

Organisation name	Oxford House College, London
Inspection date	18–19 April 2023

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 and S3 have been addressed.

Summary statement

The British Council inspected and accredited Oxford House College (OHC), London in April 2023. 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 private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.

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

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

Introduction

The Oxford House College group is a part of Holmes Education Group, a larger international grouping of organisations involved in a range of educational activities including OHC, English Language Colleges overseas and the Oxford English Centre in the UK. This inspection report relates to the central London Oxford House College school (OHC), which is based just off Oxford Street.

The senior management of the UK Oxford House College group consists of a group principal, a group director, and the group academic manager, all based at the London school.

A significant feature of the work of the school is the range of certificated and non-certificated teacher-training and teacher-development courses that are run. While these fall outside the scope of this accreditation, they provide teachers at the school with the chance to upgrade their qualifications and extend their range of professional experience and expertise by following, leading or contributing to these programmes.

The inspection lasted one and a half days. Meetings were held with the group principal, the group operations director, the group academic manager the programme manager, the student services manager and the receptionist. Focus group meetings were held with students and with teachers. Homestay accommodation is provided by two agencies registered with the British Council. One inspector visited two residences and held a telephone discussion with one of the agencies. The programme manager along with four of the five teachers working during the time of the inspection were observed.

Address of main site/head office

24 Great Chapel Street, London W1F 8FS

Description of sites visited/observed

The school is based in self-contained premises, which were originally a Victorian primary school. The building is on four floors, and the interior has been adapted internally to provide office and reception space, classrooms, a library, and a rooftop café and relaxation area. Most of the classrooms are found on the lower-ground floor and the second floor; the ground floor contains the reception area and office space, while the first floor has a library, the staffroom, and a mezzanine area used for large-group activities (for example induction sessions). The third floor is the rooftop, which has a café and an outdoor area used for relaxation and activities such as barbecues. Staircases at each end of the building give access to all floors, and male and female toilets are located in the stairwell on alternate floors.

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

Courses are for adults (16+) and closed groups, minimum age 11. General English courses are offered in two blocks: 09.00 to 12.00 and 12.30 to 15.30, each block includes a 15-minute break. Students may enrol for one or two blocks a day, and may join the classes on any Monday the school is open.

In some blocks, classes with a specialist focus (for example conversation, business English) are offered, and one-to-one classes are offered as a supplement to a group-based class. At the time of the inspection, general English classes at levels from A1+ to C1 of the Common European Framework of Reference (CEFR) were available.

Management profile

OHC London is managed by a senior management team comprising the group director and group principal, reporting to the CEO and Board. Academic management is co-ordinated by the group principal with academic oversight including course design, teachers' professional development and academic quality assurance provided by a group academic manager. Day-to-day academic programmes are managed by the programme manager in concert with the group principal and academic manager.

Accommodation profile

The school offers homestay with full, half-board, bed and breakfast and self-catering options. Homestay is managed by two accommodation agencies registered with the British Council. In addition, the school offers accommodation in two residences during July and August. Both residences are within a 20-minute walk of the school. One of the residences is self catering, and one provides meals. Both residences offer single and twin rooms. All under 18s are accommodated in homestay accommodation or live with their family or guardian.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values and sound quality and review procedures. Staff management is efficient and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is mostly clear. The management of the provision operates to the benefit of students and in line with Scheme requirements. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises are satisfactory providing a comfortable environment for study and relaxation. There are comprehensive resources available and guidance on their use is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is very good and the programme is very well managed and delivered by the academic team. Course design is appropriate and learner management has suitable processes. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with very good pastoral care, but the risks associated with the premises' entrance have not been adequately assessed or mitigated. The school offers a range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

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.	Met

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 Goals and objectives have been developed and specific senior managers are assigned to relevant objectives. Clear measures are in place to monitor progress.

M3 There is a clear structure in place including an organogram, which illustrates the relationship between the ELT operation and any wider organisation. Comprehensive cover is available.

M4 There are good lines of communication within and between the different departments and across the wider organisation. Regular scheduled meetings take place and communication is supported by a very effective information management system.

