

Organisation name	Oxford English Centre
Inspection date	23–24 August 2016

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

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

Recommendation

We recommend continued accreditation with a spot check next summer focusing on the junior and teens summer programmes at Wychwood School. However, evidence must be submitted within six months to demonstrate that weaknesses identified under M1, W10 and W28 have been addressed.

Summary statement

The British Council inspected and accredited Oxford English Centre in August 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (16+) and vacation courses for under 18s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1986
Last full inspection	2012
Subsequent spot check (if applicable)	2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	The Oxford House College (OHC) Group with schools in London, Oxford, Richmond and Stratford-upon-Avon
Other related non-accredited schools/centres/affiliates	SOL camps (EFL Junior Residential), OHC group schools in Australia, Canada and the USA.

Private sector

Date of foundation	1979
Ownership	The Oxford Centre Ltd. Company number: 3275134.
Other accreditation/inspection	N/a

Premises profile

Address of main site	66 Banbury Road, Oxford OX2 6PR
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	Wychwood School 74 Banbury Road, Oxford OX2 6JR
Profile of sites visited	<p>The Oxford English Centre (OEC) is located in central North Oxford in a Gothic revival four-storey house built in the 1880s. The city centre is a ten-minute walk away. The school comprises eleven classrooms of varying sizes, appropriate to group classes and one-to-one sessions. The ground floor houses a large open-plan office and reception area, a teachers' room and the library (self-study room). The lower ground floor has two classrooms, a small meeting room and student toilets. This floor leads on to a large terrace with both outside and covered seating areas. The Caramba café opens on to the terrace, which has recently been furnished with new tables and chairs.</p> <p>During the summer months, the school rents premises from Wychwood School, a few minutes' walk away from the main building, to run the teens (14–17 years) and junior (11–13 years) summer programmes.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	24	116
Full-time ELT (15+ hours per week) aged 16–17 years	8	93
Full-time ELT (15+ hours per week) aged under 16	0	51
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	32	260
Minimum age	16	14 (Teen programme)
Typical age range	16–20	16–20
Typical length of stay	3–4 weeks	3 weeks

Predominant nationalities	Brazilian, Spanish, Emirati	Spanish, French, Argentinian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	16	131

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	19
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	7	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	7

These figures exclude the academic manager.

Comments

The DoS, ADoS and senior teacher are TEFLQ but were not teaching in the week of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

The school offers:

General English for adults (16+), 15 hours per week on a standard enrolment and 22.5 hours per week on an intensive enrolment, which includes 7.5 hours of option classes in the afternoons. These include fluency, and preparation for external English examinations. At the time of the inspection, two under 18s were enrolled in group classes on adult courses.

Individual tuition, and a combination of 15 hours a week of General English classes with individual tuition in the

afternoons.

English for Medicine and Legal English twice a year in January and July.

English for Teachers three times a year in January, March and July.

English for Business five times throughout the year.

The Summer Teen programme (14–17) and the Summer Junior programme (11–13) June to August. At the time of the inspection, five students aged 14–17 were enrolled on the teen programme with classes based at OEC.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	16	7
Private home	0	0
Home tuition	0	0
Residential	2	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s		
	24	8
Overall total adults + under 18s		32

Introduction

Since 2012, The Oxford English Centre (OEC) has been owned by a company based in Australia. The same company also owns the Oxford House College group of schools (OHC) based in London, Oxford and Stratford-on-Avon and the Sol summer camps. The operations director is based in London at OHC but visits OEC on a weekly basis. The centre director/principal has been in post since April 2015. The principal oversees day-to-day operations and takes a significant responsibility for strategic planning within OEC. He has a particular interest in business development, as well as making improvements to the building and facilities within the limits of its listed status. Oversight of the management of the school is carried out by a board of governors.

The inspection took place over two days. The inspectors interviewed the operations director, the principal, the academic director, the activities manager and a group leader. The assistant director of studies (ADoS) and the registrar were on annual leave during the inspection. The inspectors also held a teacher focus group and two student focus groups, and observed all the teachers. One inspector visited the student residence and three homestays.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: the present course structure relies heavily on photocopied materials, and the amount of photocopying used in observed classes puts the school in danger of breaching photocopying limits. The teacher's handbook does not mention licensing or copyright laws; the school should review the situation and if necessary seek further advice from the relevant statutory body or obtain independent legal advice.

