

Organisation name	Oxford International Junior Programmes, Head Office Greenwich
Inspection date	23–27 July 2018, 17–18 June and 5 July 2019

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. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022. However, evidence must be submitted within three months to demonstrate how weaknesses in S4 will be addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Oxford International Junior Programmes in July 2018 and June and July 2019. 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).</p> <p>This large private language school offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, and course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Oxford International Junior Programmes (OIJP) provides residential summer courses in 14 different locations in England and Scotland. Centres are based in boarding schools or university campuses. Since 2017 the head office has been based in offices in a building close to the group's main school and offices in Greenwich.

The great majority of students (around 95 per cent) come in groups with group leaders and follow a zig-zag timetable, where teaching and activities alternate between mornings and afternoons for different groups. Courses operate in two-week blocks ('turns'), but occasionally groups arrive and leave at different times within the turn.

The 2018 inspection lasted five days and included visits to head office at the beginning and end of the week, with visits to three centres in between. The two inspectors visited the Greenwich centre, which has a split site, with students accommodated in a residence with lessons in different parts of the University of Greenwich premises. The other two centres visited were the independent boarding school premises of Christ's Hospital School, Horsham, and Benenden School, Cranbrook, which was being used by OIJP for the first time.

In 2019 two inspectors visited head office and two centres over a total of one and a half days. The centres visited were the Royal Holloway in Egham and the University of Greenwich.

During the 2018 inspection, inspectors examined documentation and held meetings with the managing director of the language division, the business development director, the operations director, the academic director, the recruitment and development manager, the sales support and admissions manager, and the welfare co-ordinator. At the three centres meetings were held with the centre manager, the director of studies (DoS), the activity manager and the welfare manager. Group meetings were held at all centres with teachers, activity staff and group leaders. All but one of the teachers teaching at the time of visits were observed. One of the inspectors sampled residential accommodation at all three centres.

In the 2019 inspection the inspectors had meetings with the newly appointed managing director of the UK EFL division, the business development director, the academic director and the recruitment and development manager. At the centres they met the centre managers and DoSs, as well as activity leaders, welfare assistants and some group leaders.

Address of main site/head office

277 Greenwich High Road, London SE10 8NB

Description of sites visited

University of Greenwich, Old Royal Naval College, Park Row, Greenwich SE10 9LS

The Greenwich centre uses classrooms in three university buildings. The main teaching block contains classrooms, an office/teachers' room and a hallway with a drinks machine. A nearby university building is also used, which has three classrooms on the second floor, and a café on the ground floor. A classroom on the first floor of another university building is also used. The residence is a 15-minute walk from the classrooms. It has a canteen, used for all meals for all students in residences, a room used as an office and has social areas on the ground and mezzanine floors. All of the buildings used are located in an urban area with rail links to central London and elsewhere.

Benenden School, Cranbrook, Kent TN17 4AA

The centre is located in the 240-acre grounds of a year-round independent boarding school. Facilities used include an office/staffroom, the dining room, a teaching block with classrooms and a DoS office, a sports centre, outdoor sports areas, indoor swimming pool, design and technology centre, a theatre and a drama teaching complex. Students are accommodated in a mixture of single and multi-bedded rooms. The school is located in a rural setting, some distance away from the nearest railway station.

Christ's Hospital School, Horsham, West Sussex RH13 0YP

The centre is based in the campus of a year-round independent boarding school. Facilities used include an office, a teachers' room, classrooms in a modern teaching block, a dining room, a room with a stage for performances and competitions, outdoor tennis courts, sports fields, an indoor sports hall and swimming pool. Students are accommodated in traditional boarding houses with multi-bedded rooms. The school has its own railway station with links to Horsham, Brighton and London.

