

Organisation name	OISE Oxford
Inspection date	30 July–1 August 2019

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Not met

<b>Recommendation</b>
We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met and there were weaknesses in staff management, publicity, W2 and W4. The period of review to be ended by a spot check within 12 months.

<b>Summary statement</b>
The summary statement has been withdrawn and should not be used.

## Introduction

OISE Oxford is part of the OISE group, which has its head office in another part of Oxford and which includes other accredited year-round schools in the UK as well as schools outside the UK. OISE schools are in turn part of the Instill Education group.

The management of OISE Oxford has changed since the last inspection in 2015. The principal and academic manager both left the school in April 2019 and the current principal took up post shortly afterwards, taking on both roles.

In addition to English language tuition, the school offers closed 'Prépa' courses for French students preparing for entrance examinations for certain higher education institutions in France. These courses were not included in this inspection. This inspection took place while a residential summer programme for 14 to 17 year-olds was being held at nearby Brasenose College, in addition to the normal programme at the school.

The inspection was carried out by two inspectors over two and a half days. Meetings were held with the principal, the welfare and accommodation officer, the client services officer, the administrator, the leisure and transfer supervisor, the course leader for the summer programme, and the education leader from OISE head office. Focus group meetings were held with teachers, as well as with students from the main school and the summer programme respectively. One inspector visited the summer programme accommodation at Brasenose College, two homestays and a college residence.

## Address of main site/head office

OISE, 13–15 High Street, Oxford OX1 4EA

## Description of sites visited

The main school is based on the first, second and third floors of a building in the centre of Oxford. It is accessed at ground level through a door with a keypad entry, and other floors can be reached by stairs or lift. There are toilets on each floor. On the first floor there are two classrooms for small groups, a small lecture theatre, a store room, and the teachers' room with a kitchen area and cloakroom and stairs to a fire exit. The second floor houses an open access area with eight computers and a printer, three classrooms for small groups and 11 one-to-one rooms. There is also a small lending library here, as well as tables and seating. On the top floor is the main reception and office space, together with a meeting area, a student lounge, and a large class/meeting room which was previously the self access centre. There are also two further small group classrooms and a small one-to-one room on this floor, as well as a staff kitchen and toilets.

The residential summer programme for 14 to 17 year-olds takes place nearby at Brasenose College (Radcliffe Square, Oxford OX1 4AJ). Brasenose is built around two main quadrangles, with a permanently-staffed porters' lodge controlling access to the college. The school was using three teaching rooms, residential accommodation and dining facilities.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers intensive one-to-one (tutorial) and small group (quatorial) classes throughout the year in general and professional English. In the summer the school also runs a residential programme of English language tuition with subject specific options at an Oxford college - this year Brasenose - for 14 to 17 year-olds.

## Management profile

The principal has overall responsibility for the running of the school and reports to the OISE lead principal at head office. The welfare and accommodation officer, the client services officer, the administrator, the leisure and transfer supervisor, the course leader for the summer programme, and the teaching team are all managed by the principal.

## Accommodation profile

Year round, the school offers homestay accommodation, self-catering flats in a private residence, and recommends a small number of nearby hotels and a guesthouse. In July and August it also offers single-room accommodation in two Oxford colleges (Brasenose and Jesus) and ensuite study bedrooms in a self-catering college residence. Students aged under 18 must stay in homestays or, for the residential summer course, at Brasenose College. Most homestays, the self-catering flats and the college residence are a bus ride away from the school.

The residential course accommodation at Brasenose consists of single study bedrooms in separate boys' and girls' areas. There are separate toilet and shower facilities and a coin-operated laundry. The accommodation is supervised by the school's own resident staff. Students have breakfast, lunch and dinner in the college dining hall. At the time of the inspection ten students from the summer programme were in residence, as well as 15 French students from the OISE 'prépa course' taught at another site.

## Summary of inspection findings

### Management

The provision meets the section standard. In general, the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. However, some areas of staff management are inconsistently implemented and documented, and a number of details in publicity require attention. There is a need for improvement in *Publicity* and *Staff management and development*.

### Premises and resources

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

### Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

### Welfare and student services

Overall the provision meets the section standard. The needs of students for security, pastoral care and information are met and they benefit from well-selected and managed accommodation and other student services. The school's emergency plan is not sufficiently detailed and some policy wording needs review. A good variety of out-of-school leisure activities is provided, appropriate to the interests and ages of the students enrolled.

### Safeguarding under 18s

The provision does not meet the section standard. There is provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. However, the policy does not give guidance on delayed suitability checks, parents are asked for consent for some potentially unsafe activities, references were missing from some staff and homestay records, students were unaware of rules relating to their safety, and students aged under 16 were lodged with adults in residential college accommodation. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

#### Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.

