

Organisation name	Kings Oxford
Inspection date	10–11 November 2021

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Kings Oxford in November 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general and academic English for adults (18+) and young people (16+), and for closed groups of adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic staff profile, academic management, course design, learner management, teaching, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kings Oxford is one of four UK schools in the Kings Education group, which also has schools in the US. The other UK schools are located in Brighton, Bournemouth and London. Some departments and services, such as HR, IT, marketing and sales, and admissions and bookings are managed centrally from Brighton.

The inspection took two days. Due to the global pandemic, the inspection was conducted remotely. During the week of the inspection, in addition to students on site, eleven students based overseas were joining face-to-face classes online. This was a temporary measure until the students could travel to the UK.

Meetings were held with the principal, the director of English language programmes, the assistant director of studies (ADoS), the senior teacher, the academic director of studies, the academic ADoS, the bursar, the IT manager, the marketing development manager, the HR coordinator, the director of students, the UCAS advisor, the senior welfare officer, the designated safeguarding lead and deputy, the head of boarding, the senior activity leader, the site and facilities manager and the canteen manager. Separate meetings were held with teachers and students at the two sites. All the teachers timetabled during the inspection were observed. One inspector visited remotely the residence and two homestays.

Address of main site/head office

Kings Oxford St Joseph's, St Joseph's Hall, Temple Road, Oxford OX4 2UJ

Description of sites observed

St Joseph's (St J's) and St Michael's (St M's) (21 St Michael's Street, Oxford OX1 4EH). Both sites were observed remotely due to the pandemic.

St J's is located in the outskirts of Oxford. The reception area, offices, library, student canteen and relaxation area, and staffroom are located on the ground floor. There are twelve classrooms, the medical room and offices on the first floor, and further offices on the second floor. One further classroom and a computer lab are in two rooms in the basement area.

St M's is in the city centre. The ground floor is largely open plan with a reception and student area. There are three classrooms on each of the upper three floors. The staffroom, resources room and a meeting area are located in the basement area. Offices are located throughout the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Courses are run at two sites. The EFL courses for adults are run at the city centre site, St M's, with a typical age range of 18–25. The EAP courses are run at the St J's site, where the GCSE, A-level and Foundation courses are offered with a typical age range, including all courses of 16–20. EFL courses have approximately half the numbers of EAP courses. There are generally only a few 16- and 17-year-olds on the EFL courses for adults, but they form approximately half of students on the EAP courses.

The main EFL course runs for 15 hours a week and can be combined with IELTS preparation or other special interest courses of six additional hours per week.

Students following A-level, GCSE or Foundation courses have classes in EAP and in IELTS preparation as an integrated part of their programmes.

Management profile

The principal has been in post for two years and is based in St J's. The director of English Language programmes, including EFL and EAP, is based in St M's and is largely responsible for the day-to-day running of the centre. The director has been with the organisation for many years as have a large number of other managers. She is assisted/supported by an ADoS and a senior teacher/administrator. The academic programmes are managed separately, with managers based in St J's.

Accommodation profile

The school offers a number of accommodation options: a residence, two student houses and around 45 homestays. All of the residential accommodation is in single ensuite rooms, most of which consists of apartments, where six students share a large kitchen/lounge area. A limited number of individual private studio apartments are also available. Homestay accommodation is in single rooms throughout the year, some of which can become twin rooms in the summer. Under 18s accommodated by King's Oxford must stay in either residential or homestay accommodation.

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 students and in accordance with the provider's stated goals, values and publicity. The goals and values of the organisation are evident, the structure of the organisation is well established, staff are given varied opportunities for development and are managed well and the student administration procedures are managed efficiently. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very good professional profile (qualifications, experience, and continuing professional development) entirely appropriate to the context. Teachers receive a high level of guidance to ensure they support students effectively in their learning. Courses are well structured and managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care, and ensures their safety and security in the school, in accommodation and during activities. The school offers a good level of accommodation that is appropriately managed. The leisure programme is based on the needs of a range of students. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school, during leisure activities and in the accommodation provided. The school has a clear and comprehensive safeguarding policy, and staff and homestay hosts are well trained in how to implement it. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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 goals and values are very clearly presented to all staff and there is evidence that these are integral to the working of the organisation.

M2 The management has very clear objectives for the future of the organisation. These are presented in detailed company and development plans and there is an ongoing process of marking their progress within the time frames set.

M3 There are separate academic, administrative and safeguarding organograms and the structure is further clarified by the use of photographs in handbooks and on noticeboards. Over the two sites there are very effective cover arrangements.

M4 Formal channels of communication are very well established. There are regular meetings at and between the two sites, between the four schools in the group and between central and local managers and directors. Newsletters are sent to all staff and homestays.

M5 Feedback is collected from students in a variety of different methods. Although actions taken are recorded, this information is not easily accessible.

M6 Feedback is sought from staff and appropriate actions are generally recorded in minutes of meetings. However, the current system of seeking feedback in meetings and during appraisals may not be equally effective across both sites.

