

Organisation name	OISE at Cambridge
Inspection date	16–17 August 2023

Section standards	
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 weaknesses in publicity and in W1 and W2 have been addressed.

Summary statement

The British Council inspected and accredited OISE at Cambridge in August 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.

Introduction

OISE at Cambridge is a member of the Instill Education Group. It was last inspected in 2016, as OISE Cambridge. In January 2021, the merger was confirmed of OISE Cambridge with another member of the Instill Group, Regent Cambridge, the merged schools to operate from the OISE premises and to be known as OISE at Cambridge. Re-inspection has been delayed by low student numbers since the pandemic.

The inspection took a day and a half. Meetings were held with the principal, the academic manager and the academic advisor. (The accommodation support officer was on leave.) Focus group meetings were held with students and teachers. One inspector inspected two homestays remotely and visited a residence. All teachers who were teaching during the days of the inspection were observed.

Address of main site/head office

81–85 Hills Road, Cambridge CB2 1PG

Description of sites visited/observed

The premises consist of three period terraced houses on a main road approximately one mile from the city centre, and five minutes' walk from Cambridge station. There are four floors. The ground floor houses the student lounge, a computer room, the self-access centre, a lecture theatre, and the administration office. The lower-ground floor has the teachers' room, a resources room and three classrooms, one of which is called the 'debating room'. The first and second floors contain a mixture of small-group rooms, one-to-one rooms, and larger classrooms. Overall, there are 21 teaching rooms. There are male and female toilets and a staff kitchen on the lower-ground floor. To the rear of the building there is a garden and a patio with seating.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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

Approximately 25 per cent of students enrol for general English lessons, some of which include examination preparation, and 75 per cent of courses include ESP (usually business English) or EAP. Courses consist of small-group work (maximum eight students) and/or one-to-one sessions, with a small number of optional larger-group sessions. Most students include one-to-one in their programme, and some have exclusively one-to-one. Most lessons take place face-to-face, but some are held online with the teacher at the school or occasionally teaching from home. During the time of the inspection, 20 students were preparing for a French university entrance examination. In some lessons, for example literature and translation, CLIL methodology is used (Content and Language Integrated Learning).

Management profile

The principal, who reports to the director/owner of the group, line manages the academic manager, the academic advisor and the accommodation support officer. Teachers report to the academic manager and the academic advisor.

Accommodation profile

The school offers homestay accommodation and has its own list of hosts, many of whom have worked with the school for a number of years and live within 30 minutes' walk of the school. During July and August, the school also offers residential accommodation for adults in Hughes Hall university accommodation. The residence is a 15-minute

walk from the school and overlooks Cambridge University's cricket ground. The hall is accessed through a keypad code at the porter's lodge and security staff are present 24-hours a day. All rooms are single occupancy with the option of an ensuite bathroom. Breakfast and evening meals are provided. The school also provides advice and support to students who prefer private rental or hotel accommodation.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The management of the provision generally works well to the benefit of students and in accordance with the organisation's stated goals and values. However, there is a need for improvement in *Publicity*.

Premises and resources

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

Teaching and learning

The provision meets the section standard. The academic staff team has a satisfactory professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are generally met. The homestay and residential accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, and cultural events and a varied programme of leisure activities is offered.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and all staff are trained to implement it.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement describing the goals and values of the organisation on the website and in handbooks, and a plan which has had to be adapted to changing circumstances. The structure of the ELT operation is clear and generally works well. Communication within the school is very effective and staff feel well informed and included in decision making. There are good systems in place to collect feedback from students in writing, as well as face-to-face. There is evidence to demonstrate that any negative feedback is investigated and acted upon if appropriate. Staff feedback is collected informally and action taken. A self-evaluation working document is in place.

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff. Recruitment procedures are appropriate and staff records sampled had the required documentary evidence in place. Induction is thorough and appraisal policies are satisfactory. Teachers are regularly observed, the performance of administrative staff is monitored, and formal appraisals for all staff within the school are planned; however, few appraisals have been conducted in the last three years. Teachers have been supported to take further qualifications. Effective staff development has been conducted to meet the changing needs of the school, although some teachers would welcome more training in delivering lessons online. The completion of mandatory training is documented.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Feedback from students about the helpfulness and friendliness of all staff is very positive. Individualised advice and guidance given before and during their stay is of a high standard. The systems for enrolment, cancellation and refunds are appropriate and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and made known to students. Conditions under which a student may be asked to leave the school, and the complaints procedure, are clearly communicated to all stakeholders.

