

Organisation name	OISE Young Learners
Inspection date	20–22 July and 7 September 2022

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.	Not 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standards for welfare and student services and safeguarding under 18s were not met; the period of review to be ended by a spot check focusing on publicity, care of students, leisure opportunities and safeguarding under 18s. Evidence must also be submitted within three months to demonstrate that weaknesses in publicity, welfare, and safeguarding have been addressed

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

OISE Young Learners is part of the Instil Group (IG). IG is a global education company, working in the UK, USA, Canada, Germany, Spain, and Ireland. In the UK, IG consists of seven schools which are accredited by the British Council: OISE Oxford, OISE Cambridge, Regent London, Basil Paterson/Edinburgh School of English, Newbury Hall, OISE Young Learners and Pilgrims Young Learners.

OISE Young Learners (OISEYL) is staffed and run from OISE headquarters in Oxford by the operations manager. OISEYL centre staff are employed for the summer period only and several are returners from previous years. The two centres selected for inspection, Stowe School (Stowe) and Brasenose College (Brasenose) were chosen because of their location and the logistics of the inspection process. The post of senior academic manager for all OISEYL centres was not filled in 2022, although the senior teacher at Brasenose was also able to provide some assistance to all centres.

This was a compliance only inspection which took place over one and a half days, with an additional day (six weeks later) with the operations manager, who had previously been unavailable. This was a remote meeting, which included the round-up. The reporting inspector visited both centres and the co-inspector worked remotely. The inspectors spent one day at Stowe and a half day at Brasenose. At both centres, all timetabled teachers were observed. Meetings were held with the course leaders, senior teacher (Brasenose only) and leisure and welfare leaders. Focus group meetings were held with teachers, leisure staff and students at each centre. At Stowe the senior teacher had left before the inspection and the senior teacher/course leader at Brasenose was providing support and assistance.

No stage 2 documents were made available before the main inspection but were provided a week before the final day.

Address of main site/head office

14 Friars Entry, Oxford OX1 2BZ

Description of sites observed

Stowe School – Stowe, Buckingham MK18 5EH

The centre is based in Stowe boarding school, set in 3.5 square km of parkland 6 km from Buckingham and 40 km north of Oxford. The centre's office, staffroom, classrooms and recreational areas are all located in the main school area, with residential accommodation blocks located nearby. Meals are provided in the traditional dining area and all sports facilities are located on site.

Brasenose College - Radcliffe Square, Oxford OX1 4AJ

All classrooms, accommodation, dining and recreational areas are located within the college, in the centre of Oxford with many facilities located within walking distance.

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 type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The courses at Brasenose College are advertised as subject courses taught in English – International Affairs and Medicine. Students are assisted with language issues on a diagnostic basis.

Management profile

The operations manager reports directly to the OISE CEO and oversees the entire YL programme, as well as managing the Oxford adult school. The course leaders are responsible for the day-to-day running of the centre programmes and report to the OISEYL operations manager. The senior teachers manage the academic courses, whilst the welfare and leisure leaders supervise the activities programme and accommodation provision. With below average student numbers after the Covid pandemic, all managers were flexible in their designated areas of responsibility.

Accommodation profile

At Stowe students are accommodated in two residential blocks within a ten-minute walk of the teaching and dining blocks with boys in one house and girls in another. All rooms are single, twin or dormitories sleeping up to four students. There are shared bathrooms.

At Brasenose, students are accommodated in university accommodation, all in single rooms with approximately four rooms sharing one bathroom.

Summary of inspection findings

Management

The provision meets the section standard. Although the management of the provision operates in general to the benefit of the students and in clear accordance with the school's stated goals and values, the publicity is unsatisfactory. 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 satisfactory and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the courses offered. Teachers receive guidance to ensure that they support students in their learning. Courses are structured to benefit students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision does not meet the section standard. While pastoral care is appropriate, the risk assessment and communication of safety and security issues are inadequate. The residential accommodation provided is suitable and appropriate systems are managed effectively. Students are given access to a range of leisure activities, but the resources and information made available to staff are not sufficient. There is a need for improvement in *Care of students* and *Leisure opportunities*.

Safeguarding under 18s

The provision does not meet the section standard. A safeguarding policy is in place, but relevant training is not consistently provided to staff. Suitability checks at the recruitment stage are not carried out systematically. Students are appropriately supervised during lessons, and outside them, and accommodation for under 18s is well managed. Arrangements to ensure contact with parents/guardians are not known by staff on site and are not adequate. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

There is evidence that the school is in breach of its photocopying licence.