M5 Feedback mechanisms are comprehensive. There is a clearly documented policy and evidence that feedback is analysed and used to improve services.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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

M10 There are comprehensive policies in place for recruitment, including a full and thorough approach to interviewing.

M12 All permanent staff including management are appraised annually. Appraisal at all levels is evidence based and is informed by student performance and feedback.

M13 The continuing professional development (CPD) offered is wide and varied. OHC has a strong commitment to providing opportunities for CPD.

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 and at the front desk depending on where the inquiry is made. Students receive very good ongoing information and advice from the team.

M16 There are clear written procedures and standards for dealing with enrolments, cancellations, refunds and any other aspects of pre and post-arrival administration. Student feedback on administrative support was very positive.

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The organisation's publicity materials are devised and co-ordinated by a marketing team at head office and comprise a website, an online brochure, and a social media presence. Daily stories are posted under the direction of a dedicated team based in Australia.

M22 The information presented on the website and in the online brochures is generally clear and accurate but a video clip outlining key features of the school is out of date and gives rise to unrealistic expectations. The description of the leisure programme was also more extensive than the one in operation at the time of the inspection. When these points were highlighted they were removed from the website so they are no longer points 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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The parts of the building that are in use are in a satisfactory state of repair and decoration. Some classrooms and areas are out of use and are scheduled for refurbishment after some water damage.

Learning resources	Met
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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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Learning resources are very well organised and there is a wide range of materials: coursebooks, supplementary materials, photocopiable materials, visuals, reference materials for students, suitable for all course types taught.
P8 A wide range of material for teachers is available, for example, pedagogic and methodology books and resources.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 At the time of inspection, the majority of staff were TEFLQ and there was evidence that this is typical of the profile throughout the year.
T3 There is extensive experience within the team relevant to the range of courses and levels taught. Academic managers monitor the experience, knowledge and range of skills of the teaching team, with a view to developing new talents.
T4 All members of the academic team are TEFLQ, have over five years' full-time relevant teaching experience, and at least three years' experience in an academic management role.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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

T7 Cover arrangements are comprehensive and detailed class records ensure the cover teacher has access to key information.
T8 The syllabus provision is formulated to accommodate continuous enrolment and tutorials support students' sense of progression.

T9 In addition to the academic team, teacher training staff are available to provide support.
 T10 Regular observations including drop in and developmental observations take place and staff commented positively on the support received through observation and feedback.

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.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Met

Comments

T11 A clear statement of principles, communicated to teachers and students is in place. Coursebook materials are matched and if necessary adapted to these principles.
 T13 Weekly plans shared with students illustrated that students' needs had been taken into account.

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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T18 Progress is reliably linked to an external reference, the CEFR. It is additionally supported by the tutorial system where students are provided with tailored targets and areas to work on.

Classroom observation record

Number of teachers seen	4
Number of observations	5
Parts of programme(s) observed	General English and conversation class.

Comments

Four teachers and the programme manager were observed on their regular classes; one teacher was not observed as the class was not running at the time of the inspection.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength

Comments

T23 Teachers generally demonstrated a very good knowledge and awareness of grammatical and phonological systems and provided accurate models of spoken and written English. There was consistent evidence either in the plans or the lesson execution. Attention to pronunciation features was of a high standard.

T24 The content of the lessons was appropriate; and plans showed that the learning needs and backgrounds of the students had been taken into account. Detailed student profiles were made available in almost all cases.

T25 Lesson plans contained well-expressed learning outcomes which were shared with students. Lessons had a clear set of activities based on a single topic or language point. The content of the lessons was varied and coursebook material was used imaginatively.

T26 A wide range of teaching techniques was used consistently and confidently by the majority of teachers including appropriate attention to individuals, eliciting and effective monitoring. Good use was made of concept questions to check students' understanding of new target language. Students were given varied opportunities to develop their use of spoken language and pronunciation.

