

Organisation name	OISE Young Learners, Oxford
Inspection date	25–28 July 2017

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited OISE Young Learners in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language teaching organisation offers courses in general English for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of, student administration, quality assurance, premises and facilities, and care of students.

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

## Organisation profile: multicentre

### 1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	1984
Last full inspection	August 2013
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	OISE school in Boston. Subject tuition at Newbury and Sherborne.
Other related accredited schools/centres/affiliates	OISE schools in Bristol, Cambridge, Oxford and London.
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1973
Ownership	Name of company: OISE Holdings LTD Company number: 05864039
Other accreditation/inspection	OFSTED at Newbury and Sherborne.

#### Premises profile

Address of Head Office (HO)	38 Binsey Lane, Oxford OX2 0EY
Addresses of centres offering ELT at the time of the inspection	<p>Badminton School, Westbury Road, Westbury-on-Trym, Bristol BS9 3BA</p> <p>New College, New College Drive, Swindon SN3 1AH</p> <p>King's Hall School, Kingston Road, Taunton, Somerset TA2 8AA</p> <p>Wrekin College, Wellington, Shropshire TF1 3BH</p> <p>Newbury Hall, Enborne Road, Newbury RG14 6AD</p> <p>Folkestone 26 Grimstone Gardens, Folkestone, Kent CT20 2PX</p> <p>Sherbourne Priors Watery Lane, Warwick CV35 8AL</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	<p>Queen Ethelburga's College, Thorpe Underwood Hall, Thorpe Green Lane, York YO26 9SS</p> <p>The Manor House, Old Town Street, Dawlish EX7 9AP</p>
Profile of sites visited	<p>Badminton School is an independent day school for girls aged three to 18, set in its own grounds, within easy reach of Bristol. It is a fairly compact site and incorporates a range of sporting facilities, including an indoor sports hall, a heated swimming pool, basketball facilities, an astro pitch and tennis courts. School buildings are a mixture of old and new, and the OISE operation is based in the main school house, where staffrooms, offices and some classrooms are located, as well as staff and student common rooms. The centre also makes use of the dining hall, a large assembly hall and additional classrooms in the nearby science block.</p> <p>Newbury Hall is an international study centre and occupies a smaller site with no grounds, but a garden with some seating and a main forecourt area. The</p>

	school is housed in one building, and the summer school is organised with a reception and office at the entrance, classrooms on two floors, and a large dining room with relaxation space on the top floor. There is a teachers' room based in the school library. The residence is immediately adjacent to the school.
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<b>Student profile at peak at all centres</b>	Collated totals in peak week: all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	0
Full-time ELT (15+ hours per week) aged 16–17 years	220
Full-time ELT (15+ hours per week) aged under 16	136
Part-time ELT aged 18 years and over	0
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
<b>Overall total</b> of ELT/ESOL students shown above	356
Predominant nationalities	French, Russian, Argentinian

<b>Staff profile at peak at all centres and HO</b>	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	69
Total number activity managers and staff	10
Total number of management (non-academic) and administrative staff	9
Total number of support staff (e.g. houseparents, matrons, catering)	10

#### **Academic manager qualifications profile at peak at all centres and HO**

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Academic managers without TEFLQ qualification or without 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres inspected; inspectors may ask for rationales for academic managers at other centres)	9
<b>Total</b>	11
Comments	
None.	

#### **Teacher qualifications profile at peak at all centres**

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	50
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	2

Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	4
<b>Total</b>	58

Comments

None.

### Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other: N/a	
	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses are for under 18s. Summer centres offer the intensive summer curriculum for 11 to 17 year olds. This consists of 27 hours per week and includes general English classes in the mornings followed by subject and project work, with activities and excursions included as part of the package.