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.	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.	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.	Not met

Comments

The goals and values of the school are evident and known by staff. However, there are no written defined areas for future development and no systematic monitoring of progress. The school has a management structure although no organogram was provided. There is effective communication both within the schools and with head office. Feedback is obtained from students and staff although with no systematic approach. There is no self-evaluation document 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.	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

Human resources policies, including recruitment procedures, are made known to staff through handbooks and induction procedures. Job descriptions are appropriate, dated and with some evidence of review. Although induction procedures are thorough, there was no concrete evidence of any formal appraisals taking place. Some teachers' files did not contain counter-signed copies of required qualifications or sufficient references. There was evidence that some continuing professional development of staff had taken place but not systematically.

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

Student administration is well managed, and all students confirmed that they receive good customer care. Enrolment, cancellation and refund procedures are carried out efficiently, mainly by overseas IG sales offices. Student records are accurate and complete. There are appropriate policies relating to attendance and punctuality. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students, staff and parents/legal guardians.

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.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website, and the school also uses various social media channels.

Publicity generally gives rise to realistic expectations. Information is presented reasonably clearly although there are several uses of language at a level higher than B1. Navigation in general is not easy. Classes were observed at Stowe containing more students than the advertised group size. At Brasenose a student could not be provided with the course enrolled on because of the absence of an appropriate teacher. Stowe costs promoted under the Regent brand, can only be obtained by providing a name and an email address. The description of the level of care given to students under 18 is insufficiently detailed. The description of accommodation is accurate and claims to accreditation meet Scheme requirements.

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, with clear signage and informative display boards. Classrooms are furnished and equipped appropriately. Students have areas where they can relax and consume snacks. Free drinking water is available, and staff have sufficient space for work, relaxation and the storage of personal possessions.

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.	Not 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

Generally, learning materials are appropriate for the age and level of the students and for the length of the course. Students store information sheets, handouts and photocopies in a file. Teachers have access to a suitable range of paper-based and digital resources although they felt that these could be better organised. However, there was evidence that the amount of photocopying taking place was directly substituting for the purchase of the original material, which is forbidden by the school's Licence to Copy. The educational technology is maintained and supported. There is evidence that teaching and learning resources are reviewed but only informally.

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

Managers and teachers are appropriately qualified, and the rationale for three teachers without an ELT qualification that fully meets Scheme requirements was accepted within the context of this inspection. The academic management team have an appropriate professional profile although this relied on the Brasenose College senior teacher visiting all OISEYL centres.

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.	Not 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 according to preference and experience. Timetabling procedures are clear although there is no policy for arranging cover, with class sizes sometimes larger than advertised. Day-to-day support is provided by the management team at Stowe with support from the senior teacher at Brasenose

College. There is a programme of monitoring and professional development, which includes written lesson observations of a high standard.

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.	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

The course structure at Stowe is described in writing and based on modern coursebooks. The specialised courses at Brasenose have detailed timetables and in the case of Medicine, a description of course content. The course structure is reviewed informally in response to student and teacher feedback. Students are encouraged regularly to record what they have learned in class and assess their own level. Teachers provide students with strategies to develop their language skills outside the classroom.

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

Procedures for the placement of students or changing class levels are satisfactory. There are clear procedures for evaluating, monitoring and recording students' progress, including weekly tests. Students receive certificates, and detailed reports as required. Advice regarding examinations and access to mainstream UK education is provided by the academic management team if necessary.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English and introduction to medicine

Comments

Four observations were carried out in person and two remotely.

Teaching: classroom observation	Met
T23 Teachers demonstrate 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.	Not 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 generally demonstrated sound knowledge of the language and provided accurate models of spoken and written language.

T24 Content and topics were appropriate to the learning needs and cultural background of students. Some student profiling was effective although it was not always present in lesson plans.

T25 Plans stated what the learning outcomes of the class would be and the learning outcomes were usually presented to the students in writing. Aims were generally achieved through a coherent sequence of activities, although sometimes the teacher's focus was unclear.

T26 A range of appropriate techniques was used, including eliciting, prompting and concept checking. Students were given opportunities for practice and were sometimes encouraged to use the new language. In general however, use of techniques which encouraged student-student interaction were limited.

T27 Classroom environments were generally well managed. Resources seen in use were varied and appropriate. Teachers used technological aids confidently and effectively. However, some whiteboard work was unsatisfactory.

T28 Some correction was observed, and positive feedback was used appropriately to encourage students. Overall there was insufficient correction of student errors and the encouragement of related practice.

T29 Lessons included activities and tasks to evaluate whether learning had taken place, including testing of new items.

T30 Overall, teachers created a positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose. Instructions were clear and checked, but sometimes there were too many whole class questions and not enough nomination of individual students.

