

Organisation name	Oxford House College, Stratford-upon-Avon
Inspection date	28–29 September 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted to demonstrate that weaknesses in C4 and publicity have been addressed. The required evidence for C4 was subsequently submitted. A spot check will take place within the next 12 months.

Summary statement

The British Council inspected and accredited Oxford House College, Stratford-upon-Avon in September 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 general English courses for adults (16+) and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of student administration, quality assurance, course design, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1983 (as Stratford-upon-Avon School of English)
Last full inspection	May 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	August 2013
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, Oxford and Richmond and the Oxford English Centre.
Other related non-accredited schools/centres/affiliates	SOL International Camps, Teaching House and OHC schools in other countries.

Private sector

Date of foundation	1974
Ownership	Name of company: Larkspur (Oxford) Ltd Company number: 06991574
Other accreditation/inspection	N/a

Premises profile

Address of main site	8 Tiddington Road, Stratford-upon-Avon CV37 7AE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited For inspectors' use only:	The school is located in a large, three-storey detached house owned by the provider and near to the centre of Stratford. The house is set in grounds with lawns at the back and parking space at the front. The rooms include a reception office, six classrooms, a small study centre, a staffroom and kitchen, a student common room, and kitchen and toilets.

Student profile

	At inspection	In peak week: September (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	20	20
Full-time ELT (15+ hours per week) aged 16–17 years	43	43
Full-time ELT (15+ hours per week) aged under 16	12	12
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	75	75
Junior programmes: advertised minimum age	11	11
Junior programmes: actual minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Swiss	Swiss
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–35	16–35

Adult programmes: typical length of stay	3 weeks	3 weeks
Adult programmes: predominant nationalities	Brazilian	Brazilian
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	28	28

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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 3 years relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English year-round courses (16+). The school also offers an open enrolment summer programme for juniors (11 to 17) and closed junior courses (11 to 17) throughout the year. One-to-one courses are also offered.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	15	55
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
Arranged by student/family/guardian		
Staying with own family	5	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	20	55
Overall total adults + under 18s	75	

Introduction

Oxford House College (OHC), Stratford-upon-Avon, forms part of an educational group with three other accredited centres in the UK and other schools in Australia, Canada, Ireland and the USA. Other parts of the Holmes Education Group offer teacher training (Teaching House) and residential camps for juniors (Sol Camps International).

The senior management team of OHC in the UK consists of the group principal, the group director and the group academic manager, all of whom are based in the London school of the group. The schools in the group share a number of common administrative, marketing (sales, website and brochure) and academic systems.

The Stratford-upon-Avon school offers general English courses to adults (16+) and junior courses (11 to 17 year-olds), all with homestay accommodation.

The inspection lasted one and a half days and coincided with a two-week closed group of 45 Swiss students. The two inspectors held interviews with the group principal, the group director, the group academic manager, the centre manager, the accommodation officer and group leaders. Focus group meetings were held with students and with teachers. All teachers timetabled during the inspection were observed. One inspector visited four homestay providers.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The organisational structure is clear. The OHC senior management team oversee all parts of the administrative, marketing and academic functions of the school. Day-to-day management of the school is carried out by the centre manager, assisted by the accommodation officer.

M4 Communication channels work well both within the school and with the wider OHC group. There are weekly branch meetings attended by senior managers and centre managers. The group principal holds a monthly staff meeting in Stratford-upon-Avon with staff. All meetings are minuted and staff are invited to comment on the general direction of the centre and the wider OHC group. The centre manager writes weekly and monthly reports itemising his activities and giving information on student feedback.

M6 Copies of qualifications are on file and references have been checked. However, not all of the references for teachers include statements as to their suitability to work with under 18s.

M7 Induction procedures are thorough and form part of the group's detailed recruitment and employment policies and procedures. Staff receive detailed inductions supported by appropriate handbooks and detailed checklists. Staff sign to state that they have read and understood the necessary information. All teachers are observed within two weeks of taking up employment.