Publicity	Need for improvement
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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.	Not 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.	Not 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the company website which gives information about a range of products. There is a brochure available to download, but only after the submission of the enquirer's contact details. Information specific to the Cambridge school is available to enquirers and agents. Social media channels are also used.

The website is extremely difficult to navigate in order to find the required information, and much of the content is not written in accessible English. However, the language describing the provision at the Cambridge school is satisfactory. Overall, the information on the website is accurate and gives rise to realistic expectations about the school and the services it offers. At the start of the inspection a significant amount of information was missing. The information about courses is generally satisfactory; however, information about the minimum enrolment age was not given. This was added during the inspection and is no longer a point to be addressed. The costs of tuition and of homestay accommodation are given but it is not made clear that learning materials and the leisure programme organised by the school are included in the fees; information about examination fees and example costs of the weekend trips organised by an outside company are not provided. Information about exam fees was added and is no longer a point to be addressed. There was no description of the level of care and support given to students aged under 18. However, this information was added and is no longer a point to be addressed. A description of the accommodation arranged by the school was not sufficiently detailed and there was no information given about the residential accommodation offered. Information about the residential accommodation was added but information about the services available in both homestay and residential accommodation is insufficiently detailed.

Premises and resources

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.	Met
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

The premises are in a good state of repair, decoration and cleanliness. They provide a very comfortable and professional environment for work and study. Classrooms and one-to-one rooms are well furnished and sufficient in size for the number of students. Water is available, coffee and tea are provided, and there is a choice of food at affordable prices within the locality. There are good facilities for staff and students to relax and eat food they have brought in. Signage is satisfactory and well-organised noticeboards give students up-to-date information.

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.	Met

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 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	
There is a good range of resources for students and teachers. The educational technology is sufficiently well maintained and supported, and staff receive appropriate training in its use. Students have access to, and guidance on the use of, paper-based and online learning resources. There are effective procedures for the review and development of teaching and learning resources.	

Teaching and learning

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	
The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the students, and the academic management team has an appropriate professional profile to provide academic leadership. One teacher does not have a level of education represented by a Level 6 qualification. She has relevant post-school professional training and many years' experience. Two teachers do not have standard ELT qualifications but have specific knowledge and experience of preparing students for the French examination. One teacher does not have an ELT qualification but has an MA in Linguistics and QTS. Rationales were provided and accepted within the context of this inspection.	

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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
Teachers are matched appropriately to courses. The timetabling of students, teachers and courses is managed well. Cover arrangements are satisfactory. Information and guidance on managing continuous enrolment is appropriate to the context. The academic managers are available on a day-to-day basis and are very supportive; the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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

Course design is reviewed and adapted to meet the individual needs and interests of the students. Many of the course elements are bespoke; the learning outcomes are negotiated with the students and/or their sponsors. Appropriate study and learning strategies are included in the course design.

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.	Met
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

Placement testing and the initial needs analysis procedures are effective and feed into the ongoing support and assessment of students. Students are encouraged to review their own learning objectives and are given guidance on how to achieve them. All students receive leaving certificates/reports. Very detailed reports are written for all business students and are provided to others on request. Advice about examinations and access to mainstream UK education is readily available.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Morning and afternoon, all course types.

Comments

These figures include the academic advisor who was scheduled to teach 20 hours during the week of the inspection. Five of the lessons observed were conducted online.

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
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 Teachers provided accurate models of spoken and written language. Generally, the illustration of grammatical structures and of lexis was good, although some teachers managed students' questions about vocabulary and grammar more efficiently than others. There was evidence in better lesson segments of knowledge of pronunciation features.

T24 Good awareness was demonstrated of the linguistic and functional needs of individual students and groups. The content, which was often challenging, was entirely appropriate. In some specialised lessons, good knowledge of the students' background and first language was used to advantage.

T25 Learning objectives and outcomes were made known to students and were generally achieved by means of well-staged activities.