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Badminton
<b>2. Name of centre</b>	Newbury
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	N/a	N/a	N/a	100	100	N/a	N/a	N/a
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	51	27	N/a	N/a	N/a	65	29	N/a	N/a	N/a
Full-time ELT (15+ hours per week)	44	26	N/a	N/a	N/a	63	27	N/a	N/a	N/a

aged under 16										
Part-time ELT aged 18 years and over	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Part-time ELT aged 16–17 years	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Part-time ELT aged under 16 years	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
<b>Overall total of ELT/ESOL students shown above</b>	<b>95</b>	<b>53</b>	N/a	N/a	N/a	<b>128</b>	<b>56</b>	<b>N/a</b>	<b>N/a</b>	<b>N/a</b>
Junior programmes: advertised minimum age(s)	13	13	N/a	N/a	N/a	13	13	N/a	N/a	N/a
Junior programmes: actual minimum age(s)	13	13	N/a	N/a	N/a	13	13	N/a	N/a	N/a
Junior programmes: advertised maximum age(s)	17	17	N/a	N/a	N/a	17	17	N/a	N/a	N/a
Junior programmes: actual maximum age(s)	17	17	N/a	N/a	N/a	17	17	N/a	N/a	N/a
Adult programmes: advertised minimum age	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Adult programmes: actual minimum age	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Typical length of stay (weeks)	2	2	N/a	N/a	N/a	2	2	N/a	N/a	N/a
Predominant nationalities	French, Argentinian, Russian, Spanish					French, Russian, Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	14	10	N/a	N/a	N/a	18	10	N/a	N/a	N/a
Total number of activity managers and staff	5	6	N/a	N/a	N/a	5	6	N/a	N/a	N/a
Total number of management (non-academic) and administrative staff	1	2	N/a	N/a	N/a	1	2	N/a	N/a	N/a
Total number of support staff (e.g. houseparents, matrons, catering)	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a

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 (NB Rationales need to be prepared for academic managers in this category at centres visited)	1	0			
<b>Total</b>	<b>1</b>	<b>1</b>			

Comments
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A rationale was provided for the academic manager at Badminton.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	0	4	N/a	N/a	N/a
TEFLI qualification	13	5	N/a	N/a	N/a
Holding specialist qualifications only (specify)	0	0	N/a	N/a	N/a
YL initiated	0	0	N/a	N/a	N/a
Qualified teacher status only (QTS)	0	0	N/a	N/a	N/a
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0	N/a	N/a	N/a
<b>Total</b>	13	9	N/a	N/a	N/a

#### Comments

None.

### Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0	0	0	0	0	16	N/a	N/a	N/a
Private home	0	0	0	0	0	0	0	N/a	N/a	N/a
Home tuition	0	0	0	0	0	0	0	N/a	N/a	N/a
Residential	0	0	0	0	0	95	37	N/a	N/a	N/a
Hotel/guesthouse	0	0	0	0	0	0	0	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0	0	0	0	N/a	N/a	N/a
<i>Arranged by student/family/guardian</i>										
Staying with own family	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
<b>Overall totals adults/under 18s</b>	0	0	0	0	0	95	53	N/a	N/a	N/a

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	95	53	N/a	N/a	N/a

### Introduction

OISE Young Learners (YL) is a division within the parent company and is staffed and run from OISE headquarters in Oxford. There is some reservations capacity in Oxford, as well as sales offices in ten European locations. Because of branding and marketing decisions, there is some overlap between the year-round provision, which is separately accredited, and the YL programmes. For example, Oxford Brasenose, which is advertised together with YL courses, is accredited as part of the year-round provision, while Sherborne and Newbury, both of which operate as year-round schools, are within the YL accreditation. This inspection included the programmes run by OISE YLs Division, as detailed in the Premises Profile above.

The operations manager reports directly to the OISE CEO, and oversees the entire YL programme, as well as

managing the other OISE UK schools. He is supported in the YL operation by the academic director and the summer school co-ordinator, both of whom are permanent year-round staff members. Centre staff are all employed for the summer period only, and many are returners from previous years.

