

Organisation name	Oxford Royale Academy, Oxford
Inspection date	22–23 July 2025

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.	Not met
Premises and resources The premises provide students and staff with a safe, 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standards for Management and Safeguarding under 18s were not met and there were weaknesses in Premises and facilities, Academic staff profile and Academic management.

The period of review to be ended by a full re-inspection in summer 2026.

Summary statement
The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	Full inspection 2016, Compliance inspection 2021
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	Na
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Short course provider of non-ELT courses including for example, Explore Medicine, Business and innovation, Engineering, Economics. Plus, online learning courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Short course summer programmes at St Hughs, Balliol Oxford, Clare College Cambridge and Imperial College London.

Private sector

Date of foundation	2004
Ownership	Name of company: Oxford Royale Academy Company number: 6045196
Other accreditation/inspection	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Other locations used earlier in the summer: St Catherine's College, Balliol College, St Hugh's College, Jowett Walk, Lady Margaret Hall. All in Oxford. 1-2 rooms used in each.

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	7
Full-time ELT (15+ hours per week) aged 16–17 years	29	21
Full-time ELT (15+ hours per week) aged under 16	37	64
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	69	92
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Turkish, German, Chinese	Turkish, French, Polish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	7 With additional support from head office team	
Total number of support staff	20 ORA staff Plus, St Catherine's catering and cleaning teams	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	2

Comments
The peripatetic DoS is full time in the summer period but does not have a teaching timetable. His scheduled time is spread across all programmes running in Oxford colleges and other centres with responsibility for quality assurance observations. Outside the summer he has some part-time contracted hours to work on reviewing programmes and materials. The year-round full-time academic operations manager works across all the course programmes including the language programme. Her main focus is overseeing course design and materials development and producing the induction webinars. Although both members of the team have experience neither of them is TEFLQ.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

Comments
None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	3	65
Hotel/guesthouse	N/a	Na
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	1
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	3	66
Overall total adults + under 18s	69	

Introduction

Oxford Royale Academy (ORA) offers all-inclusive residential summer courses for students aged 12–18 and for adults. In 2025 the English language courses were based at St Catherine's College, Oxford. As well as English language courses, additional programmes in different academic subjects are offered in various other Oxford colleges. The economics and finance course (approximately 40 students) was also based at St Catherine's. The social activities and excursions for English language students are done with these students. The local senior management, residential staff and counsellors work across both the economics and language courses. Some additional course activities also involved ORA students from the law and politics, engineering and medicine courses. These students have classrooms and accommodation at other colleges with additional staff not working on the language programme.

Two English language courses are offered: one for 12 to 15 year-olds and one for 16 to 18 year-olds. Courses consist of lessons, activities and excursions and take place from July to mid-August at St Catherine's College, Oxford.

There is an administrative office in Cowley a few miles from the centre where most of the year-round head office staff are based. Finance, marketing and admissions functions for all the courses including the language programme are managed from the Cowley office. The director of summer operations (DSO) and academic operations manager

(AOM) have access to an office (The Punt House) on the St Catherine's college site. They have responsibility for other programmes such as Economics, Law, Politics and leadership, Medicine, Business innovation and entrepreneurship in addition to the language programme.

The inspection was originally scheduled for 1.5 days but was extended to two days to allow time for late stage 2 documentation to be scrutinised and to attempt to hold re-scheduled meetings to accommodate staff availability.

The inspectors held meetings with the DSO, AOM, the director of studies (DoS), the local programme manager (PM) and deputy programme manager (DPM), the programme coordinator and the designated safeguarding lead (DSL). One inspector also met the St Catherine's head of conferences, events and accommodation and the conferences and events manager. Separate focus group meetings were held with the teachers, students and a junior dean and counsellors. Despite there being a number of scheduled sessions in the inspection timetable, it was not possible to arrange a meeting to access much of the provider's online systems and stage 3 documentation.

All teachers timetabled during the inspection were observed. One inspector was also given a tour of the premises, and another inspector viewed the accommodation.

Address of main site/head office

264 Banbury Road, Oxford, OX2 7DY

Description of sites visited/observed

At the time of the inspection ORA had the use of facilities at St Catherine's College (The Punt House, Manor Road, Oxford OX1 3UJ). The residential college is in the centre of Oxford. It is an open site with multiple buildings and access points. There is some CCTV and a Porters Lodge on Manor Road.

