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| Organisation name | Oxford House College, Richmond |
| Inspection date | 25–26 February 2020 |

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the weakness in W2 and twelve months to demonstrate that the weaknesses in T9 have been addressed.

Summary statement

The British Council inspected and accredited Oxford House College, Richmond in February 2020. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s.

Strengths were noted in the areas of student administration and course design.

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

Introduction

Oxford House College (OHC) Richmond is part of the OHC group, which in turn is part of a larger international group of education institutions. There are three other Oxford House Colleges in the UK, based in Oxford, Stratford-upon-Avon and central London. The schools in the group share many common management, administrative, marketing and academic systems.

Currently the school caters for a range of students mostly from the local market. All open-enrolment students are 16 years of age or over. At certain points during the year, the school accommodates closed groups of students aged 14 and over. The school arranges accommodation for some students in homestay accommodation year round and residential accommodation in the summer. Homestay accommodation is provided by an agency registered with the British Council.

The inspection took place over one and a half days. Meetings were held with the group principal, the group director, the group academic manager, and the centre manager. Focus group meetings were held with students and with teachers. One inspector held a telephone discussion with the main liaison person at the accommodation agency. All teachers working during the time of the inspection were observed twice.

In addition, both inspectors carried out an inspection of the head office two weeks after the inspection of the school. Further meetings were held with the senior management team as well as the student services manager and student services officer.

Address of main site/head office

32 Hill Street, Richmond, TW9 1TW

Description of sites visited

The school is located above a commercial property on the first and second floors of a building located in the centre of Richmond, which is 20 minutes by train from central London. The school has its own front door from the street and does not share the premises with any other users.

The front door leads to a staircase up to the first floor of the building. On the first floor, there is a large reception and student common room area with a television, student library, kitchenette and computers for students to use. The first floor also comprises a staffroom, two full-sized classrooms, a small classroom which is used for one-to-one classes, and male and female toilets. The second floor comprises three classrooms.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input 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

The school offers year-round general English courses for students aged 16 and over. Students can choose to study in the morning, afternoon or both sessions, with the majority choosing to study in the morning. In addition, the school offers conversation and skills classes in the afternoons. One-to-one classes are available upon request. The school also offers courses for closed groups of students aged 14 to 17.

Management profile

The school is run on a day-to-day basis by the centre manager. She is supported by the senior management team (SMT) of the UK OHC group, which consists of the group principal, group director and group academic manager

(GAM). The GAM acts as the academic manager for the school. The SMT members are based at the central London school, and visit the Richmond site periodically. The SMT reports to the group chief executive officer.

Accommodation profile

Year-round homestay accommodation is provided by an agency registered with the British Council. Accommodation available is single room (with private or shared bathroom) or twin room (with private or shared bathroom); twin room is only available to students in closed groups of under 18s. In summer, residential accommodation is offered to adult students (18+) in a privately operated self-catering residence in the centre of Richmond. Placement of students and liaison with the agency and the student residence are handled by the accommodation team at the central London school, and a meeting was held with them during the subsequent visit to the organisation's head office. Telephone contact was also made with the deputy operations manager, who is the liaison person at the agency used. At the time of the inspection there was just one student, who was under 18, in school-arranged accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management and administration of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Student administration* is an area of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is appropriate to the context. Course design is clear, well thought out and very well documented. Learners are managed effectively and efficiently. 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. The needs of the students for security and pastoral care are met in a very supportive environment. An appropriate programme of leisure activities is provided. Accommodation arrangements are effective.

Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy which leads to appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

| Strategic and quality management | Met |
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| 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. | Met |
| 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 |

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| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

Comments

M1 There is a clear statement describing the goals and values of the organisation. They are integral to the day-to-day operations of the school, and are clearly articulated by management. Staff and students demonstrate an understanding of the goals and values.

M4 There are good formal and informal channels of communication in place at senior and school level. Communication takes a variety of forms, including minuted meetings with action points and more informal day-to-day communication. As a result of this, all relevant stakeholders are aware of appropriate information, and are fully engaged.

M5 Student feedback procedures are comprehensive and inform school strategy. Feedback is taken during the students' stay and at the end of their course. The centre manager generates detailed monthly reports which collate, review and identify actions to be taken as a result of feedback. These reports are regularly analysed by the SMT.

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| Staff management and development | 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. | Not 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

M9 Job descriptions do not identify any individual as the person responsible for safeguarding on site.

M10 There are comprehensive policies and procedures for recruitment, including a full and thorough approach to interviewing. All appointments are signed off by the group manager, who supports the centre manager in recruitment.