Met

Met

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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.	Not 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

M2 With the change of principal there has been some loss of continuity and planning. School plans currently lack detail and it is unclear how they might dovetail with wider organisational plans.

M3 The structure is very clear and supported by photographs of staff in student handbooks. The new principal is carrying out the work of the both the former principal and the former academic manager and, although the school will be less busy later in the year, it is under staffed for the summer period.

M6 There is a lack of formal mechanisms for staff feedback. However, the principal and support staff work very closely together on a day-to-day basis and it is evident that they are very familiar with each others' issues and views. Similarly, teachers in the focus group felt they had plenty of opportunities to offer feedback within the school.

Staff management and development	Need for improvement
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

M9 There is no evidence of any process for the review of job descriptions. The responsibilities of one of the two Designated Safeguarding Lead (DSLs) are not included in the relevant job description.

M10 A number of references for staff recruited or returning within the past four years are missing, as well as copies of some certificates. See S4.

M12 There is a company appraisal policy with procedures and templates. However only two completed appraisals were on file in total for support staff and no core teaching staff had had an appraisal.

M13 A continuing professional development (CPD) policy had recently been provided to the principal and a range of development sessions had been available to teaching staff.

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

M14 Levels of customer service are good. There is consistent feedback from students on the helpfulness of staff, who are also supported by good systems which allow them to retrieve information with ease.

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

#### Comments

There is an OISE website and an OISE brochure, both with dedicated Oxford pages. The brochure can be downloaded directly from the website. The school also makes use of a range of social media sites.

M23 The language of the brochure in particular, but also of parts of the website, is not accessible but extremely complex and sometimes impenetrable. There are occasional errors of grammar, syntax and punctuation in the brochure.

M24 The required information is in the brochure, which is downloadable from the website. However, the description of examination preparation gives the impression that classes will be dedicated to specific examinations, whereas groups are normally composed of students working towards different examinations, with specific guidance only provided through additional one-to-one sessions.

M25 The approximate costs of relevant course-related examination fees for IELTS and other external general English examinations are not given in publicity

M29 The Accreditation Scheme marque is correctly reproduced on the website, including on the downloadable brochure, but an old version appears in the printed version of the 2019 brochure.

### 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	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

P1 Thoughtful use has been made of the building, and there is ample relaxation space in differently configured areas on the second and third floors. All floors can be reached by lift.

P3 The student lounge area is comfortable and welcoming, with hot drinks, pastries, newspapers and television.

P6 Although the teachers' room provides appropriate space and facilities, it can become extremely hot. Inspectors were told that a solution to this problem is being sought.

<b>Learning resources</b>	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

P7 The absence of a syllabus or coursebook means that most materials provided for students are in the form of photocopied handouts. While many of these were appropriate, some copies were of very poor quality, and in a few cases excessive in number.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T1 Rationales were provided for five teachers who either did not have a Level 6 qualification, or for whom there was no evidence of this. Although all had an acceptable level of life experience and/or engagement with post-school learning, the proportion of teachers requiring rationales was too high to be accepted.  
T4 The rationale provided for the principal, who is not TEFLQ but is currently the sole academic manager, was accepted in the context of this inspection. He is very experienced, has other relevant qualifications and is supported by the TEFLQ education leader from head office; the principal does not carry out any observations.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not 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

T8 Many of the core teaching team have a wealth of experience in dealing with continuous enrolment. However, no practice is made explicit and no guidelines are provided in this area.

T10 As the principal is not TEFLQ and there is no additional academic manager, observations have been carried out by the education leader from head office. This makes it difficult to link observation effectively with other management areas such as appraisal and CPD.

<b>Course design and implementation</b>	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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

**Comments**

All criteria in this area are fully met.

<b>Learner management</b>	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**

All criteria in this area are fully met.

**Classroom observation record**

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All

**Comments**

None.

<b>Teaching: classroom observation</b>	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.	Not 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.	Not 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 Most teachers provided clear and accurate models. Some were able to give good explanations and examples. The strongest lessons often included additional language information, such as parts of speech or elements of pronunciation.

T24 Although some teachers showed a good awareness of students' learning needs and styles, and materials and tasks were generally relevant and of interest to students, group profiles varied widely and most plans did not take account of class profile notes, where provided, for differentiation.

T25 Relevant outcomes were identified in most cases and often expressed as 'can-do' statements. In some lessons it was clear that these had been shared with students.