M8 Professional development interviews (PDIs) are held with centre staff annually, and with some but not all senior managers. PDIs are based on self-evaluations by staff and lead to the setting of annual objectives.

M9 Teachers benefit from the objectives set in PDIs and monthly workshops. Managers have conducted compliance training. One teacher had been supported to upgrade their teaching qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Report expires 31 March 2022

M10 There are sufficient administrative staff centrally and in the school to manage the volume of work efficiently. Staff receive positive ratings about their helpfulness in feedback surveys. Group leaders and students praised the politeness and helpfulness of staff in focus group meetings.

M11 Approximately 90 per cent of the school's students come through agents. Special partners' teams in London, New York and Sydney cater to the needs of students and agents around the clock. There are sales offices in different countries and sales staff regularly update agents on course changes, and visit them. Local sales enquiries are dealt with promptly by the centre manager.

M13 On the first day students complete an arrival form with contact details. This information is then recorded on the group's customised database. The emergency next of kin contact information includes the relationship of the contact to the student. Managers have remote access to the database at all times. Hard copies of the arrival form are also kept.

M14 The punctuality and attendance policies are clear and made known to students. Under 18s have to sign in at reception and if they are more than 15 minutes late their homestays are contacted. Any students who are more than 15 minutes late are not allowed in class until after the first break.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The school reviews its systems and processes through a detailed, annual self-evaluation report that feeds into a group development plan. Staff are invited to comment on the group's plans.

M18 Nearly all of the students complete first-week, end-of-course questionnaires and a separate homestay survey. The centre manager also holds focus group meetings with students and interviews with individual students. The centre manager collates and summarises all the feedback and submits the findings to the group principal, who then prepares a feedback action plan for the whole group. Action taken is recorded.

M19 Staff make comments on the school's services informally, in staff meetings and in the reports submitted by the centre manager.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity consists of a website, global and UK OHC brochures, fliers and social media sites. The vast majority of the school's students come via educational agents, who have their own websites and other publicity.

M21 Publicity is largely written in accessible language. However, in places the words used such as 'quintessential' 'language domains' would not be understood by many non-native speakers.

M22 In the school's entry on the English UK website Stratford-upon-Avon is referred to as a 'village' and 'a small community'. The UK course guide refers to a 'private riverside garden, perfect for social activities', which is not used by students. The publicity claim that 'The College building is very attractive' is not consistent with the need for the

premises to be re-decorated and re-carpeted.

M24 The *Dates and Fees Information* document refers to the fact that 'daily 3 hour courses' equate to '13 hours and 45 minutes classroom teaching per week'. However, for the same course, the website states: 'study 15 hours per week' without any explanation that the actual teaching hours per week are fewer.

M25 The approximate costs of the leisure programme not included in the course fees are not given in publicity.

M26 Comments about homestays are largely accurate. However, the UK course guide for OHC refers to residential accommodation in Stratford-upon-Avon, which is only available on Sol Camps International courses. Most of the school's homestays live within walking distance of the school. This is reflected accurately in the *OHC Course guide*. However, the website statement that *all* are within walking distance is not accurate.

M28 Most of the claims about teachers are accurate. However, the English UK website states: 'The teachers have many years of experience and are all locals', when most of them do not live in Stratford-upon-Avon.

M29 The OHC global brochure refers to the unaccredited Sol Camps International 'junior seasonal camps' in Stratford-upon-Avon. The Sol International Camps link on the Stratford-upon-Avon school website takes you back to a page on the year-round school's website.

Management summary

The provision meets the section standard and exceeds it in some respects. The school operates to the benefit of its students. The school has excellent administration and quality assurance systems in place. There are a number of aspects of publicity that need to be addressed. Some of the publicity might indicate that the unaccredited international summer camps form part of the school's accredited provision. *Student administration* and *Quality assurance* are areas of strength. There is a need for improvement in *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Staff and students benefit from the use of a large car park at the front of the school and a patio area and garden at the back. Classrooms are large enough for the number of students who use them.

