

Organisation name	Oxford House College, London
Inspection date	3–5 July 2018

<b>Section standards</b>	
<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 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Oxford House College, London in July 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 large private language school offers courses in general and professional English for adults (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic staff profile, academic management, course design, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The Oxford House College group is a part of a larger international grouping of organisations involved in a range of educational activities. There are four Oxford House Colleges in the UK, based in London Richmond, Oxford, Stratford-upon-Avon and central London. This inspection report relates to the central London Oxford House College school (OHC), which is based just off Oxford Street.

The senior management of the UK Oxford House College group consists of a group principal, a group director of operations, and the group academic manager, all based at the London school. The schools in the group share many common management, administrative, marketing and academic systems.

A significant feature of the work of the school is the range of certificated and non-certificated teacher-training and teacher-development courses that are run. While these fall outside the scope of this accreditation, they provide teachers at the school with the chance to upgrade their qualifications and extend their range of professional experience and expertise by following, leading or contributing to these programmes.

The inspection lasted two and a half days. Meetings were held with the group principal, the group operations director, the group academic manager, and the programme manager. Focus group meetings were held with students and with teachers. Homestay accommodation is provided by two agencies registered with the British Council. One inspector visited two residences and held a telephone discussion with one of the agencies. All teachers working during the time of the inspection were observed.

## Address of main site/head office

24 Great Chapel Street, London W1F 8FS

## Description of sites visited

The school is based in self-contained premises, which were originally a Victorian primary school. The building is on four floors, and the interior has been extensively adapted internally to provide office and reception space, classrooms, a library, and a rooftop café and relaxation area. Most of the classrooms are found on the lower-ground floor and the second floor; the ground floor contains the reception area and office space, while the first floor has a library, the staffroom, and a mezzanine area used for large-group activities (for example induction sessions). The third floor is the rooftop, which has a café and an outdoor area used for relaxation and activities such as barbecues. Staircases at each end of the building give access to all floors, and male and female toilets are located in the stairwell on alternate floors.

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

## Comments

Courses are for adults (16+) and closed groups (minimum age 11). General English courses are offered in three blocks: 09.00 to 12.00, 12.30 to 15.30, and 15.30 to 18.30 (each block includes a 15-minute break). Students may enrol for one, two, or three blocks a day, and may join the classes on any Monday the school is open. In some blocks, classes with a specialist focus (for example examination preparation, business English) are offered, and one-to-one classes are offered as a supplement to a group-based class. At the time of the inspection, general English classes at levels from A1+ to C1 of the Common European Framework of Reference (CEFR) were available.

## Accommodation profile

The school offers homestay accommodation through two agencies registered with the British Council, as well as residential accommodation. Under 18s are directed to homestay only. A number of rooms are leased by OHC year-

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round at Friendship House, a privately-managed residence in Southwark, and during the summer months the school uses additional residential accommodation managed by University College London, currently Ramsay Hall and Frances Gardner House, both centrally located. Friendship House and Ramsay Hall were seen as part of the inspection.

Friendship House offers self-catering accommodation in en-suite bedrooms, some double but mostly single, and all with internet access. There are two lounges and a TV room overlooking a water feature, as well as a garden room and a quiet room. Self-catering kitchens serve up to ten residents who provide their own food and cooking utensils. There are two lifts, a laundry and vending machines, as well as a small gym.

Ramsay Hall is a large residence composed of four buildings around a central courtyard and situated within 15 minutes' walk of the school. It is a catered residence and OHC students can choose bed and breakfast or half board. Bedrooms offered are a mix of single and twin, each with a wash basin. There are adequate shared bathroom facilities, as well as a range of common areas, including a TV room, a games room, a library and a music room. The residence is used by a number of English language schools during the summer, and conference and classroom space can be hired.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Management overall is of a high standard and operates to the clear benefit of the students. The goals and values of the organisation are clearly expressed, and underpin its work in all areas. There are clear and effective policies and procedures for staff management and development and for student administration. Publicity meets all relevant Scheme criteria. *Strategic and quality management, Staff management and Student administration* are areas 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. A wide range of well-organised learning resources is available, appropriate to the age and needs of the students. Clear 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 staff team has a strong professional profile. Teachers have easy access to guidance, if needed, to ensure that they support students effectively in their learning. Courses are carefully structured and well managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme and exceeded them in some respects. *Academic staff profile, Academic management, Course design, and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation.

