

|                   |                              |
|-------------------|------------------------------|
| Organisation name | Newbury Hall School, Newbury |
| Inspection date   | 26–27 June 2018              |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>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><br>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 |
| <b>Teaching and learning</b><br>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><br>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><br>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 accreditation with a spot check in the first 12 months. |

| Summary statement   |
|---|
| <p>The British Council inspected and accredited Newbury Hall School in June 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for 13–17 year olds.</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, course design, 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

Newbury Hall School is part of Instill Education Limited, which runs a number of schools worldwide, including the Oxford Intensive Schools of English (OISE). The school was first purchased by OISE in 1980. By 2009 the school was registered with the Department for Education and was offering academic year courses, including A-levels and GCSEs in accounting, maths and business. From 2015 the school began to focus on shorter-term year-round courses. The school's stated aim was to make the transition 'from a more traditional secondary school to an innovative International Study Centre', preparing young students for further study across a broad range of subjects taught in English. Particular emphasis is put on developing the intellectual abilities and awareness of the students.

The school runs a course of 27 hours per week, entitled 'Academic literacy and exam skills' with a maximum of eight students per class. Students can choose different options to meet their specific needs, such as: language development, essay writing and argumentation, literature, debates, research projects and exam skills. Subject lessons in, for example, maths, science or philosophy, are also available and are taught in English.

The inspection took place over two days. Meetings were held with the principal, the academic manager, the student services manager, the operations lead, the examinations officer and the activity leaders. Separate focus group meetings were held with the students and the teachers. Nine teachers were observed and one inspector visited three homestays and the student residence.

## Address of main site/head office

Newbury Hall, Enborne Road, Newbury RG14 6AD

## Description of sites visited

Newbury Hall occupies a site near the centre of Newbury. The school is housed in a Victorian building with a more recent four-story extension for the onsite residence. The ground floor of the school consists of an office and reception area, five classrooms, a library (which is also used as a classroom) and toilets for students. The first floor consists of the 'forum' (a large refectory and common room), five classrooms, a kitchen area and staff toilets. Teachers have use of the library as a staff room in the summer; a classroom is available for their use outside the summer. There is an outdoor courtyard area.

| Course profile  | Year round                          |                                     | Vacation only            |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|   | Run                                 | Seen                                | Run                      | Seen                     |
| General ELT for adults  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation)      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 general English course offered consists of 27 hours per week of 'academic literacy and exam skills'. The precise content of the course depends on the choices made by individual students. All students are aged 13–17.

## Accommodation profile

The school offers residential and homestay accommodation. The homestay provision is currently very small with only about a dozen hosts on the register. Three hosts were visited. Unless the homes are close to the school, hosts are expected to transport the students as necessary. The residential accommodation is in a purpose-built block adjacent to the school. The accommodation is in single rooms ensuite, with boys and girls on separate floors. Two staff flats are available for the house parents and a twin-bedded room for seasonal staff members with some supervision responsibilities.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values, which inform

all aspects of the provision. Communication channels, operational management and administration systems in general are effective. Publicity is generally clear and accurate. *Strategic and quality management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation, which helps to establish a supportive community. However, the toilet facilities are in need of decoration and renovation. A good range of learning resources is available, appropriate to the age and needs of the students, and designed to support the specific aims and ethos of the school curriculum. Guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a professional profile with appropriate qualifications and experience. Teachers are managed effectively and receive sufficient guidance to ensure that they support students effectively in their learning. Courses are designed and managed for the benefit of students and ensure that the development of intellectual abilities and learning skills is as important as language acquisition. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Safety and security issues are fully addressed by sensitive and vigilant staff who have received thorough training. Staff-student ratios are very favourable. The residential accommodation provided is of a very good standard. Homestay accommodation arrangements are made with care. The social programme is extensive, innovative and entirely suitable to the student body. Students are offered a varied experience which encourages team spirit, yet always takes the individual into account. All aspects of welfare are efficiently and sensitively administered. *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. The systems and procedures necessary to ensure the all-round care of under 18s are well thought out. Staff are appropriately trained. Suitability checks are carried out, and all other aspects of safer recruitment are met. The provision for the safeguarding of students under the age of 18 in any leisure activities and accommodation provided is very good. There are no gaps in the provision. *Safeguarding under 18s* is an area of strength.

