

Organisation name	Oxford International Language School
Inspection date	24–25 October 2016

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

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

Recommendation

We recommend accreditation for an initial period of one year; with a spot check in the first year to determine whether accreditation should be extended beyond this period. Detailed and thorough systems and procedures have only recently been put in place and there has been insufficient time to assess their efficacy. A junior programme has not yet taken place although there are plans to offer one, either at the existing premises or at another site.

Summary statement

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

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

Strengths were noted in the area of premises and facilities.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 2016
Last full inspection	March 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	2009 (as EMA, London), 2012 as Oxford ILS
Ownership	Inspire Executive Solutions Ltd. Company no.: 05509496
Other accreditation/inspection	N/a

Premises profile

Address of main site	The Old Music Hall 106–108 Cowley Road Oxford OX4 1JE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school has premises in a shared office block on a shopping street approximately ten minutes' walk from the city centre. The offices are owned and managed by an organisation specialising in supporting small companies and those with an ethical orientation. The school currently uses three classrooms and an office on two separate floors, but is able to book additional classrooms or meeting rooms as the need arises. Facilities shared by other tenants in the building include a kitchen, a separate relaxation room with another kitchen, a terrace with outdoor furniture and bike racks, toilets, some with showers.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	3
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	11	11
Part-time ELT aged 16–17 years	0	2
Part-time ELT aged under 16 years	0	3
Overall total ELT/ESOL students shown above	12	21
Minimum age	18	14
Typical age range	20–30	16–25
Typical length of stay	6 months	6 months (p/t), 3 weeks (f/t)
Predominant nationalities	Turkish, Spanish, Italian	Spanish, Italian, German, Polish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week July 2016 (organisation's estimate)
Total number of teachers on eligible ELT courses	3	6
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	3

These figures exclude the academic manager(s)

Comments

The numbers include the school director but not the academic director. The academic director is TEFLQ and is regularly timetabled to teach but was not teaching at the time of the inspection.

Course profile

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

Comments

The school offers full-time and part-time general English courses and examination preparation classes, as well as one-to-one lessons, which are sometimes English for specific purposes. No full-time classes were running at the time of the inspection, although they had run in the previous 12 months. The part-time classes take place on Saturdays and in the evenings. Students aged 16–17 can enrol on adult courses, but there were none at the time of the inspection. Junior courses, for 14–17 year-olds, were offered in the summer and three students enrolled, but in three separate weeks so these ran as one-to-one classes.

In the week of the inspection the classes running were a part-time evening exam preparation class, two one-to-one classes and three part-time Saturday classes.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	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
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	11	0
Overall totals adults/under 18s	11	0
Overall total adults + under 18s	11	

Introduction

Oxford International Language School (Oxford ILS) was established in 2012. One of the two directors had previously owned and run EMA Language School in London. The other director had previously run a management consultancy business. Together they set up Oxford ILS under the holding company, Inspire Executive Solutions Ltd. The school is run by the two directors (the academic director and the school director), who are also the owners, and they are assisted by an office administrator. Both directors have teaching responsibilities with additional freelance teachers being hired when the need arises.

The directors' aim for Oxford ILS is to provide high quality courses at an affordable price. With a maximum class size of eight, it is felt that students get more individual attention and so make faster progress.

Students currently attend part-time evening or Saturday courses or one-to-one classes. They are largely Europeans and already living in Oxford because of their studies or work.

During the summer a junior vacation programme was offered but did not run. The small number of students who enrolled attended one-to-one classes instead. The directors would like to expand this provision and either use a separate section of the existing building or a nearby primary school.

The directors would also like to work with overseas agents in order to recruit full-time students and those from other, non-European countries. Accreditation is seen as a step in achieving these aims.

The inspection took place over one and a half days. Meetings were held with the school director, the academic director and the office administrator. The inspectors spoke to the students in the part-time evening class and the two one-to-one students. They also spoke separately to the two freelance teachers teaching that week. Each of the three classes was observed twice. One inspector visited two homestay providers.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is clear and a matrix of roles and responsibilities that accompanies the organogram is comprehensive and thorough. The academic director takes responsibility for the teaching and learning, the school director looks after the finances and day-to-day running of the school. The directors are able to cover for each other, as well as teach, and ensure that there is a manager on site throughout the day and evening.

M3 Job descriptions are detailed. The academic director is the designated safeguarding lead, which is referred to in the job description documentation.

M4 Most communication is informal with more formal, minuted meetings taking place with the directors and the office administrator once a month, and with the teachers once a term. This is appropriate for the current provision.

M5 A fifty-page human resources handbook provides extensive and useful information, including templates for recording the stages of the interview process and requesting references. However, most of the documentation in the handbook has not yet been tested.