ORA was using a range of facilities spread across the site. These included four classrooms, an administrative office for the local senior team and a separate office (The Punt House) was being used as a summer base for some of the head office staff. The college is undergoing extensive reinforced autoclaved aerated concrete (RAAC) renovation work so ORA were using a number of replacement facilities. The junior common room (JCR) was in a marquee. This space was used for packed breakfasts, meetings and activities. The replacement dining room was operating in a semi-permanent marquee and available for dinner. Students attending the younger course had their lunch in the historic Keble College dining hall, a 15-20-minute walk from St Catherine's. The 16 to 18 year-olds go off site to buy their own lunch at one of the local eateries or shops.

Two of the classrooms are on the first floor above the Porters Lodge. There are female toilet facilities on the first floor and male facilities on the second. Separate facilities are not designated for under 18s and adults. Portaloos are available next to the JCR. The other two classrooms were off a quad near the Riverside lecture theatre, a short walk from the JCR. Toilet facilities were available on the accommodation staircases a few minutes' walk away. ORA students and staff had the use of the college grounds. ORA staff run a registration table on the corner of Manor Road at certain registration points during the day. Staff and students have to wear lanyards.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☒	☒
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comment

Students need a minimum English level of B1 on the Common European Framework of Reference to be accepted on to a two-week summer English language course. The courses provide 29 hours of tuition over the two weeks. Students have lessons in the mornings and activities in the afternoon in one week and the reverse in the other week. 'A Challenge and Exhibition Day', are conference-style activities with students giving and attending presentations, which form part of the language programme.

Management profile

ORA is owned by the two founders who both sit on the board. One of them continues to have an active role in the organisation and is the chief financial officer. He is responsible for the areas of finance, data management, HR, systems and projects. He reports to the CEO.

The director of summer operations (DSO), who also reports to the chief executive, has operational control and responsibility for all the different summer programmes including the language course. She oversees the areas of recruitment, operations, venues and academic management. The DSO also line manages the full time year-round academic operations manager and the director of studies. He is based outside the UK and has some allocated hours over the winter months. In the summer he is based in the UK and works full time. He looks after academic matters across all the programmes in Oxford, London and Cambridge. He is technically the manager for the teachers.

On a local level the language programme and the economics and finance programme are managed by the programme director (PD) with the support of an assistant programme director, a programme co-ordinator, and an administrator. The PD also line manages the team of four junior deans and 17 counsellors who cover accommodation supervision, the activities and excursions.

Accommodation profile

ORA offers single en-suite and single rooms with shared bathroom facilities in different parts of the St Catherine's college campus. Genders and age groups are segregated in different parts of the accommodation.

Summary of inspection findings

Management

The provision does not meet the section standard. The management of the provision partially operates to the benefit of the students and in accordance with the provider's stated goals and values. The structure is clear. Staff and students had reported poor organisation and missing information and the inspectors also experienced this. Communications and feedback at different levels were inconsistent. Staff management and development was patchy with significant recruitment documentation unavailable. Student administration was adequate. There is a need for improvement in *Strategic and quality management*, *Staff management and development*, and *Publicity*.

Premises and resources

Overall, the standard is met. The premises do not consistently provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. There is a need for improvement in *Premises and facilities*.

Teaching and learning

Overall, the standard is met. The academic staff team does not have a professional profile appropriate to the context and academic management is weak. Course design and learner management are satisfactory. The teaching observed met the requirements of the Scheme. There is a need for improvement in the *Academic staff profile* and *Academic management*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* is an area of strength.

Safeguarding under 18s

The section standard is not met. There is a clear safeguarding policy, and some staff receive appropriate training. However, the level of supervision is not made clear to parents, and no evidence was presented of checks having been conducted on staff suitability to work with under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Need for improvement
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.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Not met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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.	Not met
Comments	

M2 No evidence of written organisational plans was provided before or during the inspection.

M3 This criterion is met overall, and the structure is clear. Although staff reported poor organisation, missing information and disruption at the beginning of the course, there had been a distinct improvement after the replacement PD started.

M4 Secure messaging groups are available for key groups of staff. Inspectors were told that various head office and campus meetings were held but no minutes were made available. The inspectors noted a number of occasions when inspection information appeared not have been shared between head office and the local senior team, for example, times and location of meetings. Staff and student feedback indicated that not all stakeholders were included in communications regarding course materials and the organisation of activities. For example, no meetings had been conducted with teachers or were planned.

M5 Although end-of-course surveys are in place there is no written or structured initial feedback. The evening 'Shout Out' meeting is designated by head office as an opportunity for feedback, but local staff and students reported that this meeting was used for reminders about the following day's programme. There were no records of action taken or evidence that on-site staff had access to feedback relevant to their role. End-of-course feedback is collated and reviewed after the summer course period. The written feedback from the first two-week course raised some student dissatisfaction. There was no evidence that comments had been taken up with the individual or if the matter raised was being addressed on the current and remaining courses.