M7 Systems, processes and practices are very carefully reviewed, taking feedback from students and staff into account. Detailed records of actions taken are recorded in the annual self-evaluation. Most points have been fully addressed from the previous inspection.

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

Comments

M8 Comprehensive policies are developed by the central HR department for all the schools. Locally the school develops its own procedures compliant with these. Staff feel valued and well supported and staff wellbeing is given prominence in policies.

M10 There are rigorous policies and procedures in place and there is clear evidence that all appointments are made following these.

M11 There are thorough, well-managed inductions for all staff and detailed handbooks for different positions. There is a 'buddying up' system for all newly appointed staff.

M13 There are very effective procedures to ensure the continuing professional development of all staff. There is ample, regular in-house training for all roles and external training opportunities with funding available.

Student administration	Area of strength
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M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff are very helpful and courteous and provide good levels of customer care. There are very good cover arrangements in place, ensuring consistent levels of service.
M15 Appropriate and very useful information is given before arrival from head office and from the school. Students receive ongoing support and advice through individual learning plans and tutorials during their course.
M16 All procedures are carried out very efficiently and there is an initial check on well being and satisfaction.
M19 There is a very clear policy on attendance and students and staff are aware of this and the procedures. There are appropriate additional procedures for under 18s.

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

Comments

Publicity comprises a website, printed brochures and various online platforms. The website is the main medium.
M22 The publicity and information is generally accurate and gives rise to realistic expectations. However, the claim that students experience '24/7 learning' is hard to substantiate, particularly for the EFL (St M's) students who would need to travel 30 minutes to St J's to take full advantage of some of the extra-curricular activities offered to the EAP students. The word 'campus' used to describe the two schools might lead to the misconception that there are outdoor spaces.
M25 The additional costs of the leisure programme are not given.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P5 Signage is very good in both schools and there are ample and well-presented noticeboards displaying useful and up-to-date information.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 The educational technology is very well-maintained, and support is readily available from the onsite IT staff. Training for staff is good.

P11 Students receive a thorough induction and ongoing support in the use of the virtual learning platforms and other resources for independent learning. At St J's there is a dedicated supervised learning centre.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 All teachers have ELT diploma-level qualifications.

T3 The teaching team are all very experienced and have additional skills and knowledge appropriate to the courses they are teaching.

T4 The academic management team has a very good professional profile. Members of the team are well qualified with considerable experience both in teaching and management.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength

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

Comments

T5 Teachers are very well matched to courses according to their skills and expertise.
T8 The EFL courses have continuous enrolment and all the aspects of academic management affected have been carefully considered including the course design, specific guidance to teachers and tutorials for students.
T9 Support provided by the academic management team is very good. There are weekly meetings and in-house training. Peer teaching arrangements are planned on a regular basis.
T10 Teachers are regularly observed by the academic managers, and by their diploma-qualified peers. The feedback given is thorough and useful and leads to mutually agreed action points.

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

Comments

T11 The courses are designed on stated principles. There is a coherent structure for EFL and EAP courses and the teachers are given very clear and detailed guidance on the implementation.
T12 Course design and content are regularly reviewed. Time is allocated each week for teachers to liaise and to review and adapt the weekly schemes of work to suit the needs of the students and according to feedback received.
T13 The course outlines and learning outcomes are very clearly presented to students in posters on the classroom walls and can also be accessed on the virtual learning platform.
T15 Study and learning strategies are integrated into the EFL syllabus and are at the core of the EAP programmes.

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

Comments

T18 There are rigorous procedures to monitor the progress of students on EFL and EAP courses. Tests are regularly given and ILPs are discussed in regular tutorials.
T19 General and specialised learning support is always available, and students are offered additional guidance and support in their learning during tutorials.
T20 Specialist and useful advice on examinations is given to all students, by the examinations officer and by the well-informed teachers.
T22 There is a designated UCAS adviser and students wishing to enter mainstream education are very well supported and guided.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English and EAP

Comments

One face-to-face EAP class observed also had online students.

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

Comments

T23 Teachers demonstrated a good knowledge and awareness of the use of English and the linguistic systems underlying it. Teachers gave clear explanations of grammar and lexis, provided good models of spoken and written language, and showed confidence in the use of phonemes and stress marking.

T24 The content of the lessons demonstrated detailed knowledge of the students' learning needs and adhered closely to the course objectives. Differentiation was built into most stages of the lesson.

T25 Lessons led to relevant learning outcomes, which were clearly presented to students at the beginning of the lesson and reviewed at the end of the lesson. Potential difficulties were identified and pre-empted and lessons were well staged.

T26 Varied teaching techniques were appropriate and included questioning and eliciting, concept checking, and pronunciation practice.

T27 The classroom environment and resources were managed effectively. Student groupings and pairings were managed with sensitivity according to individual needs and good use was made of the interactive whiteboards.

T28 Students received very helpful and timely feedback. Teachers made confident use of a range of correction techniques including self, peer and delayed correction.

T29 Lessons included carefully planned activities to evaluate learning with reference to the learners' different needs.