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## 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	Strength

offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	
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 statement of goals and values was produced in consultation with staff, who had opportunities for input and comment. The statement is included in the staff handbook and is made known to all staff at induction. Managers are well aware of issues and developments within the sector and how these bear on the future plans of the organisation.

M2 A comprehensive development plan is in place, with annual objectives identified. Responsibility for implementing these is clearly identified, and progress is regularly reviewed.

M3 The management structure is clearly documented in relation to both group-level and school-level roles. In the case of this school there is some overlap in these, as senior staff have responsibilities at both levels. This has significant advantages in that it encourages a group-wide perspective on local activities; shared systems and procedures mean that cover can be arranged easily either within the school or drawing on the wider UK group.

M4 There is easy and open communication throughout the organisation. This is facilitated by regular, minuted meetings at all levels, and by the ready availability of managers. Communication is also supported by an extremely effective management information system, which enables information to be easily recorded and accessed within the school and across the group.

M5 There is a clearly documented feedback policy, involving initial, mid- and end-of-stay questionnaires, and regular focus group meetings with groups of students. Urgent matters are quickly identified, and once a month a collated summary is produced for senior management. The principal keeps a log of action taken.

M7 An extremely thorough self-evaluation is carried out, and reviewed at least annually; this feeds directly into the school development plan (see M2 above).

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M10 There are comprehensive procedures for each stage of the recruitment process, and evidence of their consistent implementation. These include a full and thorough interviewing process. As appropriate, staff receive training on recruitment.

M11 All staff receive a comprehensive induction, supported by documentation and checklists. Special attention is paid to health and safety issues.

M12 All staff have an annual personal development interview (PDI) with their line manager. The focus of this is developmental (see M13 below). Performance issues are addressed on an ongoing basis as a result of observations/feedback for teachers, and monitoring/feedback in the case of administrative staff. Clear disciplinary and capability procedures are in place to deal with any issues, and there is evidence that a supportive approach is used before any disciplinary action is taken.

M13 There is an extremely strong culture of continuing professional development across the organisation. As noted above (M12) staff have an annual PDI with their line manager, the focus of which is to identify development needs and opportunities. Support is given to attend external training/development events. For tutorial staff, there are also opportunities to raise their professional profile by upgrading their qualifications in-house, and by becoming trainers on certificated teacher-training courses; support is also available for upgrading qualifications externally. Logs of CPD activity for both administrative and tutorial staff showed wide-ranging engagement with this area.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
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.	Strength

#### Comments

M14 Reception staff receive ongoing customer service training. Feedback from students was very positive about their approachability and friendliness.

M16 Cancellation and refund procedures are clearly set out in the enrolment terms and conditions. There is evidence that cases are reviewed on an individual basis and extenuating circumstances are fully taken into account.

M21 The complaints procedure is clear and it is prominently displayed in classrooms; an outline is also provided in the student handbook. It makes clear that in the last resort, a complaint can be passed on to an external body.

<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.	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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of a website and a social media presence.  
All criteria in this section are fully met.

### Premises and resources

<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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P5 Signage and information displays, both in classrooms and in other parts of the building, are comprehensive and attractively presented.

<b>Learning resources</b>	<b>Area of strength</b>
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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

### **Comments**

P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials (coursebooks, supplementary materials, in-house materials, photocopiable materials, and reference materials for students) suitable for all course types taught.