## 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.   | Met              |
| 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 school has a clear statement of its aims and ethos displayed on noticeboards and in other printed and electronic materials. The core focus on 'Gusto, Grit, Growth' is clearly explained to students at the induction

presentation, and is frequently referred to in classroom materials and activities.

M3 There is a very clear operational structure in place, which is understood by all staff and which provides cover for all roles. Recently the school has used the services of a business coach to improve its strategic and operational management systems, and has increased the number of staff involved in management and administration. Operational and administrative staff are employed year-round.

M4 There are good levels of informal contact and communication between all managers and staff, facilitated by the layout of offices and the compact nature of the site. There are weekly, minuted meetings between the senior staff and between other key groups. There are good communication channels with the OISE head office team.

M7 There is a strong commitment to reviewing operational practices and policies in order to ensure continuing improvement. This includes a five-year 'Development Plan' (2018–2023), consisting of an overview and a more detailed 'Annual Schedule' of monthly and annual tasks for the different operational sectors.

| <b>Staff management and development</b>   | Met     |
|---|---------|
| M8 The provider implements appropriate human resources policies, which are made known to staff.   | Met     |
| 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.  | Met     |
| M11 There are effective induction procedures for all staff.   | Met     |
| 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. | Not 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.         | Met     |

#### **Comments**

M12 There is a good system of annual staff appraisals which focuses on analysing strengths and weaknesses. However, there is no clear written policy for handling unsatisfactory performance in terms of capability rather than disciplinary matters.

| <b>Student administration</b>   | Met      |
|---|----------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.   | Met      |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.   | Met      |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.  | Met      |
| 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**

M19 The procedures for dealing with poor attendance and punctuality are made very clear in the student induction presentation and are rigorously enforced throughout the course.

| <b>Publicity</b>   | 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. | 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.   | Not met |

|   |     |
|---|-----|
| M25 Publicity includes clear, accurate and easy-to-find information on costs.   | 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.  | N/a |
| M29 Claims to accreditation are in line with Scheme requirements.   | N/a |

#### Comments

Publicity consists of a website and a brochure, which is also available as a pdf on the website. The website is regarded as the main source of publicity and has recently been updated. The school has social media accounts, but these are described as 'dormant'.

M24 The outline description of courses on the website is very limited and does not give clear information on objectives and levels.

### Premises and resources

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|--|----------|
| <b>Premises and facilities</b>   | 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.        | Not 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.   | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.                         | Strength |
| 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

P1 Most of the premises, including external areas, are in a good state of repair and decoration. However the boys and girls toilets are not clean and need some repair and re-decoration.

P3 The 'forum' provides a large and attractive common room, meeting space and refectory, with sufficient space for the students to eat their meals and space for relaxation and recreation. It serves as the hub of the school.

P4 Three meals a day are provided in the refectory. Meals are varied and nutritious, with vegetarian options and other special diets easily catered for. Water is available throughout the day. The cost of all meals is included in the course fee.

P5 Signage is very clear. There are visually attractive information and picture boards, as well as digital display screens around the school. Students were seen reading and engaging with the information displays.

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| <b>Learning resources</b>  | Area of strength |
| 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.  | Strength         |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.  | Strength         |
| 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 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

P7 Learning resources are very accessible and consist mainly of in-house hyperlinked materials and lesson plans available through the timetable portal. They cover all course and lesson types and provide stimulating and thought-provoking content for the students.

P8 There is a very good range of well-organised and accessible materials for teachers, both for classroom use and to support the curriculum aims and ethos.

P11 Developing independent learning skills is a fundamental feature of the courses and is integrated into the course material and classroom delivery at every opportunity.

## Teaching and learning

|   |     |
|---|-----|
| <b>Academic staff profile</b>   | Met |
| 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.  | Met |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.              | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.                            | Met |

### Comments

T2 The overall qualifications profile of the teaching team is relevant to the courses offered. However, two of the teachers deployed on ELT courses do not have recognised ELT qualifications. Rationales were provided and accepted in the context of this inspection because they have teaching experience relevant to the subject content of the curriculum, and inspectors were told that both will be enrolling on a recognised initial training course if they continue at the school.