M11 Induction for all staff is thorough and comprehensive and is supported by detailed documentation and a checklist.

M12 All staff including management are appraised annually. Appraisal is evidence based and is informed by student performance and feedback. Appraisal procedures are robust and supportive and effectively identify areas for improvement as well as achievements.

M13 Continuing professional development (CPD) is well-established and benefits all staff in the centre. The CPD offered is wide and varied, including in-house workshops, workshops at the central London school, part-funded opportunities to take further ELT qualifications with the school, and external events.

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| 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 |

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| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Strength |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

Comments

M14 The school prioritises customer service and this is reflected in very positive interactions between staff and students. Customer service is supported by a comprehensive student database which all staff are trained to access and use appropriately.

M16 Terms and conditions for cancellations and refunds are clearly set out. Individual cases are reviewed and the process for refunds is student friendly.

M19 The student handbook and induction make policies and procedures on attendance and punctuality clear. Comprehensive records are kept on the student database, which demonstrates systematic follow up to absence and lateness.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | 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. | Not 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, which includes an online brochure, and a social media presence.

M24 At the time of the inspection, one of the school's social media platforms stated that classes were offered for 15 or 30 hours per week, and did not account for break times. This was rectified during the inspection, and is no longer a point to be addressed.

M27 The brochure does not state whether accommodation is arranged by the school or by an agency.

Premises and resources

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| Premises and facilities | Met |
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Met |
| P2 Classrooms and other learning areas provide a suitable study environment. | Met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Met |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Strength |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

P5 Signage is clear and consistent throughout the building, and includes useful information about the school and local area. Classroom noticeboards are informative and attractively presented.

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| Learning resources | Met |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Strength |

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| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 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. | Met |
| Comments | |
| P7 Learning resources are well organised and there is a wide range of materials suitable for all course types taught. | |

Teaching and learning

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| Academic staff profile | 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

T1 At the time of inspection, one teacher did not have a Level 6 qualification. A rationale was submitted and accepted for this teacher on the basis of their extensive engagement with professional development programmes at OHC and post-school learning overseas.

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| Academic management | 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. | Strength |
| 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. | Not met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Strength |

Comments

T7 The centre manager is on site and available to cover morning classes. The school also has teachers in the local vicinity available for cover, as well as cover from the central London school if required.

T9 Guidance for teachers takes the form of conversations and support from peers and communication with the group academic manager by email or when he visits the school, as well as visits from the London Programme Manager. However, these arrangements are not formalised and do not ensure appropriate day-to-day academic support for teachers.

T10 There is a clear policy for observing teachers. Observation notes are comprehensive and offer insightful feedback for teachers. Observation feedback is used in teacher appraisals.

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| Course design and implementation | Area of strength |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Strength |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Strength |

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| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Strength |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | 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. | Met |
| 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 Course design is based on a statement of principles that is clearly communicated to teachers. The syllabus covers all relevant aspects of language and is clearly linked to coursebook materials.

T12 There is an effective formal process for the review of course design carried out by the group academic manager. This includes input from teachers from all centres, as well as in-depth analysis of student progress and outcomes.

T13 Clear course outlines are made available to all students, and are posted on classroom noticeboards. Teachers produce weekly plans for students which are made in response to learning needs.

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| 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 assessed every four weeks with tests that are linked to the syllabus and to the Common European Framework of Reference (CEFR). In addition, students assess their own progress. 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

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| Number of teachers seen | 3 |
| Number of observations | 6 |
| Parts of programme(s) observed | General English, conversation, one to one |

Comments

None.

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| Teaching: classroom observation | Met |
| 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. | 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. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Met |

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| 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. | Met |

Comments

T23 In general, language models were clear and well adapted. Explanations were concise and relevant. However, in some cases there were missed opportunities for modelling phonological features.

T24 Objectives were mostly appropriate, and the topics of class activities met the interests and profiles of the students. Student profiles were mostly detailed and appropriate, although in some cases the lesson plan made no reference to the profile.

T25 While there was usually a clear link between activities and outcomes, in a small number of cases it was not always clear how the outcomes were communicated to students. Outcomes were sometimes stated as teaching aims.

T26 There was some evidence of a range of teaching techniques, including varied interactions and questioning. However, in some cases there was a lack of variety of interaction and techniques.

T27 There was competent use of audio equipment, and in some cases, well-laid out boardwork with effective use of colour.

T28 In the majority of cases, correction was useful and focused on content as well as language. Correction was timely and appropriate and included opportunities for peer and self correction.

T29 There was good use of concept checking and frequent references to previous learning. In cases where students were aware of learning outcomes, feedback focused on these and gave students opportunities to see how well they could perform.