Staff management

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

Comments

M2 There is a documented and clear structure of management with transparent lines of reporting and a shared understanding of these. Duty lists, shadowing of roles and a shared work space make cover arrangements effective.

M3 Job descriptions make duties, including responsibility for safeguarding, clear and are reviewed annually and dated.

M4 There is a good system for communication among and between the teams of staff. Regular senior management, office and teacher meetings take place and are minuted. The principal has introduced a monthly Centre Enhancement meeting in which operational matters are reviewed and action is taken in response to feedback from staff and students. Shared access to the computer system enables authorised staff to work remotely so directors located at the sister school can view and edit content. However, some of the academic staff reported that they did not always receive a response from management on their views and feedback.

M6 Staff files contained signed and dated copies of original certificates.

M7 The more recently recruited academic staff reported that their induction had been thorough. Evidence was seen of recently appointed administrative staff shadowing roles and receiving detailed handover notes. An induction checklist included health and safety training.

M8 Annual appraisals take place which allow staff to reflect on their performance and negotiate targets. Appraisals for teaching staff follow a formal lesson observation. Although the principal gives regular management reports to school directors, he does not receive an annual appraisal.

M9 Regular in-house continuing professional development (CPD) events are led by a senior trainer within the company, who delivers mandatory health and safety training as well as voluntary academic CPD. Other staff within the company deliver IT and job-specific training for administrative staff as required.

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 type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M12 The brochure contains a simple version of the cancellation policy and makes reference to frequently asked questions on the website. The policy is clear and the management deals with claims for refunds sensitively on a case by case basis.

M13 The school uses a commercial database which can be accessed remotely by authorised staff members. Students are encouraged to report changes in contact information as soon as possible. Records gave comprehensive student details and those sampled were complete.

M14 The attendance policy is clear to the students and the procedure for dealing with attendance for under 18s is known by staff and students.

M15 There is no written policy available to staff or students making clear the conditions and procedures under which a student may be asked to leave the course.

Quality assurance

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

Comments

M17 Feedback from students and staff and other collected data are analysed and form the agenda for monthly Centre Enhancement meetings. Action is agreed and followed up at the next meeting. As a result of this process, there has been action to involve group leaders in meetings, and give students greater autonomy over their learning.

M18 Initial and end-of-course feedback forms contain quantitative and qualitative questions and the results are analysed monthly. See M17.

M19 When new in post, the principal held consultation meetings with all staff. Annual appraisals containing a feedback form take place and are documented. Weekly team meetings are held and minuted. See also M4.

M20 A clear policy is available in the student handbook. There is evidence of how potential complaints are dealt with promptly from initial feedback and lead to a positive outcome.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" 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 checked="" 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

Publicity comprises a website, which is the dominant medium, a brochure and the use of social media.

M21 Information on the website is available in over 20 live translations, making it possible to update information and keep translations accurate.

M22 Information about the services offered at the main school building and the types of accommodation offered is accurate. The publicity does not make it clear that the summer school programmes take place at Wychwood School. There is a mixture of real and stock photographs used to illustrate homestay accommodation and specialist courses, which gives rise to unrealistic expectations of the services offered.

M24 Information on each course offered is clearly set out in a simple format with additional FAQs.

M27 The website gives up-to-date information about the schedule and costs of the leisure activities, as well as the age limit for activities unsuitable for under 18s. There is no mention that sports activities and tours may be arranged and led by external agencies.

Management summary

The provision meets the section standard. The management of the school operates to the benefit of its students and, overall, in accordance with its publicity. Sampling revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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 type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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

R3 Classrooms are adequate in size and number and provide a comfortable environment for study. The classrooms are furnished to provide flexibility of layout and are well lit and ventilated and free from extraneous noise.