The two centres selected for inspection, Badminton and Newbury, were chosen for a number of reasons: neither had been visited at the last inspection; Newbury offered homestay accommodation and was part of a year-round operation; Badminton was residential.

The inspection took place over three full days, one half day and two part days. The inspectors spent one day, one half day and two part days at Badminton, a day at Newbury, and a day at head office in Oxford. At each centre, all teachers timetabled to teach were observed, meetings were held with course leaders, academic leaders, the leisure and welfare leader (Badminton), leisure and welfare supervisors, and group leaders (Badminton). Focus group meetings were held with both teachers and students at each centre. Evening activities were observed at Badminton. One inspector visited two homestays in Newbury, and the residential accommodation at both Badminton and Newbury. At the head office in Oxford, meetings were held with the operations manager, the academic director, the summer school co-ordinator and the sales executive officer.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

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

#### Comments

M2 There is a clear structure for both head office and the centres, which is understood by all and includes appropriate arrangements for cover. Centre structure is clearly conveyed to students through photographs with introductions to staff in the student handbook for each centre.

M4 Communications work very well across the whole Young Learners operation. Evidence was seen of a range of good formal and informal channels of communication, and the peripatetic roles of the summer schools co-ordinator and the academic director are particularly effective in maintaining strong and regular contact between the centres and head office. All staff were clear about their roles, fully engaged and well informed. There are many returning staff each year and it was clear that they feel part of the organisation.

M5 HR procedures are thorough and include comprehensive procedures, checklists and templates for each stage of the recruitment process, as well as full and thorough interviewing procedures. Staff files were extremely well kept and demonstrated consistent implementation of policies and procedures.

M7 A very full and thorough induction process for all staff begins immediately after recruitment with online safeguarding training, and specific handbooks for each role. Teachers are given access to a password-protected website area with teaching resources and company information. A full induction, led by the summer schools co-ordinator and the academic director, takes place at each centre for all staff prior to the start of the course, and includes training modules as well as company values and information, and role-specific input.

M8 There is an appraisal policy and templates for carrying out appraisal interviews. In practice, the organisation's approach to dealing with performance appears somewhat informal. The operations manager has not had a formal

appraisal, and appraisals for the summer schools co-ordinator and the academic director have not been consistently carried out. Centre managers have an opportunity to report back and are given feedback on their role, and teachers are assessed on the basis of observations, although assessment is not fully shared with the teacher. See also M16. M9 All staff benefit from a range of development opportunities. Centre staff receive training at induction in order to equip and support them for their summer roles. Head office staff have undertaken a number of training and development activities.

### Student administration

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

#### Comments

M11 Many students are recruited by sales teams in a number of overseas locations, allowing choices to be explained in their own language. There is also a small team in Oxford for other applicants, and detailed pre-course information is made available.

M13 Records of student contact details are kept at head office and in each centre. Records are proactively checked, contain comprehensive details and are fully accessible at all times to the relevant staff.

M14 Attendance requirements are clear to all, and teachers report any absences immediately to centre staff, who follow up straight away.

M15 This information is in the student code of conduct, which is clearly presented for students, and gone through at induction.

### Quality assurance

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

#### Comments

M16 A detailed action plan has been produced and all points have been satisfactorily addressed with the exception of one: M9 There is no formal capability procedure. This now relates to M8.

M17 The organisation's commitment to continuing improvement and development is evident. There is a clear cycle of review incorporating staff and student feedback, centre reports and action plans, and comments from group leaders and host organisations.

M18 Student feedback is collected formally at an early stage and at the end of courses, and is followed up and recorded as well as carried forward into planning meetings to drive improvement. Students also have numerous opportunities to make comments or raise concerns through their day-to-day contact with residential and office staff as well as teachers.

