

Organisation name	Oxford International Language School
Inspection date	7–8 December 2021

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.

Summary statement

The British Council inspected and accredited Oxford International Language School (Oxford ILS) in December 2021. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Oxford ILS is a language school approximately 10 minutes' walk from central Oxford. The school offers open enrolment courses all year round in their main premises, as well as vacation courses for young learners in separate premises, also in Oxford, during the summer.

The inspection took one full day and a part day. Due to the global pandemic, the inspection was conducted remotely. The inspectors held meetings with the director (academic) and the director (business). Focus group meetings were held with a selection of students, and another with a group of teachers. There were three teachers teaching during the inspection and each was observed once by both inspectors. All lessons were face to face. A virtual tour of the premises was conducted. One inspector spoke to two homestay providers on the telephone.

Address of main site/head office

The Old Music Hall, 106–108 Cowley Road, Oxford OX4 1JE

Description of sites observed

The school is situated on a shopping street just outside Oxford city centre. The school rents classrooms, meeting rooms and office space in a shared office block, which is owned and managed by an organisation specialising in supporting small enterprises with an ethical orientation. The terms of the tenancy allow Oxford ILS to use and hire extra rooms as and when they are needed. The school is currently using two classrooms, an office, and other meeting rooms when required. There is a kitchen area, two communal lounge areas, and a patio garden. All of the communal areas as well as the toilets are shared with other tenants of the building.

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

Year round the school offers General English courses for adults and young people (16 and 17 year-olds) as well as one-to-one lessons, and examination preparation courses. In the summer, vacation courses are run for young learners (13 to 17 year-olds) in separate leased premises.

Management profile

Responsibility for the day to day running of the school lies with the two directors. One of the directors is responsible for academic matters and manages the teaching team, and the other is responsible for non-academic matters. Both directors are timetabled to teach at different times. An office administrator was previously employed, but as a result of necessary changes due to the pandemic, this role is now covered by the directors.

Accommodation profile

The school offers homestay accommodation and has a register of hosts many of whom they have worked with for many years. The majority of the current students are based in the UK and have made their own accommodation arrangements. Homestay provision has decreased significantly as a result of the pandemic but the school has maintained contact with hosts so they can build up their capacity again as circumstances allow. At the time of the inspection, there were only two students in homestay.

Summary of inspection findings

Management

The provision meets the section standard. The school's goals and values are well known to staff and plans for the future are in place. Communication is effective, using both formal and informal channels. Good use is made of the self-evaluation form to review and assess systems and processes. Students receive a high standard of customer service, and information available on the website is generally accurate.

Premises and resources

The provision meets the section standard. The premises are clean, modern and professional, and classrooms are suitably appointed. Resources for teaching and learning are satisfactory and educational technology is well maintained.

Teaching and learning

The provision meets the section standard. The academic team has a satisfactory profile in terms of qualifications and experience. Academic management systems are suitably organised and teachers are well supported, but a focus on study and learning strategies is not systematically integrated into course design. 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 premises risk assessments and an emergency plan are in place. The school offers homestay accommodation with experienced hosts and provision 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 trained to implement it.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

Goals and values are stated in publicity and are understood by staff. Clear objectives were in place pre-pandemic and have been adjusted since that time to respond to changes in circumstances. Communication, both formal and informal is well managed and staff spoken to expressed that they felt both well informed and listened to. Feedback systems for both students and staff are satisfactory, but a more systematic approach to collating and analysing feedback would be useful. The review of systems and processes is evident in both the school's self-evaluation form as well as in action taken on points to be addressed from the previous inspection.

Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Suitable HR policies and job descriptions are in place and both show evidence of review. Recruitment and induction procedures are robust and well documented. The development of staff at Oxford ILS is clearly a priority, with appraisal systems that are both developmental and supportive, as well as impressive records of continuing professional development.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Registration and enrolment procedures are perfectly satisfactory and systems for recording student details are supported by good record keeping. Attendance is monitored on a weekly basis. Clear information is available regarding the conditions under which a student may be asked to leave the school, and complaints procedures are suitable with reference to external bodies made explicit.

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.	Not 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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website and a number of social media channels. The website is the main form of publicity. Information on the website is mostly accurate and gives rise to realistic expectations. However, the statement on the minimum age for adult courses is contradictory. The level of English used is mostly suitable and the required information on courses is all in place although it is not always easy to find. An example of this would be the lesson times for junior courses. Information regarding the level of care for under 18s, as well as that on accommodation, is all in place, and reference to staff qualifications is accurate for the current team.

Premises and resources

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

Comments

The premises are well appointed and in a good state of repair. Overall, they provide a suitable environment for study and work. Classrooms are suitably furnished and benefit from natural light, and students have space to relax in the shared lounge and patio garden spaces. Drinking water is available and wayfinding signage is satisfactory. Good use is made of classroom and office noticeboards for the display of useful information. Space for the small number of teachers to prepare is available in the main office space.

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.	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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

A range of study and learning materials is available, satisfactory for the current size of the school, and teachers were happy with the resources they have. Educational technology in the form of computers and TV screens are available in both classrooms and are well maintained. Resources are reviewed on an ongoing basis taking both student and staff feedback into consideration.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met

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

Comments

The academic profile of both teachers and academic management is suitable in terms of qualifications and experience.

