

Organisation name	Kings Oxford
Inspection date	15–16 October 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

**Recommendation**

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in D1 have been addressed.

**Summary statement**

The British Council inspected and accredited Kings Oxford in October 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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 under 18s.

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

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**Introduction**

Kings Oxford is one of four UK schools in the Kings Education group, which also has schools in the USA. The other UK schools are located in Brighton, Bournemouth and London. During the summer, there are also seven Kings young learner centres. Some departments and services, such as HR, IT, marketing and sales, and admissions and bookings are managed centrally from Brighton. There are two centres in Oxford. The EFL provision takes place in St Michael's and the part-time EAP provision is part of the programme of study at St Joseph's where courses are offered to prepare students for A-Level exams and higher education.

The inspection took two days. Meetings were held with the principal, the director of English language programmes, the college services manager, the assistant director of studies (ADoS), the senior teacher, the EFL administrator, the student welfare manager, the student services officer and activity leader, the acting director of academic programmes, the head of EAP/UCAS advisor, the DSL/director of students, the academic administration manager, the HR coordinator, the registrar, the finance accounting manager, the site and facilities manager, the welfare officer and academic attendance officer, the accommodation manager, the homestay coordinator, the head of student resident care, the student services extracurricular manager, the media content creator, the marketing and engagement manager, and the alumni officer.

Meetings were held with teachers and students at the two centres. All the teachers timetabled during the inspection were observed. One inspector visited the residence, and three homestays (remotely).

#### Address of main site/head office

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

#### Description of sites visited/observed

St Michael's (21 St Michael's Street, Oxford OX1 4EH) is a period building in the city centre. On the ground floor there is a reception and student area, and two offices. There are three classrooms on the first floor, two of which are used as spaces where students can eat their lunch. On the second and third floors there are five classrooms, one of which can be used as a Quiet/Prayer Room, an office and the IELTS computer testing room. The staffroom, teachers' resources room and a kitchen are located in the basement area. There are separate toilets for students and staff including an easy-access facility on the ground floor.

St Joseph's is located on the outskirts of Oxford. On the ground and lower ground floors there are a reception area, offices, a kitchen, the student canteen and student relaxation area, a staffroom and staff kitchen, and a teachers' area. On the first and second floors there are offices and a medical room. There are fifteen classrooms in total, on three floors, and separate toilets for staff and students, including those for under 18s only. There are two outdoor areas with seating.

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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The EFL courses for adults and young adults (16+) are run at the city centre site, St Michael's. 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. The EAP courses are run at the St Joseph's site as part of the A-Level and degree pathway programmes. The majority of students have classes in EAP for 4.5 hours per week as an integrated part of their study programmes. Closed groups for adults and young adults and for under 18s are occasionally run during the academic year.

#### Management profile

The principal is based in St Joseph's. He line-manages the director of students, the acting director of studies (academic), the head of boarding/college services manager and the director of English language programmes. At St Joseph's, the EAP teachers report to the head of EAP who in turn reports to the acting DoS (academic). The director of English language programmes is based in St Michael's and is largely responsible for the day-to-day running of the centre. He line-manages the ADoS, the senior teacher, the English language administrator and the teachers.

## 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. At the time of the inspection thirty seven students under 18 were staying in the residence and 7 were in homestay.

## 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 in accordance with the stated goals, values and publicity. The goals and values of the organisation are clear and made known to all stakeholders. The structure of the organisation is well established, administrative systems work efficiently, and quality assurance procedures are effective. Staff are managed well and are provided with good opportunities for development. *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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

### 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 good standard of guidance to ensure they support students effectively in their learning. Courses are well designed and managed, and learners are helped to make the most of their learning opportunities. 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 varied and well-resourced 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

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## 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.	Strength
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 in handbooks and job descriptions, 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. There are detailed development plans and a process of tracking their progress within set time frames.

M3 There is a documented and clearly understood structure for the ELT structure and evidence of planning for continuity of provision. Photographs of staff and their roles are prominently displayed.

M4 Formal channels of communication are very well established. There are regular meetings with staff at the two Oxford sites, at the four UK schools in the group, and with central and local managers and directors. Opportunities are available for staff with similar roles to communicate across the organisation. Excellent use is made of electronic channels of communication to convey day-to-day information.

M5 Feedback is collected from students in a variety of ways: via face-to-face checks, questionnaires, tutorials and a 'parliament' made up of student representatives. There is evidence that feedback is acted upon as appropriate.

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.

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

#### Comments

M8 Clearly written and comprehensive policies are made available to staff. Staff well-being is given prominence and staff feel valued and well supported.

M10 There are comprehensive procedures and related documentation for each stage of the recruitment policy. An HR co-ordinator is responsible for ensuring that all the necessary stages are completed before deployment.

M11 There are thorough well-managed inductions for all staff, and detailed handbooks for different positions. Staff have the opportunity of shadowing before taking on a new role.

M12 All staff have annual appraisals and there are opportunities for more informal personal development meetings to take place between formal meetings. Monitoring and appraisal procedures inform career progression pathways.