M19 Staff have good opportunities to provide feedback through regular meetings and end-of-course reports. Exit interviews are held for many staff and all staff are invited to complete feedback forms. Staff feedback forms part of planning processes.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The organisation's publicity materials comprise the website, a brochure which can be downloaded from the website, and a variety of social media.

M24 Times of classes are not clearly spelt out, although there is a sample timetable. Each day is a full learning day, but the number of taught hours is not specified.

#### Management summary

The provision meets the section standard and exceeds it in some respects. Staff are generally well managed and supported although appraisal systems are inconsistently implemented, student administration is effective and efficient, and there are good quality assurance processes and procedures. Publicity is clear. *Student administration* and *Quality assurance* are areas of strength.

### Resources and environment

#### Premises and facilities

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

#### Comments

R1 Both the Badminton and Newbury sites, although different in character and size, provide suitable summer school environments. There is ample space for students outside class time, including lounge and dining areas and access to outside areas with seating. Staff working space is also appropriate at both sites.

R2 Both premises are well maintained and in very good decorative order, with well maintained grounds.

R4 A wide choice of hot and cold food is available at Badminton, including a salad bar and fruit. In Newbury, arrangements are somewhat more personalised: although only one meal choice is available daily, individual requests and preferences can be addressed. Salad and fruit are available.

R5 Noticeboards are well maintained and kept up to date with important information and daily news in each centre. There is no signage at Badminton to guide the visitor to the OISE operation; something that is not necessary at Newbury because of the layout and size of the school.

#### Learning resources

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

R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

R7 Resources are plentiful. Some of the available class sets are slightly out of date.

R8 As well as a variety of published materials, teachers have access to specially produced lesson plan packs. As soon as teachers are recruited, they are given access to a shared drive with a range of online resources.

R9 All classrooms in Badminton, and many in Newbury, were equipped with interactive whiteboards. Appropriate technical support was available at both centres.

R10 In both centres, appropriately organised classrooms were designated for homework.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Premises in both centres visited provide a very comfortable environment for staff and students, and learning resources are appropriate. Resources are made available to teachers at an early stage. *Premises and facilities* is an area of strength.

#### Teaching and learning

##### Academic staff profile

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

#### Comments

T1 Rationales were provided for the two teachers at Badminton without a Level 6 qualification. Both were accepted in the context of this inspection because of the teachers' general educational level, and the level of teacher support available to them.

T4 The academic director is TEFLQ and he works with academic leaders, some of whom are TEFLQ and some not, with roles and responsibilities distributed appropriately.

T5 A rationale was provided for the academic leader at Badminton, who was not TEFLQ. This rationale was accepted in the context of this inspection because she is TEFLI with three years' appropriate experience and is being supported effectively. See T11.

##### Academic management

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

#### Comments

T9 Teachers are encouraged to pay attention to group dynamics and there are first day activities to help integrate students, although these measures are not highlighted in course materials or the teachers' handbook.

T10 Teachers benefit from excellent levels of support. As well as day-to-day interactions with each other and academic leaders, fortnightly "flash" training sessions of 15 to 20 minutes are run by the academic director. These are supplemented by other input sessions organised remotely. Academic leaders are also encouraged and supported to provide sessions.

T11 The academic director carries out formal observations for all teachers during the first week. Academic leaders

in each centre conduct drop-in or less formal observations and signal any issues. Feedback is given and teachers are then asked to draw up their own action points. Follow-up observations are carried out if necessary, and beyond the third week peer observation is encouraged, facilitated by freeing up teachers. This is well organised and supported.

### Course design and implementation

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

#### Comments

T12 Course principles are clear and driven by a stated OISE philosophy. For morning classes there are three modules for each of five levels, and a lesson plan pack is provided for each module, which is also linked to a published coursebook. These lesson plan packs serve to structure the syllabus for teachers, as well as providing appropriate materials and ideas, and there are subject and project packs for afternoon use.

T13 Courses are regularly reviewed with input from staff and students.

T14 Weekly plans are available to students, with a list of can-do statements.