R2 The school has recently carried out renovations to the front of the building. However, other parts of the school are in need of repair and re-decoration and much of the building needs re-carpeting, something referred to in the group development plan.

R3 The six classrooms are adequately lit, heated and ventilated and are free from extraneous noise.

R4 Students use classrooms, the student common room and external areas to relax and eat food. In the common room, there is a water dispenser, a tuck shop and information and menus for local places to eat, many of which are within a ten-minute walk from the school. There is also a student kitchen.

R6 Teachers use a staffroom, which contains teaching resources, individual work stations, a computer and printer and scanner, and an adjoining staff kitchen.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

R7 The main course material is chosen on a group-wide basis; teachers are expected to use carefully chosen coursebooks for approximately 60 per cent of lessons.

R8 The staffroom contains a good number of supplementary materials, including skills, exams and coursebooks. Additional materials can be ordered from the group's ELT library in central London.

R10 The school has a small study centre on the top floor with four computers, DVDs, readers, reference books, dictionaries and novels.

R11 The study centre is referred to in the school's welcome slide show and it is visited during orientation tours of the building. However, in the room itself there are no notices about how to use the study centre or of the study materials available.

R12 The academic resources, particularly the main coursebooks, are continuously reviewed and monitored, based on teacher and learner feedback, course fit, the availability of newer editions and the suitability for specific groups, for example, young learners.

Resources and environment summary

The provision meets the section standard. The learning resources and the environment largely support and enhance the studies of students and offer an appropriate environment for staff. Parts of the school are in need of redecoration and re-carpeting.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One of the teachers does not have a Level 6 qualification. The rationale provided was accepted within the context of this inspection. The teacher has over 30 years' relevant experience, has attended in-service training sessions and is an oral examiner for an examinations board.

T4 The group academic manager, based in London, has over 30 years' experience as a teacher and teacher trainer and is appropriately qualified. He has designed all of the syllabuses and either observes the teachers himself or delegates this responsibility to other OHC TEFLQ staff. The group principal is also TEFLQ. The TEFLI centre manager provides local administrative support.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 The TEFLI centre manager covers in emergency and the school has a pool of teachers to draw upon for planned absences.

T10 Formal support for teachers includes monthly professional development sessions, an online teachers' forum and video posts of Oxford House Club sessions.

T11 All of the teachers had been recently formally observed. Teachers stated that the written feedback they had received was constructive and helpful. However, not all of the feedback included clear action plans to guide further improvement.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 OHC has devised a whole-group approach to course design. Course syllabuses are defined in terms of the Common European Framework of Reference (CEFR). Each course/level offered has a specific syllabus with the main grammatical, lexical and functional items to be covered and 'can do' statements. Selected coursebooks, used in both morning and afternoon lessons, have been mapped against CEFR descriptors and are designed to provide between 120 to 180 hours of study. The Swiss group had received a bespoke course based on their specific requirements. Any one-to-one classes are based on needs analyses.

T13 Course design is regularly reviewed on the basis of changing needs and feedback from students and teachers. Monthly teachers' meetings include a standing item on coursebooks. Coursebooks are piloted before being used more extensively within the OHC group. The format and content of weekly plans are currently under review.

T14 There are learning objectives and typical syllabuses for relevant levels in classrooms. All classes receive weekly plans that indicate the topics, skills to be developed and language focuses. In addition students can refer to the contents pages of coursebooks. Teachers are encouraged to write lesson aims on boards.

T15 There are notices about learning strategies on two display boards but not in the study centre. Tutorials also help students to plan their learning. There is, however, no systematic whole-school approach to developing students learning strategies, any handouts or detailed references in the student information pack.

T16 Aspects of the social programme ensure that students benefit linguistically from being in the UK. There are teacher-led activities such as conversation club and afternoon teas. Homestay hosts all engage in conversation with their students during meals. Homework tasks often involve students using their English outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students are tested every four weeks. The tests assess productive skills and are linked to monthly tutorials. In tutorials students are invited to assess their own progress and to discuss future learning activities.