Royal Holloway, University of London, Egham TW20 0EX

The centre uses sections of the Royal Holloway campus, part of the University of London. Facilities include an office, a teachers' room, classrooms, lecture halls, sports facilities and a dining hall. The majority of students are accommodated in single ensuite rooms in modern blocks on campus. Students on an English with football course sleep in multi-bedded rooms in the old Founders Hall.

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

Comments

The organisation offers general English courses (15 hours per week) for under 18s. Different centres have different age ranges; five centres take students aged 8–17, three take students aged 9–17, three take students aged 10–17 and three take students aged 12–17. In all centres, exceptions may be made for students who are one year younger or older, if they are in the same school year group as their classmates, and if agreed with the admissions team. The percentage of students under or over the agreed age ranges is less than half a per cent.

Groups normally come for two weeks, though a few come for one or three weeks. Most groups have packages that include accommodation and leisure programmes, but some have lessons-only programmes. Six centres are designated as ones that accept individual students. Although the Greenwich centre does not normally accept individual students, it had exceptionally admitted one 15 year-old during the period of the 2018 inspection.

Accommodation profile

Students following courses in the boarding schools (Christ's Hospital, Horsham, and Benenden School) and at Royal Holloway are in residential accommodation on campus. Almost all the students at the Greenwich centre were also in residential accommodation, in a centrally located Greenwich residence in which all students took their meals. A small number of students were in homestays arranged by an accommodation agency registered with the British Council. Rooms in residences vary according to the site and within sites. The Greenwich residence offers single ensuite rooms in flats with shared kitchens; accommodation in the boarding schools ranges from single rooms to multi-bedded rooms, all with shared facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Management is effective and operates to the benefit of students in accordance with stated value and goals. There are clear plans for the future of the organisation and student administration is well managed. Publicity is generally clear and accurate. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

Overall the provision meets the section standard. The premises in two sites generally provide students and staff with comfortable professional environments for work and relaxation. A reasonable range of resources is available on all sites that is largely appropriate to the needs of students. There is a need for improvement in *Premises and facilities*.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a largely suitable professional profile, although **some** of them do not have an appropriate general level of education. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed appropriately to benefit students' learning. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

Overall, the provision meets the section standard. Pastoral care is proactive, relevant information is provided, and much thought has gone into the planning of a balanced leisure programme. However, safety and security at the Greenwich centre need attention and the needs and interests of younger learners are insufficiently catered for in

some centres. Accommodation services are well managed and, in general, the accommodation provided is suitable for the intended age range.

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 organisation and in any leisure activities or accommodation provided. However, weaknesses were identified in safer recruitment procedures.

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

Comments

M2 The organisation has a detailed business plan designed as a working document that is reviewed quarterly. Objectives are specific and there are clear measures in place for monitoring progress towards their achievement.

M3 The organisational structure at head office and in centres is very clear. There are sufficient staff to accomplish all tasks and clear cover arrangements are in place. There are photo galleries of staff at all centres.

M4 Communication channels are plentiful and work well within head office, between head office and centres and within centres. Head office staff share information informally as most of them work within the same large office. Formal meetings also take place regularly. Informal and formal channels of communication work well in centres. Staff use company laptops that enable them to access online group and student records.

M5 Systems for collecting feedback from students are excellent. Student feedback is gathered online at the beginning and end of courses. Any problem areas are highlighted and acted upon immediately wherever possible. Group leaders provide written feedback on excursions and all other aspects of programmes. Feedback from students and group leaders feeds into the organisation's review systems.

M7 OIJP has excellent mechanisms in place for reviewing all systems and processes on a continuous basis. These include post-summer reviews at which departments make presentations, an agent survey, and feedback from students, group leaders and staff. Review systems are linked to the organisation's plans.

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.	Not met
M11 There are effective induction procedures for all staff.	Strength
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

Report expires 31 March 2023

M10 Most recruitment measures are sound. However, two references had not been obtained for some staff and no details had been kept of telephone references.