M6 Staff files contain evidence of the verification of teaching certificates as well as other relevant documentation, but two of the three teachers' files lacked evidence of their Level 6 qualifications.

M7 There is a good induction checklist template, which includes references to safeguarding and which staff sign to say they have read. There is not yet sufficient evidence of its being embedded in the school culture.

M8 Staff are formally appraised annually, but more informal monitoring also takes place. Only one staff member has had a formal appraisal so it is not yet possible to evaluate how well the process works.

M9 Professional development for teachers and administrative staff is offered, some of which takes place in-house. Recent topics have included course design and needs analysis, as well as training in safeguarding and Prevent. As the school grows there will be a need for a more systematic assessment of both organisational and individual requirements in order to provide a more structured professional development programme.

Student administration

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

Comments

M10 The two directors and the office administrator cover for each other in order to staff the office and deal with enquiries. This is an adequate arrangement for the current size of the operation but it is not yet possible to determine how well this will work at busier times.

M11 There are limited course choices available, but staff assess students' linguistic needs, as well as their motivations for learning, and try to offer appropriate options.

M13 Files sampled contained all the relevant contact information. Documentation is held in hard copy as well as on a spreadsheet, which is perfectly adequate for the current level of provision.

M14 The school's attendance policy is clear and outlined in staff and student handbooks. There is appropriate

differentiation for under 18s.

M15 Reasons why students might be asked to leave the course are listed in the student handbook and on the website but in language that is difficult for students to access.

Quality assurance

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

Comments

M16 A great deal of effort has gone into dealing with the points raised at the last inspection. All the points have been addressed or are in progress.

M17 Feedback from staff and students, as well as recommendations made in the previous inspection, are used to improve the provision. At the moment there is insufficient data available to evaluate the success of these systems.

M18 Feedback is collected at the end of the first week and at the end of the course. Any negative comments are dealt with immediately, while positive feedback is fed back to those concerned. The mechanisms for collecting, analysing and evaluating feedback are largely informal, but there is also a formalised feedback log which details any issues, together with action taken and the date.

M19 Feedback from staff is gathered informally, which is appropriate given the current number of teaching staff. With greater numbers more formalised systems would need to be adopted.

M20 The complaints policy is clear and available on the website and in the student handbook. The language used has been simplified but would still be challenging for some students.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The main medium of publicity is the website. Separate brochures for both the adult and junior courses are available to download from the website. There is also a social media presence.

M21 The website is clear and easy to navigate. It is written in accurate English, most of which is accessible to non-native speakers of English.

M22 Images used are of both Oxford itself and the school, but it is very clear which is which and expectations raised are realistic. It is claimed that there is a 'wide range of courses', which is only possible by offering students one-to-one classes where necessary.

M23 A useful chart in the student handbook shows students the comparative levels of English on different courses, and for different exams.

M24 All the relevant and necessary course information is clear and easy to find. Some initial ambiguity about the minimum age for exam classes was rectified during the inspection.

M25 Costs are outlined clearly, with information about deposits and refunds detailed under 'other fees.'

M27 A simple social programme is offered with approximate costs.

M28 Teacher qualifications are accurately described.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students. The student administration works well for the current provision, the publicity is clear and accurate and quality assurance is taken seriously. However, many of the policies and procedures have not yet been tested in practice and the documentation is not embedded in operational practice.

Resources and environment

Premises and facilities

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

Comments

R1 The premises are of a high standard and offer a professional working environment, with modern, spacious and comfortable classrooms and relaxation areas.

R2 The premises are very well maintained by the management company of the building and are cleaned on a daily basis.

R3 The classrooms are furnished and equipped to a high standard, designed for modern professionals, with comfortable seating, whiteboards, projectors and central cabling.

R4 Students are able to use a ground floor relaxation area and terrace, a choice of two kitchens, as well as a large lobby area. These facilities are shared with the other office users in the building. The current students, being part-time, tend not to use any of the facilities offered. Plentiful cafes and snack bars are available in the immediate vicinity.

R6 There is no staffroom. Teachers are able to use the office or their classrooms for preparation and the relaxation areas for their breaks. This is entirely adequate for the current provision.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students are given or buy a coursebook and workbook, depending on whether they are studying full-time or part-time.

R8 A resources cupboard in the office provides a suitable range of supplementary materials and coursebooks for courses run currently. A subscription has been taken out for a relevant teaching journal.

R9 The classrooms are all equipped with televisions that can be linked up to laptops. High quality speakers can also be used to provide good audio. There is a helpline for technological issues and a data projector that can be booked through the management company.

R10 One of the classrooms is currently being offered as a library and quiet study area. It has a range of newspapers and magazines and a selection of graded readers, as well as other books and DVDs which students can borrow.

R11 A list of resources is available, with some useful online materials and apps listed, though guidance in how to make best use of these is limited.

