

Organisation name	The Oxford English Centre
Inspection date	22–23 March 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited The Oxford English Centre in March 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This small private language school offers courses in general English for adults (18+) and young people (16+) and closed groups of under 18s in school premises.

Strengths were noted in the areas of strategic and quality management, staff management and student administration.

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

Introduction

The Oxford English Centre (OEC) is part of the Holmes Education Group, a global education company, comprising seven brands working in the UK, Canada, China, Australia, Hong Kong, Ireland, and the USA. In the UK, OHC consists of four schools which are accredited by the British Council.

OEC was founded in 1979 and runs courses from its premises less than one mile from Oxford city centre. Most students are 18 years of age or older, although 16 and 17 year-olds occasionally join adult classes. Students can start courses at any time of year. The school also accepts closed groups of under 18s throughout the year, as well as a summer programme, with a minimum age of 14.

Since the last inspection, the management structure has changed and a new centre manager had been recently appointed.

The inspection took place over two days and was a hybrid inspection, with one inspector on site and one working remotely. The inspectors interviewed the group principal, group academic manager, group director and centre manager (CM). One inspector also held focus groups with teachers and students and each of the two teachers timetabled to teach during the week of the inspection were observed twice. One inspector had telephone conversations with two homestay hosts.

Address of main site/head office

66 Banbury Rd, Park Town, Oxford OX2 6PR

Description of sites visited

OEC is located in central North Oxford in a four-storey building. The city centre is a ten-minute walk away. The school is accessed through the front door which is reached via a driveway just off the main road. The ground floor houses a large open-plan office and reception area, and two classrooms. The first floor comprises five classrooms, and the second floor a further four rooms. There are two toilets located off the staircase landings. The lower ground floor has one classroom, a small meeting room, student toilets and a staff room. This floor leads on to a large terrace with both outside and covered seating areas. From the outside area students can access a café which opens on to the terrace. In addition, there are four seasonal classrooms connected to the café which are generally used for short-term summer students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English for adults (16+) for 15 hours per week on a standard enrolment and 22.5 hours per week on an intensive enrolment, which includes 7.5 hours of skills examination preparation classes in the afternoons. The school also offers individual tuition, and a combination of 15 hours a week of General English classes with individual tuition in the afternoons. At the time of inspection, all students were enrolled on general English programmes, with one class offering exam preparation. The school also offers general English for closed groups of students aged 14–17 throughout the year, and a programme for students of the same age in the summer. Historically, the school has offered English for specific purposes (ESP) courses including business English. The school hopes to offer these programmes again in the future.

Management profile

The school is managed by the CM, who has responsibility for all aspects of the day-to-day running of the school. The group principal, group academic manager and group director form the senior management team (SMT) which supports the CM. The group principal has overall responsibility for the performance of the school and is the centre manager's line manager. The group director supports and leads on admissions, marketing and student services. The group academic manager has overall responsibility for the academic programme and teaching and learning. All policies and procedures for strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding are developed centrally.

Accommodation profile

The school offers homestay with full and half-board options as well as self-catering accommodation in student residences. The latter was used prior to the pandemic and will be available in the summer subject to demand.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed, although resources are not fully organised, and students could be given more guidance on use of independent learning resources.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care, and an emergency plan is in place. Premises and fire risk assessments are partially completed. The school offers homestay accommodation with experienced hosts and systems are functioning effectively. The leisure programme is designed to meet the needs of the students.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is comprehensive and training is provided to all those involved with young learners. There is appropriate provision for the safeguarding within the organisation and in any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the organisation are clearly articulated in the teacher and student handbooks and are made known to all staff during induction. Staff were engaged in the development of the goals and values.

M2 Local and group-wide goals and objectives have been developed. They are strategic, well documented and known and understood by senior managers. There are realistic plans for steps that need to be taken in order to meet objectives and measures in place to monitor progress.

M3 The structure of the organisation at head office and school level is clear, documented and understood.

M4 There are very good lines of communication within the school and with head office. Regular scheduled meetings take place in school and the CM joins scheduled centralised meetings. Communication is further supported by an extremely effective management information system, which enables information to be easily recorded and accessed within the school.

M5 There is a clearly documented student feedback policy, which includes first week and end-of-stay questionnaires, accommodation feedback, tutorials, focus group meetings and individual focus interviews with students. These systems are effectively implemented by the CM.

M7 Self-evaluation is comprehensive and is developed by the school staff and the SMT. The SMT analyses performance and makes comparisons based on time periods and between centres. Self-evaluation feeds directly into the school development plan.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 A full range of human resources policies and procedures is available to all staff in the staff handbook, and these are implemented effectively. A single central record spreadsheet, maintained by the group principal, provides a comprehensive record of data to support the policies.

M12 All permanent staff including management are appraised annually. Appraisal at all levels is evidence based and is informed by student performance and feedback. Appraisal procedures are robust and supportive and effectively identify areas for improvement as well as achievements.

M13 Wide and varied continuing professional development programmes are available to staff including in-house workshops and workshops run by the central London school.

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

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 The provider has excellent systems in place to ensure high levels of customer service throughout the students' experience with the school. Systems are supported by a comprehensive, accessible student database.

M15 A good standard of information and advice on courses is provided by the admissions team at head office or by the school depending on where the inquiry is made. Students receive very good ongoing information and advice from the team at the school.

M16 There are clear written procedures and standards for dealing with enrolments, cancellations, refunds and any other aspects of pre- and post-arrival administration. Individual cases are reviewed locally with an oversight from the head office.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, a brochure and social media presence. The school's main medium of publicity is its website.