M11 Inductions are thorough and include detailed briefings of management staff in Greenwich before the summer courses begin. Clear written procedures enable centre staff to be given appropriate on-site inductions. Activity staff had been given a two-day induction, part of which was delivered by external trainers.

M12 All staff, including temporary summer staff, receive appraisals, as outlined in detail in the employee handbook. Appraisals are linked to observations and identify areas for improvement as well as strengths.

M13 Continuing professional development (CPD) opportunities form a crucial part of OIJP's systematic approach to induction, appraisal and professional development. The performance review scheme allows training needs of all staff to be identified and acted upon. The second and third rounds of observations encourage learning needs to be established and feedback to be given on any improvement in target areas of performance. Teaching staff had received a number of formal CPD sessions in centres.

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.	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.	Strength
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 centre staff inductions refer to expected behaviours that include delivering excellent customer service. Formal student and group leader feedback confirms that staff are courteous and helpful to clients, as do comments made by students in focus group meetings during the inspection.

M15 OIJP provides comprehensive information about programmes and centres through detailed guides and factsheets available through the website. Information about optional excursions is also sent out to groups before their courses and is available during their stay.

M19 The policy on student punctuality and attendance is highlighted in staff and student inductions. Designated staff follow up quickly and rigorously on any campus absences.

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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, a brochure, guidebooks and factsheets for each centre, and social media sites.

M22 The publicity is clear and in most respects gives rise to realistic expectations. However, publicity refers to young learners' academic programmes designed for nine to 11 year-olds. At the time of the inspections many students of this age range were in classes and activities with older students. Publicity states that: 'Every member of

staff has a criminal record check before being employed by us', which is not always the case. Publicity for the Greenwich site does not make it clear that classes are on three sites, and the walk from the residence to the main building takes students fifteen minutes, not the ten advertised.

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 Horsham, Benenden and Royal Holloway campuses offer very comfortable environments for students and staff and are in an excellent state of repair and decoration. The Greenwich residences offer satisfactory accommodation, and the main teaching site has classrooms of a good size.
P2 Classrooms were adequate in size and number at all sites. At Benenden several classrooms were unbearably hot and some at Horsham were described as very hot by staff and students.

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.	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.	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.	Strength

Comments

P8 There are teachers' books to accompany all student books and teachers also have access to a popular ideas pack, a project book, visual files and a teachers' blog.
P12 Teaching and learning resources are thoroughly reviewed annually. Resources are reviewed in the light of observations, written and oral feedback from teacher focus group meetings, and student feedback.

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.	Not 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
T1 A number of the organisation's academic staff do not have a Level 6 qualification. Rationales were provided, but this criterion is not met as the number of academic staff without the required level of general education goes beyond the exceptional cases that the Scheme permits.
T2 A rationale was submitted for a teacher whose TEFL qualification does not meet Scheme requirements, as the online course did not include any observed teaching practice. The teacher has an initial TEFL qualification and classroom experience with the relevant age group. The rationale was accepted within the context of this inspection.
T4 Rationales were also provided for the DoSs in two of the three centres visited who are TEFLI. Other rationales were submitted for the five senior teachers in the centres who are TEFLI. Aspects of an academic manager's role which require specialist knowledge and expertise are covered centrally, for example, course design is determined at head office and formal observations are conducted by TEFLQ academic managers. Senior teacher job descriptions and the senior teacher appendix to the handbook make clear the largely administrative and cover responsibilities of these posts. All academic managers for whom rationales were submitted have relevant teaching and academic management experience. All of the rationales submitted were accepted within the context of this inspection.

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
T8 The DoS and teacher handbooks contain useful advice about first lesson guidelines, including how new students might be integrated into existing classes in this session. However, continuous enrolment procedures and timetabling are hindered by the large number of groups that arrive on non-official start dates.