R12 Materials are reviewed informally with teachers and as a result of student feedback.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are of a very good standard and provide a comfortable, professional environment for both staff and students. Learning resources are adequate for current needs. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
T6 Teachers are allocated classes according to preference and availability, while also being encouraged to take on less familiar courses when possible.					
T7 New classes are opened depending on demand. One-to-one classes are sometimes offered if a class is not available.					
T8 The directors are able to cover absent teachers.					
T9 There is a section on continuous enrolment in the teacher handbook, but this contains a list of useful teaching tips, rather than suggestions for dealing with new arrivals or departing students.					
T10 Guidance and support is offered in the teachers' handbook and through informal discussions with the academic director. This is satisfactory for the current level of provision but with increased provision a more systematic approach would be needed, feeding into a coherent professional development policy.					
T11 The academic director observes the teachers at least annually, but sometimes more often. Written feedback is provided. There was evidence of action being taken in response to students' complaints.					

Course design and implementation

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

Comments

T12 A very long and detailed syllabus has been drawn up, based on the coursebooks being used. 'Skills builder' activities offer ideas for extra skills-based activities, which are linked to the core syllabus.

T13 Opportunities for reviewing the course design informally are in place, but there is insufficient information available yet to be able to assess their effectiveness.

T14 Written course outlines are available, with weekly or termly plans on noticeboards in the classrooms. These are expressed as aims rather than as learning outcomes, meaning that students do not always understand what they will be able to achieve in individual lessons.

T15 A comprehensive range of study strategies is included in the student handbook, together with a useful 'learning goals' template. However, there was no evidence of the study strategies being systematically implemented in courses and the learning goals template was not being used in all courses.

T16 All the current students work or study in Oxford and are using their English outside the classroom.

Opportunities for creating a link between the language learned in the classroom and that used outside tend to be initiated by the students, with teachers responding to specific student requests and ensuring students benefit linguistically from their stay in the UK.

Learner management

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

Comments

T17 Students take a comprehensive placement test covering grammar, vocabulary, writing and speaking. Students commented favourably that this seemed very thorough.

T18 Students take a 45-minute progress test every two weeks and a longer two-hour test once a term. Tutorials are offered to longer-stay students (those studying for 12 weeks or more) and progress reports are prepared monthly for full-time students or termly for part-time students. Using the learning goals template would help involve students more in the process.

T19 The student handbook contains a useful chart comparing the levels of various external exams against both the Common European Framework levels and the school's own levels. The academic director provides guidance as necessary.

T21 All students receive academic reports, together with a face-to-face meeting with the academic director, and an attendance certificate if attendance has met school requirements (85 per cent minimum).

Classroom observation record

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

Comments

During the week of the inspection part-time and one-to-one classes were running. A small part-time evening class of two students was observed, as well as two one-to-one classes. All were observed by both inspectors.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T27 Classroom management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Some good knowledge of phonology was demonstrated and language was generally modelled accurately. The knowledge of grammatical systems was not always sound.

T24 All the student profiles were very thorough and detailed and showed awareness of students' linguistic and motivational needs, as well as their particular learning styles. However, it was not always evident that the information in these profiles had been taken into account when planning the lessons.

T25 Course outlines were on the noticeboards in the classrooms and lesson aims were written up on the whiteboards and also sometimes stated verbally.

T26 Teaching techniques observed included elicitation, concept checking, drilling and reading aloud. Sometimes teachers reformulated and explained, rather than eliciting, which meant that they dominated the lesson too much. Some segments showed very little variety of pace.

T27 Classroom resources were used fairly well, but opportunities were missed for using the screen and online resources. Board work was disorganised, with random words written up and it was not clear to students whether to record these items, and if so, how.

T28 Students were given some feedback and correction, but in most segments observed this was not done systematically.

T29 There was some evidence of activities being designed to show student progression and learning, but tasks were not always successfully set up, which meant that the clarity of this progression was lost.

T30 Students worked seriously and purposefully. Teachers used language appropriate to the level of the students, particularly in the more advanced classes. Opportunities to engage the students further, by referring to their own lives and experiences, were not always taken.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from barely satisfactory to satisfactory, being broadly satisfactory overall. There were elements of good planning with some very good attention to individual students' needs, but this did not always lead to a sequence of logical, coherent activities. A satisfactory range of teaching techniques was observed in the majority of segments observed, with some limited correction work.

Teachers' language was at an appropriate level for the students, but lessons were sometimes too teacher-centred.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given satisfactory support to ensure their teaching meets the needs of students on current courses. Course design and programmes of learning are devised and managed for the benefit of students, but there is not always a coherent link between the course design, the lesson plans and the lessons themselves.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is generally good provision for the safety and security of students on school premises. Students and visitors ring the school office to be let into the lobby and have to wait for a member of staff to collect them and accompany them upstairs. Staff and under 18s wear lanyards, although adult students do not. An up-to-date premises risk assessment is in place. First aid provision is good and regular fire drills, involving everyone in the building, are carried out. See also C5.