P8 A wide range of material is available. There is good Wi-Fi coverage throughout the building, and teachers are able to take advantage of the extensive resources provided for trainees following teacher-training courses in the school.

P12 Reviewing and developing resources is a specific area of the job description of the programme manager, and it is an item on the agenda of every teachers' meeting.

## **Teaching and learning**

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

### **Comments**

T2 A large majority of the teachers working during the week of the inspection are TEFLQ. The number of teachers working was close to the summer peak.

T3 There was evidence across the teaching team of specific experience and expertise across the range of courses taught, including work with low-level students, examination courses, business English. Teachers have also been involved in projects relating to the measurement of progress in relation to CEFR categories, and the development of descriptors for students' pronunciation.

T4 All members of the academic management team are TEFLQ and have long experience in the sector.

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

**Comments**

T8 The course syllabus is explicitly designed with continuous enrolment in mind, working towards CEFR descriptors rather than just the coursebook. Teachers receive guidance on integrating new students into their class quickly, and impressive evidence of the way this is done was observed during the inspection.

T9 Support is provided both informally and formally. Informally, the programme manager is readily available to teachers, and the number of TEFLQ teachers in the staffroom ensures that peer support is on hand. More formally, peer observation is encouraged (and paid for), and there are regular in-house workshops/swap shops.

T10 There is a clear policy for observing all teachers, and comprehensive and insightful feedback notes were seen on file. Specific arrangements are set out for observing newly qualified teachers. 'Full' observations are supplemented by briefer, unannounced 'drop-ins' by members of the academic management team, and feedback is also provided on these.

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

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Strength

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Met

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.

N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Strength

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

**Comments**

T11 The course design for general English is based on CEFR descriptors for each level, and is structured into 12-week blocks. Courses are delivered using a range of resources, including appropriate coursebooks, and course grids are used to map a pathway through the coursebook, linking the content to identified CEFR competences. The principles of learning in relation to 'can-do' statements are clearly set out for teachers.

T15 Great emphasis is placed on encouraging learners to adopt sound self-study habits, and this is a key factor in the selection of coursebooks. The focus on this area is supported by effective posters and notices in the classrooms reminding students of key ways to learn more effectively.

T16 Teachers regularly set homework or out-of-class work which exploits the fact that learners are staying in the UK. Students reported the effectiveness of the strict 'English-only' policy in the school.

**Learner management**

Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Met

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**

T18 Students are tested every four weeks using in-house tests designed to evaluate performance in relation to the CEFR level at which they are working. These are supplemented by more informal teacher assessment of performance and progress, including a four-weekly tutorial. The test scores are recorded and analysed to provide data on the progress of individual students and the length of time taken by students in general to move from one CEFR level to the next.

**Classroom observation record**

Number of teachers seen

15

Number of observations	15
Parts of programme(s) observed	General English, examination preparation, conversation, business English

### Comments

None.

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

### Comments

T23 Teachers provided excellent language models, and had good insight into the structure and use of the language, including its pronunciation. Features such as word and sentence stress, and the assimilation of sounds in connected speech were demonstrated confidently and competently.

T24 Class profiles were provided in most cases, and the content and focus of the classes were relevant to students in a general sense. However, there was little evidence to show that these had been adapted to the specific learning needs or cultural backgrounds of the specific individuals in the class.

T25 Classes were well structured, with a coherent sequence of activities. Learning outcomes were identified on the lesson plans, but it was not always clear that these were shared with the learners.

T26 A wide range of teaching techniques was seen. There were very good instances of elicitation, and of checking of understanding through the use of focused questions. Nomination was used effectively, and where appropriate, there was confident use of a variety of drilling techniques. Techniques for practising pronunciation were particularly effective, including the use of chaining and backchaining to develop fluency in the production of connected speech.