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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Systems for matching teachers to classes and the timetabling of courses are both sensible and sensitive to the needs of students and staff. Cover for absent teachers is available and guidance for teachers in the effective management of continuous enrolment is good. Day-to-day support for teachers is always available and teachers confirmed that they felt well supported both on a daily basis as well as through the observation procedures which are well designed.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not 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

All English classes are primarily coursebook based, supported by detailed syllabus documents. Course design is reviewed in consultation with the teaching team and learning outcomes are made known to students through weekly plans displayed in classrooms. Junior courses, in particular, provide opportunities to develop students' English outside the classroom. A useful list of study and learning strategies is made available to students, but they are not systematically included in course design. Evidence was seen that teachers attempt to link the lesson to the students' lives outside the classroom so that those students are deriving maximum linguistic benefit from their time in the UK.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

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

Comments

Although placement procedures are perfectly suitable, the self-produced placement test has a number of issues that require attention. Systems for monitoring students' progress are effective and procedures by which students can change course or class are both efficient and sensitive to students' needs. Information on available English examinations is displayed in each classroom, and students receive detailed academic reports every four weeks. Support is given to any student wishing to progress to mainstream education.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

Comments

One of the directors was teaching and is included in the numbers above.

Teaching: classroom observation	Met
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.	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 Teachers demonstrated good knowledge and awareness of the use of English and provided accurate models. In isolated cases, explanations were sometimes overly complicated and potentially confusing, but in stronger segments explanations were clear. Very good focus on pronunciation at both the word and the sentence level was seen in a number of segments.

T24 The profiles we saw all contained a good level of detail. In the weaker examples, it was not always clear how these profiles had informed the plan, but in the majority of cases, there was a clear link between the students' needs and the planning of activities.

T25 Learning outcomes were at times expressed as teaching aims rather than student outcomes, but the purpose of all activities was clear and lessons were logically staged. In the stronger segments, the menu was on the whiteboard and was referred to as the teacher moved from one activity to the next.

T26 A range of teaching techniques was seen including, elicitation, nomination, and concept checking of new language. In isolated examples, there was some unnecessary echoing of students' responses and opportunities to concept check students' understanding were missed.

T27 The classroom environment was well managed overall, with a variety of interaction patterns, confident use of technology and varied activities to focus on different skills and learning styles.

T28 Feedback was handled appropriately, with both on the spot and delayed error correction seen. Praise and encouragement were also used judiciously, and both peer and self correction were incorporated.

T29 In the majority of segments seen, there was a useful focus on previous learning and lessons included well-placed checking stages. In the stronger segments, effective personalisation was used during extension activities.

T30 All teachers demonstrated the ability to engage students and the learning environment was positive in all segments. In isolated examples, there was too much teacher talking, at the expense of student interaction, but in all cases, teachers were friendly, purposeful and encouraging. All students were fully engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being good. Teachers demonstrated sound knowledge and awareness of the use of English, and student profiles were in place, showing detailed knowledge of students' needs. A range of teaching techniques was seen and teachers managed the classroom environment and resources effectively. Feedback was consistent and appropriate, and there was evidence of a useful focus on previous learning. The learning environment was focused and all students were engaged with their lessons.

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.	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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments and emergency planning are in place to ensure that the safety and security of students are met. Students receive detailed inductions. Comprehensive pastoral care is provided and students know who to approach should they need support. Information about travel and relevant aspects of life in the UK are made known to students.

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

The two students in homestay accommodation at the time of the inspection were very happy with the services provided by their hosts. The school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance and a member of staff is on hand to resolve any problems.

Accommodation: homestay only	
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.

Accommodation: other	
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

None.

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

Records showed that students receive information about local social, cultural and sporting activities. The range of activities was appropriately tailored to adult and junior courses. At the time of the inspection, the programme was greatly reduced but a conversation class has recently been set up and students expressed appreciation of the occasional activities that have been made available during the pandemic. Thorough relevant risk assessments were on file.

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 were no under 18s studying at the school at the time of the inspection. Prior to the pandemic, a small number of 16 and 17-year-olds attended open enrolment adult courses. Junior courses for 13–17 year-olds run during the summer at an additional site.

The school has a comprehensive safeguarding policy and both staff and homestay hosts receive appropriate training. Parents or guardians complete parental consent forms. Safer recruitment procedures are followed, and staff and homestay files evidenced that procedures are followed closely. For example, DBS checks and references for all those that need them were on file. Arrangements for the supervision of students in lessons and in accommodation are clear.

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	March 2016
Last full inspection	October 2016
Subsequent spot check (if applicable)	July 2017
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	January 2009 in London under the name EMA Language School January 2012 in Oxford as Oxford International Language School (Oxford ILS)
Ownership	Name of company: Inspire Executive Solutions Ltd Company number: 05509496
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	Oxford Jewish Synagogue, 21 Richmond Road, Oxford OX1 2JL Premises hired in July for the Junior Summer School. Ground floor (reception/recreational area, lunch area, meeting room), first floor (3–5 classrooms).

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week (2019)
Full-time ELT (15+ hours per week) 18 years and over	10	18
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	11	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	21	41
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Argentinian, Spanish, Italian, Polish	Hungarian, Polish, Italian, Spanish, German
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	26–40	20–30
Adult programmes: typical length of stay	12 weeks	2–4 weeks
Adult programmes: predominant nationalities	Italian, Spanish, Brazilian	Hungarian, Polish, Italian, Spanish, German, Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The director (academic) was teaching three hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1

TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

Comments

The director (business) is included above and was teaching 14.5 hours during the week of the inspection.

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	2	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	0	0
Staying in privately rented rooms/flats	19	0
Overall totals adults/under 18s	21	0
Overall total adults + under 18s	21	