T15 Courses include a range of well thought-out strategies to support learners in developing independent study skills. Homework is a consistent and regular feature of all classes, and there are weekly one-to-one coaching/tutorial sessions. The learner portfolio provides a focus for students in assembling and recording their coursework.

T16 Programmes include a range of activities, events and excursions, and tasks have been developed for excursions in particular.

### Learner management

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

#### Comments

T18 Students have regular progress tests, as well as weekly tutorials which focus on reviewing progress against can-do statements and setting goals for the coming week.

### Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All

#### Comments

13 teachers were observed at Badminton and eight at Newbury.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Most teachers provided clear models. Apart from some judicious use of phonemic script in isolated cases, most teachers provided very little additional information about language, for example parts of speech or stress patterns. Some teachers did not effectively highlight or check the meaning of the target language needed to support can-do statements and explanations were sometimes unhelpful, potentially leaving students in doubt.

T24 Useful student profiles, and specific actions to take them into account, were included in some, but not all plans. Teachers made use of generally appropriate topics and materials and showed sensitivity to different learners' pace, including planning for fast finishers in some cases. In some cases insufficient thought had been given to bringing topics and materials alive in the classroom.

T25 Outcomes were expressed as can-do statements in all plans, and shared with students.

T26 A reasonable range of teaching techniques was observed, including eliciting, prompting, monitoring and appropriate use of nomination. Instructions were not always checked and many teachers did not check understanding effectively.

T27 Appropriate seating arrangements were seen in most classes. Whiteboards were generally reasonably well used. Interactive whiteboards were not widely used, with the result that some opportunities were missed, for example to engage students more fully and/or provide visual examples of vocabulary. Handouts, class sets and dictionaries were seen in use, and levels of attention to learner portfolios ranged from none to regular reminders.

T28 In stronger lessons, there was a good range of correction techniques, including the encouragement of self and peer correction, reformulating and delayed error correction slots in plans. Teachers generally gave a lot of encouragement and praise. In weaker segments, confusion sometimes arose when teachers did not effectively distinguish between the form and content of students' responses, and some teachers approached correction in ways that most students were likely to find discouraging. There was insufficient correction overall in a number of lessons, especially of pronunciation in instances where it would have helped students.

T29 Sequencing of lessons, often through course materials, was generally appropriate and activities provided opportunities to review learning. Homework was regularly assigned and checked.

T30 An extremely positive atmosphere prevailed in some classes, with highly engaged students, whilst in others the opposite was true. Some teachers set up meaningful pairwork and activities while others worked through material with little engagement. Some teachers did not grade their own language effectively.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory, with the majority of segments observed judged to be satisfactory. Although most teachers planned effectively, demonstrated a variety of teaching techniques and were able to engage their students through appropriately selected and managed activities, this was not true of all teachers observed. Some teaching was not engaging for students and overall there was insufficient error correction and language awareness.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff profile is appropriate and teachers benefit from high levels of support, including regular observations and feedback. Courses are well designed and implemented with regular review, and learner management systems are effective. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

##### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

#### Comments

W1 Many steps are taken to ensure students' safety on the premises at both centres. Up-to-date premises risk assessments, and a crisis management procedure, are in place. First aid provision is excellent, and weekly fire drills take place, and are recorded. Students wear wristbands and staff wear lanyards. All residential accommodation is secure, with coded entry and doors alarmed at night. In Badminton entry to the main building is by coded keypad. The site is shared with other organisations, and the main gates, opening onto the street, were still open at 21.00. At Newbury Hall the main entrance is monitored from reception, there is CCTV and the gates are closed at 18.00.

W2 All staff see pastoral care as a priority and they know the students well. Students are informed at induction about the pastoral care available, and in both centres they spoke positively of the friendliness and accessibility of all staff. Arrangements can be made to accompany students to local places of worship, if requested. A quiet room can be made available for prayer.