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| <b>Academic management</b>   | Met      |
| T5 Teachers are matched appropriately to courses.  | Met      |
| 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.                             | Met      |
| 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.            | Met      |

### Comments

T9 The academic manager provides constant support and guidance to teachers. This aspect of support was appreciated by the teachers in the focus group and was noticed by the inspectors throughout the day. In addition there are regular lunch time meetings and discussions.

|  |                  |
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| <b>Course design and implementation</b>  | 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.  | Met              |
| 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. | Met              |
| 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 A great deal of productive thought has gone into the construction of the present curriculum. As a result, the

school is providing an innovative course designed to prepare young students for further study across a broad range of subjects taught in English. Particular emphasis is put on developing the intellectual abilities and awareness of the students.

T12 Courses are reviewed regularly and rigorously as the course progresses in order to ensure it meets the needs of the current students. More formal reviews take place annually in September as part of the 'Annual Schedule'.

T15 Strategies to develop independent learning skills and subject knowledge are integral to the entire programme. Students are helped to consolidate these skills through the maintenance of a Learner Portfolio.

| <b>Learner management</b>   | <b>Met</b> |
|---|------------|
| 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.                                       | Met        |
| 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. | Met        |
| 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.                           | Met        |

#### **Comments**

T19 Moving class is actively encouraged in order to ensure students are meeting their specific needs and interests. The movement between classes and subjects was seen to work very smoothly.

#### **Classroom observation record**

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 9   |
| Number of observations         | 10  |
| Parts of programme(s) observed | All |

#### **Comments**

One teacher was observed twice so that a subject lesson in science could be seen.

| <b>Teaching: classroom observation</b>  | <b>Met</b> |
|---|------------|
| 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. | Met        |
| 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.  | Met        |
| 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.  | Met        |
| T29 Lessons include activities to evaluate whether learning is taking place.  | Met        |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.  | Strength   |

#### **Comments**

T23 Teachers showed an adequate awareness of linguistic systems, particularly in relation to skills such as essay writing, developing an argument and expressing ideas. There was not much evidence of the modelling of structural or phonological forms.

T24 The content of the lessons was relevant and interesting to the students and directly linked to the curriculum. It included conceptual areas that, while challenging to the students, were also welcomed and met their learning needs.

T26 There was evidence of some teaching techniques to assist learning, such as elicitation, encouraging students to initiate and using concept check questions to assess understanding. However, in several observed segments

there was a lack of techniques such as grading language, giving clear instructions and exploring phonological and lexical forms in more detail.

T27 The classroom environment was well managed to maximise communication. Resources consisted mainly of printed discussion prompts and worksheets, which worked effectively. Technology was not a major component of the lessons, but was used effectively on occasions. The whiteboards were generally untidy and did not assist students with understanding of the language.

T28 Students were frequently given praise and positive reinforcement, for example through the issuing of credit points. There was little evidence of correction work, and opportunities to work on clearer articulation strategies, which would have enhanced the discursive elements of the lessons, were missed.

T29 The maximum class size of eight meant that teachers could work with individual students to evaluate and support learning. Opportunities for evaluating learning were also available through the learner portfolio and video diaries, which students were encouraged to maintain.

T30 There was a positive learning atmosphere in all the observed classes. There were high levels of student participation and engagement, and a clear sense of confidence and collaboration between the students and the teachers. Teachers controlled the use of first language and any over-dominant students were handled effectively and sensitively.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with one or two very good segments and nothing unsatisfactory. Teachers planned lessons in accordance with the requirements of the curriculum and to meet the needs and interests of the students. Lessons were delivered well, although the use of a wider range of techniques would have improved the effectiveness and extent of the learning. There was a very positive learning atmosphere in all the lessons.

### 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.  | Met              |
| 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.           | Strength         |
| W7 Students receive advice on relevant aspects of life in the UK.  | Met              |
| W8 Students have access to adequate health care provision.   | Strength         |

### Comments

W1 Risk assessments for the premises are commendably clear. They have been drawn up by a professional consultant together with the student services manager. They are regularly updated. Both school premises and the residence have CCTV coverage. There are trained fire marshals and frequent fire drills to ensure that all new students are familiar with the procedures.