W2 Current students all live in the local area with their own support systems but school staff are sensitive to any perceived need for pastoral care; they are introduced to students at induction and there are helpful guidelines regarding pastoral support in the student handbook.

W4 The school's policy for dealing with abusive behaviour is in the staff handbook and the student handbook, together with a student code of conduct. The language in the version for students has been simplified but is still difficult to access for students with lower levels of English. There is a Prevent policy in place and staff have received appropriate training.

W5 All students, including those on part-time courses, are given the school's 24-hour emergency contact number.

W6 Transport information is on the website and is confirmed in pre-arrival information for any students enrolling from outside the UK.

W7 A wide range of practical, up-to-date information is presented in a very attractive and accessible student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation and there are a small number of homestays on the school's register, which is sufficient for the current demand. Take up is low since almost all the school's students live and work in Oxford and find their own accommodation. There were no students in homestay at the time of the inspection. Two homestays were visited, both of whom had hosted students in the previous 12 months.

Accommodation: all types

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

Comments

W9 The two hosts visited provided an entirely satisfactory level of accommodation with all the required services in place. The hosts were very experienced and welcoming.

W10 All the hosts available for hosting had been visited before students were placed, and full documentation was on file for each homestay. Hosts are assisted by school staff when completing fire risk assessments of their homes.

W12 Registers of all hosts available for hosting were complete and up to date.

W14 Students complete an initial feedback questionnaire and an end-of-course questionnaire. The latter has only one general question about accommodation but further more specific questions were added during the inspection. There was evidence of an issue having been dealt with firmly and sensitively by school staff.

Accommodation: homestay

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

W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Homestay hosts receive a very comprehensive homestay handbook.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Information about who to contact in the school for advice is in the student handbook. There was evidence of very thoughtful and knowledgeable support having been given by the school director to a student who had encountered contractual difficulties when renting independent accommodation.

Leisure opportunities

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

Comments

W26 Up-to-date information about social, cultural and sporting events in Oxford is posted on noticeboards around the school. There are further ideas of places to visit in the student handbook.

W27 The school offers a small number of social events, such as pub nights and curry nights, as well as excursions to places of interest outside Oxford organised by an external travel company. Take up is low among current students. A programme of afternoon and evening activities is offered as part of the junior summer programme but this did not run in 2016.

W28 There are risk assessments in place for the activities on offer. Risks have been assessed comprehensively but there is insufficient detail in terms of practical guidelines on to how to respond to situations where students are at risk.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care and information are well met. The demand for accommodation is limited but the homestay provision is suitable and the management of the accommodation systems works to the benefit of students. The leisure programme is appropriate for the numbers of students currently attending the school.

Care of under 18s

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

Comments

The school accepts 16 and 17 year-olds on its adult courses but very few have been enrolled. The school advertises a junior summer school for students aged between 14 and 17. In summer 2016 three junior students enrolled for three separate one-week programmes and were taught on a one-to-one basis in the main school premises. There were no under 18s in school at the time of the inspection.

C1 The school's safeguarding policy is clear and comprehensive, with a named person responsible for its implementation.

C2 The policy is available on the school's website and is made known to staff by means of the staff handbook and at induction; staff also complete online basic awareness training and sign a code of conduct. Hosts receive a condensed version of the policy and are required to complete online training. The academic director and the office administrator have received level three training and the school director has completed level two training.

C3 Parents are required to sign a consent form which is on the school's website. This is very comprehensive in relation to 16 and 17 year-olds attending adult courses. A version for students enrolling on junior courses is needed with more specific information about the additional supervision provided and the rules in place.

C4 Recruitment procedures are sound and all suitability checks are carried out. Procedures for taking up references for any new hosts recruited are in place.

C5 The three students aged under 18 on the junior course in summer 2016 were taught in one-to-one classes in a classroom close to the school office; the classroom door was always open to allow for additional supervision. Each student was always accompanied at break times. The school management team is aware that the main school building is not suitable for groups of juniors as there are many companies using the facilities. The inspectors were shown evidence of contact with two sets of premises close to the school where junior courses could be run in 2017. The management team is aware of the importance of supervision for all on-site and off-site activities, should the junior programme run.

C6 All three students were staying with family members in Oxford who collected them at lunchtime, and so they did not enrol for the full programme which includes activities. Rules, including curfew times, are in the parental consent form and are in the homestay handbook.

C7 Students on the junior course would be in homestay accommodation and lunch would be provided by the school.

Care of under 18s summary

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