W3 At both centres the welfare and leisure leader is introduced at induction. They are known to students as they take part in activities and excursions and both live in the on-site residential accommodation. There are photoboards in both centres of all staff and, at Newbury Hall, there is a poster about the external 'independent listener' available. She visits the centre regularly.

W4 The organisation has a clearly expressed anti-bullying policy, reviewed every year. At the start of their course, all students have a lesson focused on bullying and abusive behaviour. There are posters in both centres promoting positive behaviour and mutual respect, and outlining the causes and consequences of bullying. The organisation has provided training in the Prevent strategy for all staff, and a policy and risk assessment is in place.

W5 All students wear a wristband with an emergency telephone number on it.

W6 The young learner travel co-ordinator in the Oxford head office is responsible for the very efficient management of student arrivals and departures. A team of meet and greet staff welcome students at major airports and the Eurostar terminal, and take them to a 'welcome lounge' in a school near Heathrow. There the students can have drinks and snacks, play sport if they wish, or relax until they are taken by coach to their centres. Small groups of students may be transferred directly to their centres by taxi. Homestay hosts meet their students in Newbury.

W7 A range of relevant information, including about staying safe, is given at the students' induction. The slides used at Newbury are particularly helpful as effective use is made of visual materials.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

In Badminton all the students are in residential accommodation on campus. The girls are in a two-storey block with four corridors of rooms, with three or four bunk beds in each. There are shared showers and toilets on every corridor. There is also a common room. The boys are in a separate two-storey block with single and twin rooms, and shared showers and toilets on every corridor. Centre staff also live in the residences.

In Newbury Hall students can choose on-site residential accommodation, or homestay. Girls and boys are accommodated on different floors of the residence in single rooms with ensuite facilities. Centre staff also live in the residence. Homestay accommodation is offered on a full-board basis, some within walking distance and some in homes further away. Students have single rooms.

One inspector visited the residential accommodation in Badminton and Newbury Hall, and two homestays used by the Newbury centre.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The residences in both centres offer comfortable accommodation, with all the required services in place. At Badminton the girls' rooms are spacious enough to accommodate up to four girls per room, and the bunk beds are adequate in size. The boys' rooms are smaller and have single beds. The girls' rooms are in better condition than those of the boys. The showers in the boys' block are rather shabby and one shower was out of order. The Newbury Hall residence offers smart single rooms. Laundry is done weekly.

The two homestays visited in Newbury both offered a very welcoming and comfortable home. The hosts were well informed about their responsibilities in relation to hosting students aged under 18. The host living outside the town takes the student to the centre every day, and collects him after evening activities.

Both residences and homestays offer Wi-Fi provision.

W11 All residential accommodation is checked for safety and suitability every year when the summer centre contracts are renewed. In Newbury Hall the accommodation welfare and leisure leader inspects every homestay every year and carries out a detailed health and safety check.

W14 Students complete a first impressions questionnaire early in their first week. There was evidence that any issues are followed up promptly, and action taken is recorded.

W15 In both centres the meals are freshly cooked, with salad and fruit provided every day. Any dietary requirements can be catered for. A good choice of dishes is available in Badminton. In Newbury Hall, where one main hot dish is provided at lunchtime, students commented positively about the readiness of the catering team to respond to individual preferences or requirements if necessary. Students in both centres told the inspectors that the food was good.

#### Accommodation: homestay

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

#### Comments

W17 Hosts receive a comprehensive 'Hosting for Young Learners' manual updated every year. This includes practical guidance about safeguarding, and helpful guidance on completing a fire risk assessment of their home.

#### Accommodation: residential

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

#### Comments

W22 In Badminton the rooms and bathrooms are cleaned every morning. In Newbury Hall the rooms and ensuite bathrooms are cleaned once a week.

W23 There are staff trained in first aid living in the residential accommodation in both centres. Any medical information about the students is collected at enrolment and is easily accessible in the residences.