T26 Overall a range of techniques was seen, although their use varied widely. Stronger lessons included effective eliciting and prompting, monitoring, some choral repetition, some focus on elements of pronunciation and use of informal discussion to feed in vocabulary and identify gaps in students' knowledge or range.

T27 Most teachers gave clear instructions and made competent use of any technology. Only some teachers varied, or made the best use of, seating arrangements, with the result that some classes were rather static. The use of whiteboards varied widely, and a number of lessons relied on photocopies, often poorly presented.

T28 With isolated exceptions, teachers made use of a range of techniques for correction and feedback, and stronger lessons included meaningful praise, helpful monitoring, encouraging self and peer correction and delayed correction.

T29 Most teachers made use of relevant short assessment tasks to check learning.

T30 In many classes, students were very involved with the lesson, and pace was appropriate, especially where teachers made use of movement and varied interaction patterns. Some teachers demonstrated good rapport, used nomination to good effect, and engaged students in interesting discussions.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority of lesson segments being at least satisfactory. Language knowledge and awareness was generally sound. Planning varied in effectiveness, and consideration of different learning needs was not made sufficiently explicit in plans, although topics and content of lessons were often well chosen to reflect the students' interests. Some classroom resources were used effectively, but seating arrangements were not always addressed and materials were sometimes poorly presented. A range of basic classroom techniques, including techniques for correction, was in evidence, although not consistently used. Most teachers had strategies to evaluate learning, and in many classes there was good rapport and students were very engaged in their lessons.

#### 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.	Not 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



W2 The general 'Crisis management procedure' for schools and centres gives the details of senior managers to contact in the event of a major on or off-site emergency, but no procedures are specified for locating and communicating with students.

W4 The policy for dealing with abusive behaviour, posted around the main school and on the website, is expressed in language too difficult for many students to understand.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	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

All criteria in this area are fully met.

<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

All criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
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

W23 Varied programmes of leisure and cultural activities are arranged for the main school and summer programme participants. Activities are well publicised and their popularity monitored. At the main school, students are also given information about events in Oxford and travel information to visit other parts of southern England and beyond.

### Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not 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.	Not 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.	Not 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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Not 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

Only a few 16 and 17 year-olds enrol at the main school throughout the year; at the time of the inspection there was only one. There were ten students aged 14 to 17 enrolled on the summer course at Brasenose, with 28 students in the peak week.

S1 The OISE Oxford Safeguarding Policy policy does not include guidance on how to manage delayed suitability checks.

S3 The parental consent form for children enrolled on the summer residential course, who may be as young as 14, asks for consent to their child leaving the college unaccompanied during their leisure time. The information given on the consent form does not reflect the reality of the potential risk, or what in reality is allowed by the school.

S4 Some references were missing from staff files, and homestay hosts have only been required to provide two references since the start of 2019.

S6 Students spoken to on the summer course were unaware that they are advised in their handbook to go out in pairs or groups.

S7 Students on the summer course aged under 16 were lodged in the same college accommodation as students aged 18 and over.

### 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	September 2011
Last full inspection	August 2015
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	OISE Prepa Course
Other related accredited schools/centres/affiliates	OISE year-round schools for 16+ in Bristol, Cambridge and London, OISE Young Learner schools in Newbury and Sherbourne, OISE Young Learner summer schools. Other accredited schools in the UK in the Instill Education group.
Other related non-accredited schools/centres/affiliates	OISE schools outside the UK in Boston, Heidelberg Paris and Segovia.

## Private sector

Date of foundation	1973
Ownership	Instill Education - Private Limited Company Registered in England No. 01293463
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Prepaland, 14 Friars Entry, Oxford OX1 2BZ
Details of any additional sites not in use at the time of the inspection and not visited	N/a

## Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	21	25
Full-time ELT (15+ hours per week) aged 16–17 years	6	25
Full-time ELT (15+ hours per week) aged under 16	5	13
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>32</b>	<b>63</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Chinese, Belarusian, Turkish	French, Chinese, Turkish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–55	16–55
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	French, Russian, Japanese, Italian	French, Russian, Japanese, Italian

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	16
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 19 hours a week	6	

Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1 (Intern)	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		0
Academic managers without TEFLQ qualification or three years relevant experience		1
Total		1
Comments		
The principal is also the academic manager, and has no teaching commitments. He is not TEFLQ, and the education leader from head office has been carrying out teaching observations.		

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		1
TEFLI qualification		13
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		14
Comments		
None.		

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	12	1
Private home	0	0
Home tuition	0	0
Residential	4	10
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	5	0
Overall totals adults/under 18s	21	11
Overall total adults + under 18s	32	