Course design and implementation	Area of strength
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.	Strength
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.	Strength
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 Course design is based on clearly stated principles and the course structure is linked to in-house materials specifically designed to meet the needs of junior short-course students. Guidelines for academic managers and teachers are found in handbooks and teachers' books that accompany the in-house student books.
T12 Course design is reviewed annually and leads to any necessary amendments to course materials. Staff and student feedback is considered when reviewing syllabuses.
T13 Syllabuses are available for students to read in all classrooms. A series of learning objectives is available for students, colour-coded according to level.
T15 The student books include learning strategies at the front and back. Most students complete a self-evaluation of their English at the start and end of their courses.

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.	N/a

Comments

T17 Academic managers attempt to place students according to their age, nationality and level. However, there were large age ranges in some of the classes in all of the centres visited. For example, the age range in one class in Greenwich was as wide as 10 to 17, with another class having a 19 year-old student studying with 15 year-olds (see S5). The age range in all classes in Benenden was five years, as was one class in Horsham.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	Morning and afternoon classes covering language study and language for life lessons.

Comments

One teacher was not observed as they fell ill shortly before the teaching observations began in one centre.

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.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In general, teachers exhibited a sound analytical understanding of the language, but did not always provide a suitable model of spoken English or provide any other form of guidance, through, for example, indicating pronunciation or syllable stress of vocabulary items written on the board.

T24 Lessons were largely based on the centrally produced course materials. In terms of content, these appear to assume a rough relationship between level and age, and therefore level and content. However, the ages of students in the classes observed ranged at an extreme from nine to 17. Some of this content, most obviously that dealing with male-female relationships, is inappropriate for younger students, and often fails to take into account the different cultural backgrounds of students within classes. In many cases, no student profiles were available and the lesson content had not been sufficiently adapted to the needs of specific groups of learners.

T25 Teachers had not generally expressed lesson aims as learning outcomes for their classes. The only evidence that learning outcomes were presented to learners were brief notes on the board, when they typically took the form of activities.

T26 In the more advanced classes, techniques were generally appropriate to the level of students. In lower-level, predominantly younger classes, the techniques used were not always appropriate for such learners. Some teachers

made good use of eliciting, prompting, and nomination techniques. Some teachers checked instructions, whereas others did not.

T27 In the segments observed, whiteboard work was well organised, with some colour highlighting; interactive whiteboards were generally used for a limited range of purposes. In the better lessons, appropriate materials had been selected and modified to suit the needs of students. However, some teachers lacked the experience, the confidence or the awareness of their students to do this.

T28 Some teachers monitored individual written work or pairwork carefully and gave appropriate feedback, but plenary feedback was mainly on the content rather than the form of students' oral production; many lesson plans gave no indication of whether feedback phases were planned. In monolingual or largely monolingual classes, where feedback on errors is likely to benefit all, opportunities for feedback were rarely taken.

T30 Many teachers used pairwork and groupwork appropriately. The most successful teachers were those who were enthusiastic and lively, who personalised examples, interacted with students on an individual level and made sure that students had opportunities to talk to each other about topics that were relevant to them. In some classes lessons were largely teacher centred and there were very few opportunities for students to interact with their peers.

Classroom observation summary

Overall the teaching observed met the requirements of the Scheme. The teaching observed ranged from good to less than satisfactory, with the majority of lessons being satisfactory. Lessons had been carefully prepared, although aims were rarely expressed as learning outcomes. Classes for advanced learners were generally appropriate to their needs but less so in the case of lower level classes with younger learners. In the better classes teachers used a good range of relevant techniques and students were engaged purposefully in pair and group work. In some classes, however, lessons were teacher centred and students were not given sufficient opportunities to interact their peers.

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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Appropriate systems and procedures are in place, including risk assessments produced by head office and adapted by the centre managers. However the risk assessments for Royal Holloway were initially too general and did not recognise the specific risks posed by an open site with wooded areas and a pond. During the inspection these risks were addressed, so this is no longer a point to be addressed.