#### Accommodation: other

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

**Comments**

None.

**Leisure opportunities**

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

**Comments**

W26 Up-to-date information about the leisure activities is given at morning meetings and is displayed on a centrally located noticeboard in each centre.

W27 Both centres run a varied programme of leisure activities and excursions. In Badminton activities include films and games nights, discos, bowling and talent shows. There is a heated swimming pool, an indoor sports hall and tennis courts. In Newbury Hall activities include dancing classes, arts and crafts, and barbeques. Students can use a nearby gym and play sports in a nearby park. Excursions are organised every weekend in both centres to places of interest such as Oxford and Bath. There were alternative activities planned for days when the weather was poor.

W28 In both centres detailed risk assessments were in place for all activities; each one is signed by the member of staff in charge, and feedback is collected and the risk assessment updated, if necessary. In Badminton the leisure supervisors have students' names, but not their mobile numbers, when on off-site activities. The welfare and leisure leader, who goes on all off-site activities, has a school mobile but supervisors use their personal mobiles if needed. In Newbury Hall each supervisor has the students' mobile numbers, a school mobile with the numbers entered, and each student's photograph.

W29 The leisure programme in each centre is managed by the welfare and leisure leader, supported by a team of supervisors. The teams are briefed each day on their roles in the various activities. Students commented on the friendliness of the leisure staff.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, information and leisure activities is met. Pastoral care is excellent. The accommodation provided in both centres is suitable and is managed to the benefit of students. *Care of students* is an area of strength.

**Care of under 18s**

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

**Comments**

Courses are offered for students aged 13–17 in Badminton and Newbury Hall. At the time of the inspection there were 95 students in Badminton and 53 in Newbury Hall.

C1 There is a safeguarding policy for all centres, with a staff code of conduct, and the OISE operations manager at the Oxford head office is the named person responsible for its implementation. He has completed specialist level training for the role. The summer school co-ordinator at head office has also completed specialist training.

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C2 The policy is made known to staff in their induction, and in their handbook, and they are all required to complete an online basic awareness course. The management team in each centre have completed advanced level training. Homestay hosts in Newbury are also required to complete advanced level training, and certificates were on file. Safeguarding information had been given to the one group leader at Badminton. Two members of staff in head office have completed safer recruitment training.

C4 All staff are DBS checked every year, or required to supply a police check if working abroad, and references are followed up. In Badminton two members of staff were working before their DBS check for the current year had been received. The organisation has a risk assessment policy for such cases and these staff members had been assessed as low risk since they both had DBS checks no more than three years old. All adults in the Newbury homestays are DBS checked, and references were on file in the records sampled.

C5 Arrangements are in place for the supervision and safety of students during scheduled lessons and activities. In both centres registers are taken at the start of every lesson, and at bedtime. In Newbury Hall registers are taken at every mealtime and before activities, too. In Badminton no registers are taken at meal times or for the evening activities, meaning a student could miss meals and/or evening activities; in the latter case the student could potentially not be checked between 20.00, the end of the homework session, and bedtime at 22.00. On excursions students aged 13 stay with staff members when there is free time. Parental consent forms were on file in relation to curfew times and permission to have free time on off-site excursions.

C6 There are clear rules for what students may do outside scheduled activities. In Badminton students aged 14+ may go into the local high street for an hour on Thursdays from 17.00 to 18.00; they sign in and out, and go in groups of minimum three. In Newbury Hall students can go into town after dinner, a ten-minute walk, and have to be back by 20.00 or 21.00, depending on their age. They also sign in and out and go in small groups. Students aged 13 can only leave the site with parental consent, must stay in small groups and be back by 20.00. These arrangements are monitored closely in both centres.

C7 In both centres students have full board in residential accommodation, and in homestay accommodation in Newbury Hall. The ratio of staff to students in the residences is good.

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### **Care of under 18s summary**

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

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