T21 All students receive an attendance certificate with an indication of their CEFR level. Students can receive a more detailed 'leaving profile' linked to CEFR competencies on request.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Teachers were observed teaching at different levels on both open enrolment and closed group courses.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers explained lexis competently, although they did not use stress marking or the phonemic script to facilitate the learning of new lexis.

T24 The contents of lessons were clearly linked to the learning needs of students. In the case of the Swiss closed group the course content was clearly based on the stated needs of the learners.

T25 Lesson aims were made clear to learners in most but not all lessons. Lessons followed a coherent sequence of stages, although no examples were observed of controlled practice such as individual or choral drilling.

T26 Teachers used elicitation techniques effectively and in most classes set up pair and group work activities very competently. However, in a few classes no student-to-student interactions were observed.

T27 Board work was good in most lessons, but a few teachers were hampered by small whiteboards.

T28 Teachers used a variety of appropriate error correction techniques. In a few lessons, however, opportunities to correct oral errors were missed.

T29 In some lessons teachers revised previously taught language and checked that students had learnt target language.

T30 Students were fully engaged in all of the lesson segments observed. Teachers adapted their English appropriately to the level of their learners.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority of the lesson segments observed being good. Lessons were appropriately planned and linked to the learning needs of students. Most teachers used a good range of suitable techniques and ensured that learners were engaged in classes. Some of the lessons observed lacked any student-to-student interactions.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and supported by academic managers. Course design is well managed. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 A good provision is made for the safety and security of students. Visitors to the school sign in and out. The entrance is overseen by staff in the reception, which is staffed continuously when the school is open. The centre manager is a trained fire marshal and fire evacuation drills take place at least four times a year. Students are given safety advice which is clear, sensible and non-alarmist. There are risk assessments for all activities that take place on and off-site and a major incident procedure is in place.

W2 Students benefit from a high level of pastoral care from all staff. Staff show genuine interest in the students and together they provide a caring and supportive atmosphere in the school, which is clearly appreciated by the students. Pre-arrival information, together with the thorough induction procedures, enable students to fit into school life quickly. A room for private religious observance can be made available on request. Information on local places of worship is also provided when required.

W3 The centre manager is the named welfare officer in the student handbook. He is supported by the accommodation officer, so that there is one male and one female person to assist with any problems.

W4 The school has clearly set out bullying, safeguarding and health and safety policies. It is made clear in student and staff handbooks that bullying and harassment are not acceptable.

W5 The emergency telephone number can be found on the student cards, in the student handbook and posted on noticeboards. At present the centre manager is in sole charge of the emergency telephone.

W7 Students receive appropriate information and advice via pre-arrival information, the induction presentations and the student handbook which has a good deal of useful information. The handbook provides all the necessary information students need initially for a comfortable and safe stay in the school and in the UK.

W8 Students are given appropriate information on medical support available and related costs. There are first aid trained staff in the school.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are offered homestay accommodation on either a half-board, full-board or bed and breakfast basis. A self-catering option is also available. A small number of students stay with family or friends and very occasionally a student may decide to rent a flat or opt for house share. Apart from a few, who live some distance away from the school, all hosts are within walking distance. The hosts who live a little farther away are expected to drive the students to and from the school after lessons and after activities. Most of the hosts have been on the school's register for a long time.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Four homes were visited and found to be of a very good standard. The homes were immaculately clean and very well furnished. The rooms allocated to the students were all of good size, comfortable and well equipped. In each case students had full access to family living areas. Hosts were all aware of the students' welfare, social and cultural needs and were happy to spend time with their students. The warmth and care available to students in the homes visited was impressive. Sampling of feedback forms and the student focus groups also indicated that the accommodation offered is very good in all cases.

W10 The procedures for initial visits of potential hosts are thorough. Checklists and homestay questionnaires are comprehensive and give a good picture of the hosts and their homes. All hosts have to carry out a risk assessment on their homes and provide a Gas Safe certificate.

W11 The accommodation officer is relatively new in post but has managed to visit all the hosts on the school's register. She is introducing an annual re-visiting schedule as she feels this will further enhance the good relationship the school has with the hosts. Updates or any changes in circumstances are noted for future reference.