W3 The staff see students' welfare as a shared responsibility. The student services manager is the named welfare officer in the school. In addition students have access to an independent listener who makes frequent visits to the school.

W6 All transport requirements are efficiently organised by school staff and outsourced to reliable local companies for taxis, excursions and airport departures and transfers, for which the fully briefed activity leaders assist in a 'meet and greet' capacity. Cost of travel from homestays to school (if applicable) is provided in the profile students receive prior to arrival.

W7 The student handbook, induction procedures and daily assemblies provide students with ongoing advice and information essential for a happy and safe stay.

W8 House parents are on site to help with any medical emergencies in the residential accommodation, and arrangements have been set up with a local GP practice. Any medication needed by students is kept locked in the residence office where there is a fridge for the purpose and the office is always manned. If a student feels poorly a



room in the residence is available as a sickroom. Several staff members are first aiders, their names prominently posted in the school and the residence.

|  |          |
|--|----------|
| <b>Accommodation</b> (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.                | Strength |
| 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.  | Met      |
| 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

W9 The hosts interviewed showed appropriate care for and an interest in their overseas guests. The homes were all clean and the rooms allocated to students were comfortable, airy and appropriately furnished. The residential accommodation is pleasantly furnished, very clean with good storage space. The adult supervisors have their own bathrooms and toilet facilities.

W11 Selection of hosts is very thorough; the checklist used provides an in-depth picture of the prospective hosts. Hosts are re-visited annually.

W14 It was evident that the hosts were well acquainted with the school's terms and conditions and enjoyed good communication with the school staff. Some hosts need to be reminded that eating together with the students and frequent changes of bed linen are stipulated in the school's expectations of a good host.

|   |     |
|---|-----|
| <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.

|   |     |
|---|-----|
| <i>Accommodation: other</i>   |     |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.                              | N/a |

#### Comments

None.

|   |                  |
|---|------------------|
| <b>Leisure opportunities</b>  | 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         |
| W25 Any leisure programmes are well organised and sufficiently resourced.   | Strength         |

|   |          |
|---|----------|
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Strength |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.      | Met      |

### Comments

W24 The greatest care is taken to provide a balanced and motivating programme of activities, which can cater appropriately for the different ages attending the school. Students are kept well informed of what activities and events are available to them. The school can accommodate students who wish to pursue some activity outside the normal activity programme at no extra cost.

W25 The activities are very well supervised by skilled and enthusiastic activity staff, whose clear and committed concern for the students contributes greatly to their experience in the school. Activities are well designed to integrate students, to encourage teamwork, and to provide opportunities for using English.

W26 All off-site activities are well planned, with sensible and useful risk assessments. Risk assessments are checked prior to each activity and any significant changes noted after the event. Accompanying staff are well trained to deal with any unexpected occurrences and are more than adequate in number.

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

### Comments

All the students attending the school are aged under 18.

S1 The safeguarding policy and all other relevant documentation are well thought out, written in accessible language and made known to all staff. School staff have a good relationship with the local social services staff responsible for safeguarding and the local authority designated officer (LADO) is named in the policy together with appropriate contact numbers.

S4 All areas of safer recruitment for staff and helpers are rigorously implemented. Recruitment procedures for homestay providers are exceptionally thorough. School staff use a safer recruitment interview document produced by the National Society of Prevention of Cruelty to Children (NSPCC). All host family members and regular visitors to the home over the age of 16 are DBS checked.

S6 Students aged 14 and over are permitted a sensible amount of freedom within strictly set ground rules. Under 14s are always accompanied on any off-site activities. Curfew times for the different age groups are clearly stated and are known to both students and hosts.