R4 The Caramba café provides a varied, reasonably priced and healthy daily menu, which is popular with staff and students. There is ample space for relaxation in indoor and outside seating areas. The school also offers vouchers for discounts at a small number of local cafés.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Class sets of coursebooks are available for use in the general English classes although evidence from lesson observations indicated that teachers tended to rely on photocopied material from a range of different coursebooks. A wide range of supplementary materials is available in printed and electronic form and there are adequate examination preparation materials.

R8 Materials and resources are regularly reviewed and updated.

R9 Four of the classrooms are equipped with interactive whiteboards (IWBs) and technical support is available from the ADoS. Training in the use of IT in the classroom is provided in CPD sessions.

R10 The library is equipped with 14 computers and a wide range of materials suitable for self-study. Wall displays give guidance on how to use electronic materials with advice on useful websites for study.

R11 Guidance on self-study is given at induction and individual advice is provided by the ADoS in daily afternoon self-study periods. Ideas for individual study are also given in monthly tutorials for students who stay longer than four weeks.

R12 Teaching and learning resources are reviewed in response to teachers' feedback and through regular checks on stocks of materials.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff.

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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 One teacher does not have an appropriate ELT qualification.

T3 The rationale provided for the teacher without an appropriate ELT qualification could not be accepted. The teacher did not have any ELT experience or ELT training before his employment to teach EAP courses at the school. He has not engaged with any formal ELT training since his appointment which might compensate for his lack of ELT qualifications.

T4 The academic management team consists of the academic manager and the ADoS, who also takes responsibility for the teen and junior summer programmes at Wychwood School. The senior teacher had resigned her post just before the inspection and it was anticipated by the team that her observation and teacher support duties would be taken on by the ADoS who is TEFLQ.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Experience, knowledge and length of service are taken into account when matching teachers to courses. When less experienced teachers are matched to more specialist classes, they are given opportunities to observe a more experienced teacher first.

T7 Timetabling procedures are effective with some flexibility according to the availability of teachers. In the busier summer months, the teaching day starts earlier to accommodate the teens and junior programmes.

T8 Emergency cover is provided by the ADoS and the academic manager and there is a small bank of teachers available for longer term and holiday cover. The procedures for cover are known to staff and handover notes are detailed.

T9 An effective system of Monday progress tests allows new students to have their induction without missing a class. New arrivals are integrated as soon as possible after arrival and teachers use activities to introduce new and existing students.

T10 Teachers feel well supported by the academic manager and the ADoS, who also supports academic staff on the teen and junior programmes in the summer. Regular CPD sessions take place and are documented. Cover arrangements are made for teachers who wish to observe their colleagues.

T11 Formal observations take place annually and feed into staff appraisals. The ADoS carries out brief informal walk-in observations.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 There is conflicting information in documents giving guidance on course design to teachers. Evidence from classroom observations also conflicted with the school's statement on course design and inspectors noted a large number of photocopies from different coursebooks, rather than a single coursebook being followed and supplemented as stated. No clear guidance is given to teachers on linking syllabus and coursebook and as a result, general English courses lack structure and coherence.

T13 An ongoing process of review of course design is informed by staff and student feedback and discussed in team meetings. Significant changes to course design are discussed in Centre Enhancement meetings.

T14 General course outlines are available on the website and weekly plans are posted in each classroom.

T15 Independent learning is encouraged at induction and through the use of vocabulary diaries, advice for self-study and guidance on noticeboards.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Monthly tutorials are given to students staying longer than four weeks and records are kept of achievement and targets with an action plan. Weekly progress tests are given and results are recorded. When students wish to change class, a level test is used and appropriate advice is given.

T19 The school is also an examination centre and the academic director is the centre manager, so advice and materials are up to date and relevant. Students who enrol on examination preparation courses are offered five hours of supervised self-access study and given specific guidance about how to use preparation materials.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, one-to-one, IELTS, Teens.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Teachers demonstrated a sound knowledge and awareness of the use of English and the linguistic systems underlying it. Appropriate models of language were provided in both spoken and written form. Clear explanations were given or demonstrated through the use of precise questioning. Some attention was paid to pronunciation in the stronger segments, although there were missed opportunities for the use of the phonemic alphabet and there was minimal focus on connected speech.