Classroom observation summary

The teaching ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers planned for learning outcomes based on the syllabus and the needs of their students. A range of appropriate techniques was used to engage the students in purposeful learning tasks. Resources used were generally satisfactory and some teachers had clearly worked hard to locate relevant material. Teachers created a positive learning atmosphere. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Need for improvement
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not met

Comments	
<p>There are risk assessments in place for a range of activities. However, the school has not undertaken a risk assessment of its use of the Stowe site, including the presence of external visitors who have access to the site. There is a crisis management plan in place but it was not shared with staff at Brasenose College. Staff and students are clear about the nature of pastoral care in place, and both receive a code of conduct which sets clear expectations in regard to appropriate behaviour. Students are made aware of a 24-hour emergency contact number and are given appropriate advice on life in the UK to support their stay. First aid provision at Brasenose College is inadequate, and staff on site were not aware of local healthcare services available.</p>	
Accommodation (W9–W22 as applicable)	
<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	
<p>Accommodation is comfortable, suitable and provides students with all of the required amenities. Rooms and common areas are cleaned regularly, and a member of the school team and host institution periodically inspect accommodation. Students are given opportunities to feed back any accommodation issues to staff, and these are usually dealt with swiftly and effectively. The food at both sites was sampled and was of a good standard, and students confirmed that they enjoyed it.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
All accommodation is residential.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All students are accommodated in the residential accommodation.	
Leisure opportunities	
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.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are informed about the leisure programme through teachers, noticeboards and assemblies. The activities are age appropriate and responsive to student requests and feedback. The programmes are directed by one person on each site. On both sites, written guides and plans for activities were not adequate. There were no specific written risk assessments for any on or off-site activities at Brasenose College. Staff supervising activities have the skills and experience appropriate to their roles.

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.	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.	Not 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.	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.	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.	Not met

Comments

All students enrolled at all times are under 18. Stowe school students are aged 7–17. At Brasenose College, all students are aged 16 and 17.

There is a comprehensive safeguarding policy in place including a named person responsible for implementing the policy. However, the on-site safeguarding leads on both campuses had not received the specialist level of safeguarding training, and support from the specialist-trained lead based in the head office was not adequate. In addition, not all other on-site staff have received basic-level training. Parental/guardian consent protocols are appropriate and are followed. A number of sampled staff files did not have the required number of reference checks included. Suitable supervision is in place for scheduled activities and there are suitable rules for students outside the scheduled programme. There are adequate arrangements in place to safeguard students in accommodation. At the time of inspection, staff at Brasenose College were not clear about the arrangements to ensure contact with parents, guardians or nominated representatives.

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 There was evidence that the amount of photocopying taking place was directly substituting for the purchase of the original material, which is forbidden by the school's Licence to Copy.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	1984
Last full inspection	2017
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Regent London, OISE at Cambridge, Newbury Hall, Pilgrims YL and Basil Paterson
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1984
Ownership	Name of company: Instill Education LTD Company number: 01293463
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	14 Friars Entry, Oxford OX1 2BZ
Name and location of centres offering ELT at the time of the inspection but not visited	Bournemouth, 22 Church Road, Southbourne, Bournemouth BH6 4AT Folkestone College, Shorncliffe Road, Folkestone CT20 2TZ
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: all centres: 100
ELT/ESOL students (eligible courses)	
18 years and over	0
17 years and under	100
Overall total of ELT/ESOL students shown above	100
Predominant nationalities	French, Italian, Spanish and Argentinian

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	19
Total number activity managers and staff	7
Total number of management (non-academic) and administrative staff	1
Total number of support staff (e.g. houseparents, matrons, catering)	0

DATA ON CENTRES VISITED

1. Name of centre	Stowe School
2. Name of centre	Brasenose College
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	0	0				0	0			
17 years and under	46	8				52	9			
Overall total	46	8				52	9			
U18 programmes: advertised minimum age(s)	7	16				7	16			
U18 programmes: advertised maximum age(s)	17	17				17	17			
Predominant nationalities	French, Italian, Spanish and Argentinian					French, Italian, Spanish and Argentinian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	7	3				7	3			
Total number of activity managers and staff	5	1				5	1			
Total number of management (non-academic) and administrative staff	0	0				0	0			
Total number of support staff	0	0				0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	0	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	0	1			

Comment

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	1			
TEFLI qualification	3	1			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	0			
Teachers without appropriate ELT/TESOL qualifications.	3	0			
Total	7	2			

Comments

None.

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				46	8			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	0				46	8			

Centres	1	2	3	4	5
Overall total adults + under 18s	46	8			