### 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  | N/a                  |
| Last full inspection  | N/a                  |
| Subsequent spot check (if applicable)                             | N/a                  |
| Subsequent supplementary check (if applicable)                    | N/a                  |
| Subsequent interim visit (if applicable)                          | N/a                  |
| Current accreditation status                                      | Not accredited       |
| Other related non-accredited activities (in brief) at this centre | N/a                  |
| Other related accredited schools/centres/affiliates               | Various OISE centres |
| Other related non-accredited schools/centres/affiliates           | N/a                  |

### Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | 1980   |
| Ownership                      | Name of company: OISE Holdings Ltd<br>Company number: 05864039 |
| 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 and not visited | N/a |

### Student profile

| Student profile                                      | At inspection            | In peak week: July<br>(organisation's estimate) |
|--|--------------------------|---|
|  | At inspection            | In peak week                                    |
| <b>ELT/ESOL students</b> (eligible courses)          |                          |   |
| Full-time ELT (15+ hours per week) 18 years and over | N/a                      | N/a   |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 13                       | 20  |
| Full-time ELT (15+ hours per week) aged under 16     | 40                       | 50  |
| Part-time ELT aged 18 years and over                 | N/a                      | N/a   |
| Part-time ELT aged 16–17 years                       | 0                        | 0   |
| Part-time ELT aged under 16 years                    | 0                        | 0   |
| <b>Overall total</b> ELT/ESOL students shown above   | <b>53</b>                | <b>70</b>                                       |
| Junior programmes: advertised minimum age            | 13                       | 13  |
| Junior programmes: advertised maximum age            | 17                       | 17  |
| Junior programmes: predominant nationalities         | Russian, French, Turkish | Russian, French                                 |
| Adult programmes: advertised minimum age             | N/a                      | N/a   |
| Adult programmes: typical age range                  | N/a                      | N/a   |
| Adult programmes: typical length of stay             | N/a                      | N/a   |
| Adult programmes: predominant nationalities          | N/a                      | N/a   |

| <b>Staff profile</b>   | <b>At inspection</b> | <b>In peak week<br/>(organisation's estimate)</b> |
|--|----------------------|---|
| Total number of teachers on eligible ELT courses   | 9                    | 15  |
| Number teaching ELT 20 hours and over a week   | 7                    |   |
| Number teaching ELT under 19 hours a week  | 2                    |   |
| Number of academic managers for eligible ELT courses   | 1                    | 1   |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 6                    |   |
| Total number of support staff  | 4                    |   |

### **Academic manager qualifications profile**

| <b>Profile at inspection</b>  |                                    |
|---|------------------------------------|
| <b>Professional qualifications</b>  | <b>Number of academic managers</b> |
| TEFLQ qualification   | 1                                  |
| Academic managers without TEFLQ qualification or three years relevant experience                                  | 0                                  |
| Total   | 1                                  |
| <b>Comments</b>   |                                    |
| The academic manager is not timetabled to teach in the summer. He teaches five lessons a week outside the summer. |                                    |

### **Teacher qualifications profile**

| <b>Profile in week of inspection</b>                 |                           |
|--|---------------------------|
| <b>Professional qualifications</b>                   | <b>Number of teachers</b> |
| TEFLQ qualification                                  | 1                         |
| TEFLI qualification                                  | 6                         |
| Holding specialist qualifications only (specify)     | 0                         |
| Qualified teacher status only (QTS)                  | 0                         |
| Teachers without appropriate ELT/TESOL qualification | 2                         |
| Total  | 9                         |
| <b>Comments</b>                                      |                           |
| None.  |                           |

### **Accommodation profile**

| <b>Number of students in each at the time of inspection (all students on eligible courses)</b> |               |                  |
|--|---------------|------------------|
| <b>Types of accommodation</b>  | <b>Adults</b> | <b>Under 18s</b> |
| <i>Arranged by provider/agency</i>   |               |                  |
| Homestay   | N/a           | 16               |
| Private home   | N/a           | 0                |
| Home tuition   | N/a           | 0                |
| Residential  | N/a           | 37               |
| Hotel/guesthouse   | N/a           | 0                |
| Independent self-catering e.g. flats, bedsits, student houses                                  | N/a           | 0                |
| <i>Arranged by student/family/guardian</i>   |               |                  |
| Staying with own family  | N/a           | 0                |
| Staying in privately rented rooms/flats  | N/a           | 0                |
| <b>Overall totals adults/under 18s</b>   |               |                  |
| Overall total adults + under 18s   | N/a           | 53               |