W2 The school has a comprehensive critical incident plan. Clear instructions, with telephone numbers, are summarised in a flowchart which is displayed in offices. Activity leaders (ALs) carry the flowchart in their excursion pack, and a cross-platform mobile messaging app has been set up for group leaders (GLs), who have students' numbers in their phones.

W3 Welfare staff lead or are introduced during student induction and their photographs, names and roles are prominently displayed. The centres visited normally accept groups only; in other centres, individual students are assigned an activity leader (AL) who has a pastoral care responsibility. This was also the case in Greenwich, where an individual student had been accepted exceptionally. Clear evidence of the caring approach taken by welfare staff was seen even when students had GLs.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	

W9 Students have a comfortable living environment throughout their stay.	Not 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.	Strength

Comments

W9 At Horsham, where there are bunk beds in some rooms, neither student age nor height are considered in rooming allocations, with the result that nine students had been moved in the period up to the inspection. The high temperatures in students' bedrooms in the period of the inspection were a widespread but exceptional problem that had not been satisfactorily resolved.

W15 An appropriately varied menu, with healthy options, is available in all the centres visited. Detailed information on students' medical conditions and allergies is received in advance via the parental consent form. It is also requested on the registration form completed by students on arrival at a centre. Any information is noted on a card in the student's lanyard pouch, which can be shown to catering staff. At Horsham, food was not only clearly labelled but also colour coded for the benefit of those with specific dietary needs.

<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 are fully met for the site offering homestay accommodation.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

No other accommodation is offered to students on junior programmes.

Leisure opportunities	
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.	Strength
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

W23 In addition to the programme of visits and activities which form part of the standard junior programme,

information on additional tours and activities is circulated to agents. Any further wishes when a group arrives are facilitated by centres. At the Horsham and Benenden centres, where sites are shared with other organisations, opportunities for jointly organised activities are exploited.

W24 A full and intensive programme of daytime and evening activities is organised in all centres. Many of these are standard, some may be site-specific, but careful thought has gone into providing a principled balance of activities to cater for all interests. Although evidence was seen of some differentiation by age (e.g. the provision of different films on film night), this varied across centres and more systematic attention to age differentiation for certain types of activity is necessary, given the wide age range of students accepted on courses.

W25 ALs receive training and good preparation for the range of tasks they are expected to undertake. GL feedback is collected on each excursion and the accompanying AL and this, together with student feedback, is logged. Evidence was seen that the changes made to further iterations of the activity were effective. There was little evidence that contingency plans had been prepared in the event of continuous wet weather.

W26 Activity-specific risk assessments are drawn up for all activities either by head office or by centres and approved by head office. These are treated as active documents: ALs sign that they have read and understood them, take them on excursions and give feedback on them, with modifications being made as necessary. In the week of the inspection, temperatures were in the region of 30 degrees or higher. Students were encouraged to keep hydrated at all centres, and at Horsham and Benenden short breaks were built into afternoon sports activities. However, on the afternoon of the inspection at Benenden no indoor activity option was offered and there was no requirement or encouragement for even the youngest students to cover their heads.

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.	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.	Not 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

Nearly all students are between the ages of eight and 17, although a small number of 18 year-old students are accepted on courses, or in closed groups.

S1 There is a detailed and comprehensive safeguarding policy which contains a risk assessment template and a procedure to be used in the case of delayed suitability checks.

Group leaders are responsible for obtaining the parental consent forms for their groups and sign a document to say they have done so. Individual students submit parental consent forms which are collected by the centre managers. These are available in three languages.

S4 Safer recruitment checks (DBS clearance and two references) had not been completed for all staff employed before the start of the inspection. Although there are clear risk assessments, a teacher without a DBS check was teaching in a site where there were no other OIJP staff.