T26 A range of techniques was observed: skilful questioning and follow-up, prompting and encouraging students to extend their use of the language. Language was usually well illustrated but the students' understanding was not always checked. There were good opportunities for extended speaking practice. However, techniques to help students improve their pronunciation of sounds and intonation were not often in evidence.

T27 The management of seating arrangements, pairing and grouping encouraged student interaction in group classes. Technological resources were generally used with confidence, to raise interest and illustrate language. In the online lessons, there was effective use of such features as the chat box and shared screens. Other resources being effectively used included handouts, and whiteboards which were generally neat and well organised.

T28 Teachers monitored well and gave encouragement and praise. Clear feedback was given on written exercises and tasks. Students were encouraged to further develop their spoken language, and effective use was made of delayed feedback after students' presentations. But opportunities to pick up on pronunciation errors were missed and, in some segments, self and peer correction could have been used to better effect.

T29 Lessons included tasks and activities to assess whether learning had taken place. Some reference was made to previous learning and to students' long-term goals.

T30 Overall, teachers created a purposeful and positive learning atmosphere. In most cases, students were fully engaged; there was good rapport between the students themselves and with their teachers. Feedback confirms that students are enjoying and benefiting from their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers provided appropriate models of language. Lessons had been carefully planned to take account of learners' needs and course objectives. The techniques used were generally appropriate and classroom resources were managed competently. Teachers had given thought to the evaluation of learning and the giving of feedback, although more attention to students' pronunciation was needed. An atmosphere conducive to learning had been created.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments are in place to ensure the safety of students on the premises, but improvements are needed to secure the rear of the property. A plan is in place to deal with potential emergencies, but it is not routinely made known to all staff and students. Students are well cared for by all members of staff in the school and they gave positive feedback on the welfare support they received. Policies to promote tolerance and respect are referred to in the student handbook, but they are not clearly presented to students. Clear and practical information about travel and relevant aspects of life in the UK are made known to students and there is good health care provision nearby.

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.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

The school has appropriate systems in place and provides suitable homestay and residential accommodation. Relevant information about homestays or residences is sent to students in advance and an initial questionnaire is in place to identify and resolve any accommodation issues promptly. Hosts and residence staff spoke highly of the good working relations they had with the key staff at the school and feedback showed that students were consistently positive about their accommodation.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

Comments

The school provides on request helpful information on renting suitable private accommodation.

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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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

The school provides an interesting and varied leisure programme throughout the week and students sign up via the noticeboard each day to confirm their participation. Most of these activities are free, and there are also excursions on offer at the weekends at an additional cost. The student handbook contains advice on things to do and places to eat in the city. Activities are well resourced, and consideration is given to age and to the interests of the students. Relevant risk assessments are conducted.

Safeguarding under 18s

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of inspection, the school had four students aged 17 on adult courses. Three were on site and one was accessing the course online from home. The school does not accept students under the age of 16. The school has a comprehensive safeguarding policy in place and the designated safeguarding lead is known to all staff and students. All staff in the school receive safeguarding training appropriate to their role, and safer recruitment procedures are followed both for the recruitment of staff and of homestay hosts who take under 18s. Under 18s are not placed in residential accommodation and hosts spoken to who take under 18s were well aware of their responsibilities. Parents or guardians complete a suitable parental consent form and effective measures are in place to enable 24-hour contact between the college, parents and guardians if required.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1996
Last full inspection	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	OISE schools in the UK, Regent London.
Other related non-accredited schools/centres/affiliates	Courses offered in Heidelberg and Segovia.

Private sector

Date of foundation	1990
Ownership	Name of company: Instill Education Ltd Company number: 01293463
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: July 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23 (9 online)	39
Full-time ELT (15+ hours per week) aged 16–17 years	4 (1 online)	9
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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	N/a	N/a
Overall total ELT/ESOL students shown above	27	48
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–70	18–40
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	French	French

Staff profile

At inspection	In peak week (July)
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Total number of teachers on eligible ELT courses	9	15
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
Unusually, the academic advisor was scheduled to teach 20 hours during the week of the inspection to cover for staff on annual leave.	

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
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	3
Total	9
Comments	
Although not holding specialist qualifications, the three teachers for whom rationales were required had specialised knowledge and experience relevant to the courses they were teaching.	

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	14	3
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s		
	15	3
Overall total adults + under 18s	18 plus 9 students being taught online = 27	