T27 Classroom management was very well handled. In many segments purposeful and energising changes to seating and interaction were incorporated, which helped to maintain student engagement and active participation. There was some effective use of time limits.

T28 There was consistent and effective use of gestures and prompts to encourage self-correction. Appropriate attention across the majority of classes was paid to pronunciation. On occasion, well-chosen controlled practice was also seen after correction. Praise was used to good effect.

T29 Learning was often evaluated by means of pair and groupwork as well as completing written exercises from the coursebook.

T30 Overall, effective management of the learning materials and tasks ensured a purposeful atmosphere; in all segments students were attentive and fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory against the criteria, with the majority being very good. Knowledge of the grammatical systems of English was comprehensive, and attention to phonology was consistently integrated in most segments. Lesson planning was of a high standard with well-expressed learning outcomes. Topics and content of lessons were well chosen to reflect the students' needs and interests. Classroom resources were used effectively. A good range of classroom techniques was in evidence, and correction was generally very well handled. Students were fully engaged, which resulted in a positive learning atmosphere.

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.	Strength
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 The provider has the majority of systems in place to ensure the safety of students including risk assessments, fire safety and statutory safety checks. However, the entrance to the school is not locked or monitored sufficiently to provide adequate security for the premises.</p> <p>W2 There is a very thorough emergency plan which includes comprehensive procedures for handling security or safety emergencies on and off site.</p> <p>W3 There is a clear policy on pastoral care and wellbeing, and all staff are aware of students' potential needs. Tutorials include a pastoral focus and support for students is clearly communicated in induction and through noticeboards.</p> <p>W4 A central policy on dealing with abusive behaviour is available. Tolerance and respect feature in the student handbook, induction, on noticeboards and in lesson content.</p> <p>W7 There is comprehensive up-to-date information available to students in the confirmation letter, student handbook and in induction as well as via noticeboards. All staff are encouraged to share advice and tips on life in the UK with students.</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The relevant criterion in this area is fully 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.	Not 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	
W25 The leisure programme is not effectively under the direction of a named person, and a plan for each activity is not formally drawn up.	

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.	Strength
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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	
Students aged 16 and 17 are enrolled on adult courses. In addition, closed groups of under 18s are enrolled at different times of the year. There was one student aged under 18 on site at the time of the inspection.	
S1 There is a comprehensive and accessible safeguarding policy, which has been drawn up and is implemented under the guidance of the designated safeguarding lead (DSL) who is a member of the central senior management team. The policy is consolidated and implemented through related policies and procedures.	
S2 There are clear central policies for online safeguarding training for all staff, and for regular face-to-face updates delivered by the DSL. A high proportion of management staff are trained to an advanced level.	
S3 The consent form does not accurately reflect the level of suitability checks carried out in homestay accommodation.	

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	1983
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Certificated teacher training courses, professional development for teachers.
Other related accredited schools/centres/affiliates	The Oxford English Centre, Oxford House College, Stratford-upon-Avon
Other related non-accredited schools/centres/affiliates	Teaching House, SOL Camps, Holmes Institute, Holmes Institute Pathways.

Private sector

Date of foundation	1974
Ownership	Name of company: Oxford House (Holdings) Limited Company number: 2701035
Other accreditation/inspection	BAC

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	58	125
Full-time ELT (15+ hours per week) aged 16–17 years	1	25
Full-time ELT (15+ hours per week) aged under 16	0	15
Part-time ELT aged 18 years and over	1	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	60	165
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	0	Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	6–20 weeks	2–12 weeks
Adult programmes: predominant nationalities	Brazilian, Japanese, South Korean	Japanese, Italian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3

Comments

The academic manager does not have regular scheduled teaching hours although he works on at least two certificated teacher training courses per year. The programme manager was timetabled for 20 hours of classes which is quite typical.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

Comments

One of the TEFLQ teachers was not observed because his classes were outside the time of the inspection visit.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	12	1
Private home	0	0
Home tuition	0	0
Residential	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	0	0
Staying in privately rented rooms/flats	47	0
Overall totals adults/under 18s	59	1
Overall total adults + under 18s	60	