments for all activities, but at the beginning of the inspection these were insufficiently detailed for some high-risk activities. Amended risk assessments were subsequently provided by the school that took into account the concerns expressed by inspectors.

Welfare and student services summary

The provision meets the section standard. Student needs for security, pastoral care and information are met. Accommodation systems are in place. The leisure programme is adequate given the type of students enrolled at the school. Issues raised regarding risk assessments were addressed during the inspection.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16 and 17 year-olds on adult courses. At the time of the inspection none was enrolled at the school.

C1 The school has an appropriate safeguarding policy that specifies the necessary procedures to ensure the safety and well-being of all students under the age of 18. The principal is named as the person responsible for the implementation of the policy.

C2 Employees and homestay hosts are made aware of the school's policy and are given access to appropriate training. The designated safeguarding officer had not received advanced training at the time of the inspection. The appropriate training was completed and a copy of the certificate was sent to inspectors shortly after the inspection.

C3 The information sent to parents or guardians at the time of enrolment makes clear the level of supervision of under 18s on adult courses, although the school's publicity does not specify this.

C4 Suitability checks are not carried out on staff who teach less than six hours per week. Only one reference had been collected for some staff.

C5 The school had placed certain 15 year-olds in classes with students over the age of 18 in the past, but the school has decided to accept no more under 16 year-olds on adult courses.

C6 The times by which students should be home for meals and at night are made clear to hosts and procedures are in place to ensure that these rules are adhered to.

Care of under 18s summary

The provision just meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the accommodation provided. All staff have currently received appropriate training. There is a need to ensure that all staff have suitability checks and that adequate references are obtained for them.