M13 There are very effective procedures to ensure the continuing professional development of all staff. A number of staff members have been promoted within the organisation. There is regular in-house training for all roles and external training opportunities are offered.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

M14 Staff are very helpful and courteous and provide excellent levels of customer care. Student feedback on the service is very positive. There are very good cover arrangements in place, ensuring consistent levels of service.

M15 Students and their parents receive comprehensive pre-course information and advice from head office and from the Oxford school. Students receive ongoing support and advice through individual learning plans and tutorials during their course. The EAP students receive personalised advice about their programmes and future plans.

M16 All procedures are carried out very efficiently. On arrival, there is a check on the information received about each student and on their well-being.

M18 There are very clear policies and rigorously implemented procedures to check on student attendance and to follow up any absence. For students aged under 18 there are additional procedures to check on their whereabouts outside lesson times: during activities and in their accommodation.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website and range of booklets that can be downloaded from the website. Although the website is the main source of information, there is also a significant social media presence.

M25 A separate booklet/section of the publicity gives a comprehensive overview of arrangements for the care of under 18s.

M26 The information given about the accommodation offered is very detailed and well illustrated. The website includes virtual tours and photographs of the residential accommodation.

### Premises and resources

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

P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
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#### Comments

P5 At both sites, signage is very clear. Noticeboards throughout the buildings are attractive and informative. They are regularly updated. Good use is made of photographs and posters to inform students of whom to approach if they have a concern and to advertise upcoming events in the leisure programme.

<b>Learning resources</b>	Met
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P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Met

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

Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.

Met

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.

Met

P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Met

#### Comments

All criteria in this area are fully met.

## Teaching and learning

<b>Academic staff profile</b>	Area of strength
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T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

#### Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. The vast majority of the teachers and all the academic managers are TEFLQ with many years' experience.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile. The stated policy is to recruit teachers who are TEFLQ. Those very few who are not, are well supported.

<b>Academic management</b>	Area of strength
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T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Strength

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Met

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Strength

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

Strength

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

Met

**Comments**

T5 Cover arrangements are very good. Members of the academic team can provide emergency cover. The scheme of work documentation ensures that the cover teacher has access to necessary information about the lesson and the students.

T6 The EFL courses have continuous enrolment and all aspects of academic management affected have been carefully considered including the course design, specific guidance to teachers and tutorials for students.

T8 Support provided by the academic management team is very good. There are scheduled weekly meetings for lesson planning and liaison between teachers.

T9 Teachers are regularly observed by the academic managers. The feedback given is thorough and useful and leads to mutually agreed action points. A structured peer observation scheme ensures that teachers benefit from observing experienced colleagues.

**Course design and implementation****Area of strength**

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.

Strength

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.

Met

**Comments**

T11 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 their implementation.

T12 Study and learning strategies are integrated into the EFL syllabus, and they are at the core of the EAP programmes during which students are being prepared for study at higher education level in the UK.

T13 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.

**Learner management****Area of strength**

T15 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T16 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T17 Students are helped to identify their learning needs and receive support to meet course objectives.

Strength

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.

Strength

**Comments**

T16 There are rigorous procedures to monitor the progress of students on EFL and EAP courses. Tests are regularly set and learning plans are discussed in tutorials.

T17 General and specialised learning support is available depending on the programme students are following. Long stay EFL students and all EAP students benefit from the guidance and support offered in tutorials.

T18 Advice on examinations is given to all students, as needed. 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

11

Number of observations

11

Parts of programme(s) observed

Morning and afternoon EFL programme; EAP lessons.

**Comments**

These figures include the ADoS and the senior teacher at St Michael's and the head of EAP at St Joseph's. One EAP teacher was teaching during the week but not on the days of the inspection.

**Teaching: classroom observation****Area of strength**

T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.

Met

T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

### Comments

T19 The majority of teachers used language appropriate to the context and provided concise, memorable explanations. In stronger segments, there was effective support for pronunciation with a focus on intonation and stress. In a very small number of instances, an inaccurate model of language was modelled.

T20 Lesson plans were based on course objectives and the scheme of work. The topics and materials selected were appropriate and interesting. There was planning for differentiation and, in stronger segments, this was observed in practice.

T21 In almost all lessons, appropriate and clearly expressed learning outcomes were shared with students at the beginning of the lesson and reviewed at the end. There was a clear link between the learning objectives and activities, with well-paced movement from familiar to new language. Classroom activities were linked to relevant independent study.

T22 A good range of techniques was confidently employed to present and practise language. In all segments, there were good examples of nomination and questioning which was sensitive and inclusive. In the EAP lessons, there was a sustained development of specific skills and subskills.

T23 In the vast majority of lessons, the classroom and resources were managed with confidence and skill. Creative use was made of the technology and of the available classroom space. Coursebook materials were integrated well with other resources and handouts were professionally presented.

T24 The monitoring of student performance was generally done well. The majority of teachers demonstrated principled and consistent error correction techniques, and all teachers used praise effectively.

T25 All lessons were planned and delivered to ensure that language learning activities were linked to previous work and also to future study. This resulted in students building core academic skills in a coherent way. Lessons included opportunities for students to reflect on their performance and encouraged independent learning.