T24 Full and detailed student profiles were available and some lesson plans incorporated provision for differentiation. Topics were appropriate to the age and needs of the students and in general, activities were varied to satisfy a range of learning styles. In a minority of cases, the material was inappropriately graded and offered too great a challenge for the learners.

T25 A weekly plan on the classroom noticeboard provided a general set of outcomes, but no evidence was seen of daily lesson outcomes being shared with the students in written form. Some examples of engaging discovery-based lead-ins were observed and, overall, lesson content was coherent, but this was not universal.

T26 Staff demonstrated a good range of techniques, such as elicitation, instruction-giving, active monitoring, precise questioning, error-correction and some use of personalisation. There were some missed opportunities for teachers to encourage interaction and practice of new language. One example of students reading texts out loud did not achieve the stated aim of developing reading skills.

T27 Very effective use of the IWBs was observed in the majority of classes. Teachers also used cut ups, flashcards, and audiovisual resources to good effect.

T28 There were some good examples of delayed and spontaneous error-correction. In some segments, students were encouraged to self and peer-correct during feedback activities and during monitored activities. There was appropriate and encouraging use of praise.

T29 The majority of lessons contained a series of assessment tasks and stages and a range of assessment methods was used.

T30 In all classes, teachers had a good rapport with the students. Overall, there was a positive and purposeful learning atmosphere and students were engaged. Some lessons were very teacher-led and students would have benefited from more opportunities to become involved in the learning process.

Classroom observation summary

The teaching observed met the requirements of the Scheme and the teaching observed ranged from satisfactory to very good, with the majority being satisfactory. Lessons were generally well planned and relevant to the needs of the learners. Lessons were enhanced by some imaginative use of learning technology. Learners were mostly actively involved in lessons and were praised and encouraged by teachers. There was a good learning atmosphere in the majority of lessons. There was little work on pronunciation and some lessons were overly teacher centred.

Teaching and learning summary

The provision meets the section standard. With one exception, the teachers have appropriate qualifications and sufficient support is available to ensure that their teaching meets the needs of the students. Programmes of learning are generally managed for the benefit of the students, although guidance to teachers is not always clear. 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Risks have been thoroughly assessed for the main premises and appropriate measures put in place to ensure the onsite safety and security of students and staff. Health and safety issues are covered in staff inductions and

regular fire drills are carried out. Risk assessments of the teaching areas in the additional premises used for the teen programme were forwarded to the inspector immediately after the inspection.

W2 It is evident that all staff feel a responsibility for the care of the students. Any special dietary, religious, learning or other needs are taken account of with sensitivity. The students aged under 18 on the adult courses are clearly identified to staff. They are required to sign in at reception in the morning, which offers staff a chance to check on their well-being.

W3 The registrar is named in the student handbook as the person to speak to in confidence about anything, but on notices in the school students are told to see the welfare officer, who is not identified. The registrar spends some of her time at the sister school and would, therefore, not be available to students at those times.

W4 There is an abusive behaviour policy, and procedures are in place. These are presented in the student handbook but not in language that would be accessible to students with a lower level of English, nor are they presented in a way that suits teenage or younger students. The procedures do not appear in staff or teacher handbooks. There is a Prevent policy in place and staff training has been provided.

W7 The student handbook gives relevant information and advice to students on the adult course, with a section for 16 and 17 year-olds giving additional guidance.

Accommodation profile

Comments on the accommodation seen by the inspectors

Three homestays were visited in a quiet residential area of Oxford where many of the students have homestay accommodation, about a 20 to 30-minute bus journey away from the school. One had hosted for the school for 27 years and the others for at least four years. The residence was also visited. This is a university residence leased by the school for the summer and located about a 10-minute walk from the school. The individual en-suite rooms are arranged in small flats which share a communal kitchen with dining area.

Accommodation: all types

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

Comments

W9 The services and facilities in both the homestays and the residence were of a very good standard. Bedrooms were spacious and well furnished and in all three homestays the students had the use of their own bathroom which was not shared by family members. The hosts were extremely welcoming.

W10 All accommodation is visited before students are placed in it. Homestays are asked to provide copies of Gas Safe certificates. However, they are not required to provide evidence of fire risk assessments. There was no evidence of the school having undertaken full risk assessments for the summer residence.