The accommodation officer is an experienced homestay provider herself.

W12 Information concerning one homestay placement was found to be incomplete.

W13 Students in homestay accommodation are sent a thumbnail picture of their hosts in the confirmation letter, which also includes approximate time of travel to the school.

W14 The quality control procedures and the close contact all staff have with the students ensure that any problems are quickly discovered. Action taken is recorded.

W15 Students in the focus group meetings were complimentary of the food provided in their homestay accommodation. The homestay hosts visited commented on the importance they gave to cooking fresh food for their guests and to eating with them. They saw this as the ideal opportunity to get to know the students and to help them practise their English.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Booking arrangements are sound and efficient and hosts are provided with useful and informative guidelines which make the responsibilities hosts and the school have towards each other and the students absolutely clear.

W19 Some students from the closed Swiss group shared the same homestay. Evidence was provided that this had been asked for by the group leaders prior to arrival.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Important information on taking on a tenancy agreement and related issues, such as living on one's own, are clearly outlined in the student handbook. This happens very rarely but students can count on the full support from school staff in case of problems.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are provided with information on social, cultural and sports opportunities in the town and the surrounding area through information displays and social media sites. The staff are also at hand to provide help and information if students wish to pursue some particular activity.

W27 The centre manager, together with some of the teachers, is responsible for planning and executing the programme for the students. The programme is a good mixture of activities that explore the tourist aspects of the town, cultural visits and social events. The programme is well designed to help students make friends and to learn outside the classroom, and is clearly appreciated by the students. The activity programmes for the closed groups are decided in advance by the accompanying group leaders.

W28 Risk assessments are sound and cover all activities offered. Accompanying staff take care to review the activities and report any changes needed to the risk assessments.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for information, pastoral care, and security are well met. Accommodation arrangements are caring and efficient and take into account students' needs. The leisure programme is well organised and entirely suitable for the students attending the school. *Care of students and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16 and 17 year-olds on adult courses. They account for a small percentage of total student numbers. In addition the school accepts closed groups of junior students throughout the year. There were 55 students aged under 18 at the time of the inspection. This number included students in a closed group of 45 Swiss students aged 15 to 18. They were accompanied by three adult group leaders who also were their teachers in Switzerland.

C1 The safeguarding procedures and accompanying documents are well thought out. All staff are made aware that they have to familiarise themselves with the safeguarding policy statement and the requirements stated therein.

C2 The group academic manager is the designated safeguarding lead. He has undergone advanced training for designated staff. All other staff have had at least basic training. Homestay providers are issued with a synopsis of the safeguarding policy, together with guidelines for caring for the younger students.

C3 The level of care available to under 18s is stated very clearly in the frequently asked questions (FAQs) section for parents and guardians on the website.

C4 A safer recruitment policy is in place. Applicants are informed in advance of the checks which will be carried out to assess their suitability to work with under 18s. DBS checks are carried out on all staff. A programme of checks on all adults in homestays, who are happy to accept under 18s, is in progress, but is incomplete. In general the hosts who accept the younger students have been working with the school for some time and are very well known to the school. At present references are not required for homestay providers.

C5 Students aged under 18 are issued with lanyards for easy identification and have to sign in every day.

C6 Rules for under 18s are in place; curfew times are specified and the school informs the hosts of the daily programme. The hosts visited were all aware of the curfew times, as were the students who in the focus group meeting told the inspectors how the system worked. The course rules are included in the student handbook and are explained at induction. The centre manager meets with the accompanying group leaders daily to check on their

students' welfare and deal with any problems.

C8 Next of kin details are collected at the time of enrolment and are reconfirmed by students on arrival. Parents, guardians and agents are issued with an emergency contact number for use outside office hours if required.

Care of under 18s summary

The provision meets the section standard. Provision for the safeguarding of students under the age of 18 on school premises, in leisure activities and in homestay accommodation is mostly appropriate but suitability checks on homestay providers are currently incomplete.