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: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2001
Last full inspection	2014
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) by this multicentre organisation	Easter English language competitions called British English Olympics, Masters, World English Experience, Cultural tour programme London Express
Other related accredited schools/centres/affiliates	Bucksmore Education, Oxford International English Schools
Other related non-accredited schools/centres/affiliates	D'Overbroecks, Oxford Tutorial College, International Pathways Colleges at De Montfort University, Leicester, Bangor, Dundee and Greenwich universities

Private sector

Date of foundation	1991
Ownership	Name of company: Oxford International Education Group Company number: 2666738
Other accreditation/inspection	N/a

Premises profile

Address of Head Office	259 Greenwich High Road, London SE10 8NB
Location of centres offering ELT at the time of the inspection but not visited	Bradfield College, Bradfield College, Reading, Berkshire RG7 6AU University of Brighton, Welkin Residences, Eastbourne BN20 7SH Goldsmiths, University of London, Lewisham Way, New Cross, London SE14 6AD Oxford Brookes University, Harcourt Hill, Oxford OX2 9AT Heriot-Watt University, Riccarton, Edinburgh EH14 4AS University of Surrey, Stag Hill, Guildford GU2 7XH Royal Agricultural University, Stroud Road, Cirencester GL7 6JS Sparsholt College, Westley Lane, Sparsholt, Hampshire SO21 2NF University of Worcester, City Campus, Castle Street, Worcester WR1 3AS

Location of any additional centres not open or offering ELT at the time of the inspection and not visited	King Edward's School, Wormley, Godalming GU8 5SG
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Student profile at peak at all centres	Collated totals in peak week: 15–21 July - all centres 2019
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	32 (18 on closed group)
17 years and under	4574
Overall total of ELT/ESOL students shown above	4606
Predominant nationalities	Italian, Chinese, Russian

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres 2019
Total number of teachers and academic managers on eligible ELT courses	172
Total number activity managers and staff	219
Total number of management (non-academic) and administrative staff	44
Total number of support staff (e.g. houseparents, matrons, catering)	750+

2. DATA ON CENTRES VISITED

1. Name of centre	University of Greenwich, Old Royal Naval College, Park Row, Greenwich SE10 9LS
2. Name of centre	Benenden School, Cranbrook, Kent TN17 4AA
3. Name of centre	Christ's Hospital School, Horsham, West Sussex RH13 0YP
4. Name of centre	Royal Holloway, University of London, Egham Hill, Egham, Surrey TW20 0EX (2019)
5. Name of centre	University of Greenwich, Old Royal Naval College, Park Row, Greenwich SE10 9LS (2019)

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students (eligible courses)	At inspection					In peak week				
18 years and over	4	0	1	0	2	1	0	0	5	4
Aged 16–17 years	88	22	45	168	322	121	8	19	979	418
Aged under 16	252	164	231			268	200	303		
Overall total	344	186	277	168	324	390	208	322	984	422
Junior programmes: advertised minimum age(s)	10	11	8	10	10	10	11	8	10	10
Junior programmes: advertised maximum age(s)	17	17	17	17	17	17	17	17	17	17
Adult programmes: advertised minimum age	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Typical length of stay (weeks)	2	2	2	2	2	2	2	2	2	2
Predominant nationalities	Greenwich: Chinese, Argentinian, Israeli Benenden: Chinese, Italian Horsham: Chinese, Italian Royal Holloway: Italian, Ukranian, Russian Greenwich (2019): Italian, Argentinian					Greenwich: Argentinian, Chinese, Italian Benenden: Italian, French, Russian Horsham: Italian, Chinese, French Royal Holloway: Italian, Ukranian, Russian Greenwich (2019): Italian, Argentinian, Chinese				

Arranged by student/family/guardian										
Staying with own family	0	0	0	N/a	N/a	1	0	0	4	N/a
Staying in privately rented rooms/flats	1	0	0	N/a	N/a	108	0	0	N/a	N/a
Overall totals adults/under 18s	4	0	1	0	2	340	186	276	168	322

Centres	1	2	3	4	5
Overall total adults + under 18s	344	186	277	168	324