W11 All homestays are re-inspected every two years, and this may be more frequent if a homestay has not been active for some time.

W12 Registers do not include information about fire risk assessments.

W13 The confirmation letter sent to students does not include the approximate time and cost of travel between the accommodation and the school.

W15 Students reported favourably on the meals in their homestays.

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 type="checkbox"/>	<input 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

None.

Accommodation: residential

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

W23 The resident warden is on hand to advise students about local health services and to contact the emergency services if necessary. However, there is no first aid provision available in the residence.

Accommodation: other

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

Comments

W24 There is useful information available in the student handbook and staff will advise further if requested.

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

Comments

W27 There is a full and popular social programme with activities and excursions for both the adult and teen programmes. There is a permanent member of staff responsible for organising the programmes. The school uses the services of a known guide for local excursions and a tour company for excursions further afield. Students reported that they really enjoyed the activities.

W28 There are risk assessments for activities but risks for specific activities and excursions have not been clearly identified. The assessments are not dated or relevant for specific groups and there is no evidence that staff are given them.

W29 Activities and excursions are led by the permanent activities manager, assisted by teachers. For the teen programme the sports activities are organised and managed by a separate organisation who run their own programmes using facilities and pitches throughout Oxford.

Welfare and student services summary

The provision just meets the section standard. The needs of the students for security, pastoral care and information are met. There is no evidence of fire risk assessments for homestays or risk assessments for the residence. Risk assessments for activities are not specific and there is no evidence that staff have seen them. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

16 and 17 year-olds are enrolled on the year-round adult courses and make up between ten per cent and 12 per cent of the total number of students at any one time.

The homestay Summer Teen Programme is for students aged 14 to 17. At peak there were 139 students on the teen programme and five students at the time of the inspection, who were having their lessons in the main school. Previously their classrooms were located in the additional premises at Wychwood Hall School. The residential Summer Junior Programme, which was offered for the first time this year, is for students aged 11 to 13. However, no students were enrolled on this course this summer. One junior-aged student, who came in an accompanied group with her parents, was referred to another programme for this age run by an organisation in the same group as OEC and based in the same premises. This alternative was not chosen and the student was given one-to-one lessons in the main school.

C1 There is a policy which specifies safeguarding procedures and includes a comprehensive child protection policy and procedures. There is a named member of staff, the child protection officer (CPO), who is responsible for implementing the policy and for responding to child protection allegations. There is also a named deputy CPO. Safer recruitment procedures are found in a separate staff recruitment document.

C2 All staff have completed basic-awareness training and the nominated CPO and deputy CPO have completed training at an advanced level. An online basic-awareness training course has been recommended to homestay hosts. The guide to homestays includes the key points from the safeguarding policy and gives them guidelines regarding the procedures.

C3 The safeguarding policy is available on the website. The student handbook can be downloaded and this contains the rules and curfew times for 16 and 17 year-olds. However, the different levels of care available to under 18s enrolled on the different programmes are not made clear.

C4 School staff are recruited following safer recruitment procedures. A new application form for homestays, which has yet to be used, makes it clear that all safer recruitment procedures will be followed for the main carer and that criminal record checks will be needed for all adults in the household. However, currently only the main carer in the homestay is asked to provide an enhanced criminal record check and no other safer recruitment procedures are in place.

C5 Supervision ratios are appropriate and, in addition, the group leaders on the teen programme are expected to accompany their students on all excursions and activities.

C6 Under 18s on the adult programme are expected to sign in and out of the school every day and any absences are followed up immediately. They are given clear rules in the student handbook which include the curfew time of 22.30. Homestay hosts are fully aware of the rules and report to the school if students are breaking them. Group leaders and homestay hosts are informed about the curfew times for the younger students on the teen programme.

C8 On arrival the group leaders give the contact details of the parents or guardians to the school. Pre-arrival the school has 24-hour contact with the agents who would be able to contact the next of kin in an emergency.

Care of under 18s summary

The provision just meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. Safer recruitment procedures have not yet been implemented for all roles.