T30 A very positive atmosphere was observed in classes; teachers showed sensitivity to individuals and used personalisation widely. Students were actively engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being very good against the criteria. Teachers demonstrated a very sound knowledge of English language and planned their lessons taking full account of individual learning needs and the course objectives. Learning outcomes were presented at the beginning and reviewed at the end of lessons. Teachers used techniques appropriate to the lesson and the individual and managed the classroom environment and resources effectively. Feedback on performance was varied, helpful and timely and tasks were carefully selected to evaluate learning. Teachers created very positive learning atmospheres.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength

W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Safety and security measures are very thorough on all sites. CCTV is in place and entry to each school building is restricted by an access control system. Reception areas are staffed at all times to monitor people entering the building. Fire and premises risk assessments are comprehensive and regularly updated.

W2 The school has a detailed crisis and critical incident policy and related procedures for on and off-site emergencies. Measures include risk assessments for dealing with major incidents, trips to higher risk locations and missing student procedures.

W3 Students are clearly informed about the pastoral care available through pre-arrival documentation, inductions, and posters around all sites. Students praised the level of personal care provided by staff. Relevant staff have received appropriate training. Staff use a safeguarding software programme to record any concerns they may have about students or colleagues.

W7 Comprehensive advice is given through pre-arrival guides, welfare induction presentations and welcome packs. Welfare and student services team staff are available to provide any additional information required by students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W13 Students are introduced to relevant staff during inductions. They also can use a social messaging app and complete a first-week questionnaire with accommodation questions. Any issues raised are quickly resolved and recorded.

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

Comments

All criteria in this area are fully met.

Accommodation: other

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

The relevant criterion in this area is fully met.

Leisure opportunities

	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
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W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
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Comments

W24 The school offers a varied, monthly leisure programme, and aims to meet the needs and bring together students from the two main sites. The programme includes a late-afternoon enrichment programme and evening events. There are alternative activities arranged for under 18s, who cannot, for example, attend pub-based events. W25 All activities are very well organised and are based on student needs and feedback through student councils and polls. Teachers play an active role in many activities.

W26 There are detailed up-to-date risk assessments for all activities; these are read and signed by relevant staff prior to events taking place and feedback is solicited to update relevant documents.

Safeguarding under 18s**Safeguarding under 18s**

	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
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S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
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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
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S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
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S7 There are suitable arrangements for the accommodation of students.	Strength
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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
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Comments

The school accepts students aged 16 and 17 years old on adult courses throughout the year. In addition, the school offers closed group courses for students aged 16 and over. At the time of the inspection, there were 56 under 18s studying with the school, three at St M's and 53 at St J's on academic courses, including eight online.

S1 The school has a comprehensive safeguarding policy, supplemented by a large number of relevant practical documents. The designated (DSL) and deputy (DDSL) safeguarding leads are made known to staff and students through a number of channels, including them being clearly identified in inductions, by photos and names on posters and in the student handbook.

S2 A large number of staff have received specialist safeguarding training, including the DSL, the DDSL and members of the senior leadership team. In addition to King's Oxford staff, all homestay hosts complete safeguarding training. Regular training updates are provided to staff and hosts and the school distributes a safeguarding newsletter.

S7 There are very clear and appropriate arrangements for the accommodation of under 18s. In the residence and homestays, there is a strict curfew time of 22.30 known to all concerned, and a detailed missing person procedure. At the residence, there is a live-in warden and on-site security; 16 and 17 year-olds are accommodated on a separate floor and room checks are conducted at the appropriate time. Homestays hosts are fully briefed about their responsibilities and have clear procedures to follow in case of students not returning home when required.

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	1984
Last full inspection	April 2016
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	A level, GCSE and university foundation courses (non-ELT subjects)
Other related accredited schools/centres/affiliates	Kings schools in Brighton, Bournemouth and London
Other related non-accredited schools/centres/affiliates	EFL schools in the US

Private sector

Date of foundation	1976
Ownership	Name of company: Touchload Limited Company number: 02163412
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Kings Oxford Alfred Street Annexe, Alfred Street, Oxford OX1 4EH. Five teaching rooms. Art Department building, King Edward Street, Oxford OX1 4JA. Six multi-purpose classrooms.

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	47 EFL + 48 EAP including 3 online	100
Full-time ELT (15+ hours per week) aged 16–17 years	3 EFL + 53 EAP including 8 online	70
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	4 EFL	20
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	54 EFL + EAP 101 = 155	190
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	16–21
Adult programmes: typical length of stay	12 EFL (EAP 39 weeks)	EFL 2 weeks
Adult programmes: predominant nationalities	EFL: Saudi Arabian, Japanese, Swiss, German EAP: Albanian, Burmese, Chinese, Indonesian	EFL: Spanish, French, German, Italian.

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	19
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 19 hours a week	1	
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	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
Two of the academic managers were scheduled to teach 15 hours each during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	11
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification	0
Total	11
Comments	

Nine teachers were teaching general EFL courses and four were teaching EAP courses.

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	26	9
Private home	24	8
Home tuition	N/a	N/a
Residential	42	33
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	2	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overseas	3	8
Overall totals adults/under 18s	97	58
Overall total adults + under 18s	155	