M23 The website included some content which was written in language that would not be accessible to many English language learners. This was rectified soon after the inspection, and is no longer a point to be addressed.

M26 At the time of inspection, information on the website did not give sufficient information regarding the care given to under 18s. This was rectified soon after the inspection, and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments	
P2 Classrooms are spacious, quiet and have plenty of natural light.	
Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P8 There is an extensive library of appropriate resources available for teachers, but at the time of inspection, it was not organised in a way that made them accessible.	
P11 There are good resources available to students for independent learning, but at the time of inspection, students were not given sufficient guidance on their use.	
P12 There are robust policies for the review and development of teaching and learning resources led by the group academic manager. This includes taking into account feedback from staff at individual centres and their requests regarding resources.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T4 The group academic manager and the CM comprise the academic management team. Both are TEFLQ with extensive experience in a range of teaching and management contexts.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T8 While course design does accommodate continuous enrolment, teachers do not receive sufficient practical guidance on how to integrate new students into class.

T9 There is a range of ways in which teachers are supported on a day-to-day basis, through planned formal meetings as well as informal support. Teachers reported that they felt very well supported.

M10 There is a clear policy for observing teachers. New teachers are observed by the group academic manager or CM when they start teaching. All teachers have at least one formal observation a year with face-to-face and written feedback. The observation notes seen were comprehensive, offering insightful feedback for teachers.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 There is an effective formal process for the review of course design carried out by the group academic manager in consultation with the CM and teachers. The review also includes in-depth analysis of student progress and outcomes.

T16 The school encourages teachers to bring the local context into the classroom, and links are made between course content and the students' experience of Oxford where possible. The leisure programme is linked to course content.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T20 The CM has extensive experience of preparing students for a range of examinations and is able to support and advise students and teachers in assessing the suitability of a particular student to take an examination.

T22 There is excellent advice available for students wishing to progress to mainstream education via the local team, the group principal and other staff in the group who are specialists in higher education.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English

Comments

None.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In general, there was effective modelling of written and oral language, including the demonstration of the meaning of vocabulary.

T24 Lesson plans included detailed class profiles which identified the learning needs, styles and cultural backgrounds of students, and how to accommodate them. Most lesson plans made direct reference to the class profile.

T25 Learning outcomes were clear and appropriate. Plans consisted of a clear set of activities around a single topic or language point and there was a link between activities and aims. However, in some cases, there was no evidence of learning outcomes being shared with students.

T26 There was a range of relevant techniques which included effective elicitation, questioning, nomination and prompting. Techniques were generally used in a relaxed confident manner.

T27 Instructions were clear, but were not always checked. Overall resources were effectively managed including bringing the coursebook to life and the use of AV equipment. In a minority of cases, students were asked to read texts aloud with no apparent rationale for doing so.

T28 Teachers corrected students' language and gave useful feedback to all students on their performance during the lesson. In general there was effective use of correction and praise. However, in a minority of cases, there were missed opportunities for correcting students' spoken English.

T29 Lessons progressed logically, ensuring that students needed to have understood and completed previous tasks in order to progress. The choice of activities was appropriate, and students were pushed, challenged and praised appropriately. Concept checking was not utilised as effectively as it could have been.

T30 Teachers demonstrated an awareness of and ability to deal with first language interference and needs. They created a warm friendly environment and students were engaged. Sometimes language was not graded appropriately and teacher talking time was too high.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with most being satisfactory against the criteria. Teachers' knowledge of the language and of learners' needs in relation to it was good. The topics and content of lessons were well chosen to reflect the learners' needs and interests, and there were appropriate learning outcomes, although these were sometimes not shared with learners. Classroom resources were used with confidence, and teaching techniques were employed to good effect. Teachers created a positive learning atmosphere and provided students with ongoing feedback, although some opportunities for correcting spoken English were missed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
W1 New fire alarm systems have recently been installed but the risk assessment is not yet updated. A recently revised buildings risk assessment, which covers almost all of the key areas, is in place. However, arrangements on how the facilities can be used to accommodate adult and young learner courses on the premises at the same time have yet to be added.	
W2 There is a very thorough emergency plan which includes comprehensive procedures for handling security or safety emergencies on and off site.	
Accommodation (W9–W22 as applicable)	
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The relevant criterion is met.	

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
All criteria in this section are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
There are occasional 16 and 17 year-olds on adult courses, open enrolment and closed groups of under 18s at different times of the year. There were no under 18s on site at the time of the inspection.	
All criteria in this section are fully met.	

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1986
Last full inspection	August 2016
Subsequent spot check (if applicable)	July 2017 (junior courses) and August 2018
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	Externally validated TEFL qualifications
Other related accredited schools/centres/affiliates	OHC Stratford, Richmond, London. OHC group in Australia, USA, Canada and Ireland
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1979
Ownership	Name of company: The Oxford Centre Limited Company number: 3275134
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	50
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	0	20
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	7	80
Junior programmes: advertised minimum age	N/a	14 (teen programme)
Junior programmes: advertised maximum age	N/a	18
Junior programmes: predominant nationalities	N/a	Spanish, French
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	4 weeks	3–4 weeks
Adult programmes: predominant nationalities	Swiss, Brazilian	Spanish, German, Brazilian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	0	

Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		2
Academic managers without TEFLQ qualification or three years relevant experience		0
Total		2
Comments		
None.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		2
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		2
Comments		
None.		

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	3	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	7	0
Overall total adults + under 18s	7	