T30 In most segments, a very positive learning atmosphere was created through enthusiasm and encouragement. Teachers demonstrated knowledge of students' lives and experiences and incorporated them into the lessons. However, in a small minority of cases, the class atmosphere was downbeat and some students appeared disengaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and was rated as satisfactory against the criteria. Teachers generally provided appropriate models through their own speech and in their writing. In most cases, lessons were planned with learners' needs and course objectives in mind. The techniques used were for the most part appropriate to the learners', and classroom resources were managed competently in general. The evaluation of learning and feedback to learners were effective and useful, and teachers mostly created an atmosphere conducive to learning.

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. | Not 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. | Strength |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Strength |
| W8 Students have access to adequate health care provision. | Met |

Comments

W1 There are clear and comprehensive procedures in place to ensure the safety of student on the site. Full risk assessments are in place and are regularly reviewed, and members of staff have received appropriate training in first aid, fire evacuation, and health and safety provision.

W2 The emergency plan in place at the time of the inspection was in need of development to cover a broader range of risks, possible emergencies and mitigating actions.

W3 A striking feature of the school is the close engagement of all members of staff with students' wellbeing. All students are well known to the staff, and support is available both formally and informally.

W4 Clear policies underlie the very accessible "Expect respect" section of the student handbook, which is also prominently displayed around the school.

W7 There is a comprehensive induction for all new students, focusing on local information. This is backed up and extended by very clear guidance in the student handbook.

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

Comments

W13 The school collects regular written feedback from the students, which includes detailed feedback on their accommodation. Issues may also be raised informally during the everyday interaction between students and staff (see W3). Both formal and informal feedback is always passed on to the agency.

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| <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 section are fully met.

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

Comments

The relevant criterion in this section is fully met.

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| Leisure opportunities | 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. | Strength |
| 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. | Met |

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| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |
| Comments | |
| W23 There has been a recent shift in the policy regarding the weekend social programme. Previously this focused on trips and excursions provided by external organisations, but it now emphasises events and activities in the local area and community. This change has been welcomed by students. | |
| W24 As noted above (W23), the leisure programme is created in response to student needs and wishes. The result is a flexible and highly relevant set of activities, which create significant student engagement. | |

Safeguarding under 18s

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| Safeguarding under 18s | 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. | 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. | 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 |
| Comments | |
| Students aged 16 and 17 may enrol on the year-round adult general English programme. Four of the 17 students enrolled at the time of inspection were under 18, but the proportion of 16 and 17 year-olds is higher at peak in the summer. On occasion, closed groups of students aged 14–17 are enrolled. | |
| S1 The safeguarding policy is clear and comprehensive. It is regularly reviewed and is well known to staff. | |
| S4 Evidence was seen that safer recruitment procedures are followed scrupulously. All appointments are overseen by a manager with safer recruitment training. | |
| S5 Current arrangements are satisfactory, but the possibility of more radical timetabling options was discussed to further safeguard students in closed groups of under 18s studying alongside students on adult programmes. | |

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 | May 2004 |
| Last full inspection | June 2016 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | OHC London, OHC Stratford upon Avon, the OHC English Centre Oxford |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1998 |
| Ownership | Name of company: Larkspur (Richmond) Ltd Company number: 03424190 |
| Other accreditation/inspection | N/a |

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: August (organisation's estimate) |
|--|---------------|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 13 | 27 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 4 | 24 |
| 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 |
| Overall total ELT/ESOL students shown above | 17 | 51 |
| Junior programmes: advertised minimum age | 14 | 14 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | N/a | Italian |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–50 | 16–50 |
| Adult programmes: typical length of stay | 10 weeks | 2 weeks |
| Adult programmes: predominant nationalities | Mixed | Italian |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 2 | 5 |
| Number teaching ELT 20 hours and over a week | 1 | |
| Number teaching ELT under 19 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |

| | | |
|--|---|--|
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 1 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

Profile at inspection

| Professional qualifications | Number of academic managers |
|--|-----------------------------|
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |

Comments

The TEFLQ academic manager is based at Head Office/London School not at Richmond.

Teacher qualifications profile

Profile in week of inspection

| Professional qualifications | Number of teachers |
|--|--------------------|
| TEFLQ qualification | 1 |
| TEFLI qualification | 2 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 3 |

Comments

The centre manager (TEFLI) teaches afternoon classes and occasional morning one-to-one classes.

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 | 0 | 1 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 3 |
| Staying in privately rented rooms/flats | 13 | 0 |
| Overall totals adults/under 18s | 13 | 4 |
| Overall total adults + under 18s | 17 | |