T26 All teachers were patient and encouraging and promoted a positive and inclusive learning atmosphere. They demonstrated a very good understanding of their students and their needs. Whole-class, group and pairwork activities were set up and managed effectively to maximise engagement and to encourage meaningful communication between students.

## Welfare and student services

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

### Comments

W1 A detailed crisis and critical incident policy and related procedures for on and off-site emergencies is in place. Measures include risk assessments for dealing with major incidents, trips to higher risk locations and missing student procedures.

W2 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 including mental health first aid.

W3 Assemblies and celebration days are used to promote tolerance and respect. Procedures for dealing with issues such as bullying and abusive behaviour are clearly laid out and policy documentation is clear and comprehensive.

W5 Information about life in the UK and travel to the school and accommodation is extremely comprehensive with clear, succinct detail in multiple formats.

W6 Comprehensive health care advice is given through pre-arrival guides, welfare induction presentations and welcome packs. Welfare and student services team staff at both sites are available to provide any additional information required by students. Staff are available to accompany students to the doctors and or the dentists as needed.

<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W9 Arrangements for monitoring all types of accommodation are very good including daily checks of residential accommodation, regular checks on student houses and homestay visits at least once a year.

W10 Students received personalised information about travel between the accommodation and the school as well as a pen portrait of homestay hosts.

W11 Initial feedback mechanisms and proactive monitoring of students' satisfaction with their accommodation enables any issues to be resolved promptly and efficiently.

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

#### Comments

All criteria in this area are fully met.

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

#### Comments

The applicable criterion in this area is fully met.

<b>Leisure opportunities</b>	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W19 The school offers a varied, monthly leisure programme, and incorporates a variety of social, cultural and sporting events. Good use of social media is made to promote engagement.

W20 The programme includes a late-afternoon enrichment programme and evening events. The content is based on student feedback and suggestions from the student parliament. It includes, for example, fun practical cooking sessions for students who are staying in the self-catering residence.

W21 All activities are very well organised, and all the activity staff involved are first aid trained as standard.

### 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
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

The school accepts students aged 16 and 17 years old on courses throughout the year. In addition, the school offers closed group courses for students aged 14 and over. At the time of the inspection, there were 14 full-time EFL students at St Michael's and 32 part-time students following the EAP course at St Joseph's.

S1 The safeguarding policy is very comprehensive. The designated safeguarding lead (DSL) and all members of the safeguarding team are made known to staff and students. The policy is implemented through and supported by relevant practical documents, for example codes of conduct, incident-reporting documentation.

S2 A large number of staff have received specialist safeguarding training including members of the senior leadership team, welfare and accommodation staff. Regular updates on aspects of safeguarding are covered through monthly fact sheets to all staff and quarterly newsletters to homestay hosts.

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 Sampling identified the following issue: there was evidence that excessive photocopies were being made from coursebooks; the institution should seek further advice from the relevant statutory/regulatory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Kings Education Oxford also provides A-level and University Foundation Courses at the St Joseph's site.
Other related accredited schools/centres/affiliates	Kings London, Kings Brighton, Kings Bournemouth
Other related non-accredited schools/centres/affiliates	Schools in the USA

#### Private sector

Date of foundation	2009
Ownership	Name of company: Touchload Limited T/A Kings Oxford Company number: 02163412
Other accreditation/inspection	ISI
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	EFL classroom annexe located at 2 Alfred Street, Oxford, OX1 4EH. Used during late spring, summer, early autumn. Also used in low season for groups including closed junior groups. There are four classrooms, plus reception, teachers' room, toilets and kitchen.

#### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	66	116
Full-time ELT (15+ hours per week) aged 16–17 years	14	63
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	29	0
Part-time ELT aged 16–17 years	32	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>141</b>	<b>179</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–24	16–24

Adult programmes: typical length of stay	EFL 6–12 weeks EAP 6–20 months	2–4 weeks
Adult programmes: predominant nationalities	EFL: Saudi Arabian, Japanese, Korean, Turkish, Spanish, Taiwanese, Venezuelan, Italian. EAP: Iranian, Brazilian	Saudi Arabian, Japanese, Korean, Turkish, Chinese, Spanish, Brazilian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9 (7 EFL + 2 EAP)	18
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	4 (3 EFL + 1 EAP)	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	12 in Oxford, plus central team	
Total number of support staff	14 in Oxford, plus central team	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4
Comments	

The EFL ADoS is scheduled to teach for 7.5 hours per week; the senior teacher for 15 hours per week; the head of EAP for 11.25 hours per week. They were teaching these hours during the week of the inspection.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	8 (6 EFL + 2 EAP)
TEFLI qualification	1
A TEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	9
Comments	

These figures do not include the ADoS, the senior teacher and the head of EAP. The figures include an EAP teacher who was teaching during the week but not on the days of the inspection.

#### 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	34	7
Private home	N/a	N/a

Home tuition	N/a	N/a
Residential	33	37
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	6	N/a
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	22	2
Overall totals adults/under 18s	95	46
Overall total adults + under 18s	141	

### **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in D1 have been addressed.