T27 Classroom management was very effective. Students were often moved into groups, and teachers monitored these effectively and unobtrusively using their 'wheelie' chairs to move from group to group. Boardwork was generally of a high standard, and portable data projectors were well used in a number of classes to focus students' attention on specific aspects of a language-practice activity.

T28 There was very good monitoring of student production, with feedback provided in a variety of ways, including reformulation and encouragement to self-correct. This was matched by frequent praise of individual students and the class as a whole.

T29 Classes contained many opportunities for student production, giving the students the chance to make use of the language or skills that were the focus of the lesson. Uses of the target language were commented on positively, and there was frequent reference to areas covered in previous sessions.

T30 Classes in general were relaxed but focused. Students were clearly engaged, and this was underpinned by good pacing of the lessons and frequent instances of personalisation of the activities, including comments from the teacher to individual students relating to the content as well as the form of their contribution.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good. Teachers had good knowledge and awareness of the language, and planned lessons with relevant learning outcomes, appropriate to the needs and backgrounds of their students. The delivery of the lessons made use of a range of suitable techniques, and was supported by good classroom management. Students received appropriate and timely feedback, and their learning was effectively monitored. The learning atmosphere was positive in all cases, and students were fully engaged.

### Welfare and student services

Care of students	Met
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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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W1 There is a strong emphasis on the safety and security of students on the premises, supported by clearly documented systems and procedures. Responsibility for this area is set out in the principal's job description, and both he and the academic manager have undergone fire marshal training.	
<b>Accommodation (W9–W22 as applicable)</b>	
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W12 Confirmation did not include approximate timing or costs of transport. This information was added during the inspection, so this is no longer a point to be addressed.	
W13 In addition to follow-up on first-week questionnaires, there are monthly focus group meetings to identify and deal with any accommodation issues.	
<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
<b>Comments</b>	
All criteria in this section are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented	Met

accommodation and advice in case of difficulties.	
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
All criteria in this section are fully met.	
<b>Leisure opportunities</b>	Met
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.	Met
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
<b>Comments</b>	
W25 Activities and events are effectively organised and excursions are well prepared. Teachers are often involved with the programme, which is a particular advantage in an adult context. W26 Those who accompany OHC trips fill in a form which includes pre-departure information and checks, as well as feedback after the event. Risk assessments are regularly reviewed.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	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
<b>Comments</b>	
Students aged 16 and 17 are enrolled on adult courses as individuals and as part of groups. Closed groups of under 18s are also accepted. At inspection, there were 23 under 18s, ten of whom were part of a group. At peak, the number was expected to rise to 35.	
S2 The DSL has specialist level training, and a further ten people have advanced level training. All remaining staff have received basic awareness training.	

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal

requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	1983
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated TEFL courses at certificate and diploma level; teacher development courses with no language improvement focus
Other related accredited schools/centres/affiliates	OHC (Oxford, Richmond, Stratford-upon-Avon); The Oxford English Centre
Other related non-accredited schools/centres/affiliates	SOL Camps; Teaching House; OHC centres in Australia, Canada, Ireland, USA

#### Private sector

Date of foundation	1974
Ownership	Name of company: Larkspur (Oxford) Limited Company number:2701035
Other accreditation/inspection	BAC

#### 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

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	192	225
Full-time ELT (15+ hours per week) aged 16–17 years	23	35
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
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>215</b>	<b>260</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Saudi Arabian, Italian	Saudi Arabian, Italian
Adult programmes: advertised minimum age	16	16

Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	8–14 weeks	8–14 weeks
Adult programmes: predominant nationalities	Brazilian, Turkish, Japanese, Italian	Brazilian, Turkish, Japanese, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	18
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4
Comments	

The programme manager and the group academic manager were scheduled to teach 15 hours during the week of inspection. The director of teacher training taught three hours during the week of the inspection and was on standby for the rest of the week. The group principal was on standby.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	9
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	15
Comments	

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	31	8
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	154	13

Overall totals adults/under 18s	192	23
Overall total adults + under 18s	215	