M6 The inspectors were informed that staff feedback systems were in place, but no records of staff focus groups were available. Seasonal senior managers told inspectors that they had submitted reports at different times but that no action had been taken. No staff feedback or reports were made available to inspectors.

M7 Although the action plan indicated issues had been addressed this was not in fact the case. For example: describing teacher qualifications accurately in publicity, the availability of a TEFLQ person to conduct observations.

Staff management and development	Need for improvement
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 ensures that these are up to date.	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.	Not met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Not met

Comments

M10 There is a recruitment policy in place, but limited and insufficient supporting recruitment documentation was made available. ORA's own recruitment policy states that two references are required but none were provided.

M11 Inspectors were told the central document and data systems could track if short contract staff had completed induction training but no evidence to support that staff had completed training was available.

M13 The induction webinars and briefings at the start of the course are considered to be the CPD for summer temporary staff. Inspectors were told that CPD for head office staff was provided according to need. No CPD records for central staff or local staff were seen or made available to the inspectors.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Not met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M16 Terms and conditions are not written in accessible English and are difficult to navigate. For example, students or parents have to move from one condition to an additional clause on subsequent pages to follow the refund information.

M19 An effective three-tiered consequence system is in place depending on the severity of the infringement. However, the lengthy rules and regulations are written in complex language not always accessible to students.

Publicity	Need for improvement
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the principal form of publicity. The school has a very active social media presence across a number of platforms.

M21 A number of unsubstantiated claims are made such as: 'The most popular Oxford summer school'. The school was not able to provide evidence to substantiate the claim. Many of the photographs are uncaptioned and lead to misrepresentation of the premises, for example, the temporary dining room used for dinner and the semi-permanent marquee used as the JCR in 2024 and 2025. Written student feedback and comments in the focus groups confirmed the inspectors' findings that the premises were not of the same standard as had been implied on the website and on the social media pages. The publicity explicitly states that breakfasts will be in the dining room, which was not the case.

M23. The minimum enrolment age specified is inconsistent as it is given as 12 years old and also 13 years old. There is no mention of maximum class size.

M25 There is no accurate description of the level of supervision of students outside class time.

M27 Teachers are described as 'highly qualified in teaching English' and 'expert tutors'. This is an inaccurate description of most of the teachers.

M28 Overall met but ORA publicity includes a claim that is not in line with the guidelines set out in 3.1 Claiming accreditation. For example: they state, 'Our most recent inspection recognised and praised our dedication to providing high-quality English language course'.

Premises and resources

Premises and facilities	Need for improvement
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Not met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 The quality and detail of the premises risk assessments completed by an external company prior to ORA using the premises are very high. There is, however, a gap in implementation. Local programme directors are required by ORA's own risk assessment to add and update information and acknowledge all sections. The initial programme director had not done this, and the replacement programme director had not seen the risk assessment. Evidence of fire drills was not made available.

P2 The condition of the facilities varies across the buildings and facilities in use. Keble dining hall, used for lunch for approximately half the student group (younger students), is exceptional, but the temporary JCR marquee used for breakfast for all students was untidy and not a comfortable environment for breakfast. The cleanliness of toilet provision is mixed. The porters' lodge facilities are good, but the portaloos for use at the JCR are very basic. There are no separate facilities for staff and students.

P3 Overall met, the classrooms above the porters' lodge are good but those at the old quad were hot and noisy at times.

P4 Lunch provision was satisfactory. The younger course (12-15 years have lunch in the Keble dining hall a good 15-20 minute walk away. Older students (16-18) are not provided with lunch, and they go off-site and buy their own lunch. However, breakfast provision was inconsistent across the three two-week courses running this summer. At the time of the inspection the students had packed breakfast in the temporary marquee for the whole two-week course. Dinner for all students is in the temporary dining room at St Catherine's.

P6 Overall met. There is a small course office which provides basic desk space for the local management team and lesson preparation can be done in classrooms. Although residential staff can use their accommodation there is no shared space for storage of teaching resources, relaxation or storage of personal possessions for teachers, counsellors or junior deans.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All relevant criteria in this sub-section are fully met.

Teaching and learning

Academic staff profile	Need for improvement
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T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the school's context. There was no member of the academic management team with the required level of qualifications.

The recruitment and support policy is not sufficiently well devised or implemented in line with the stated course objectives and the student profile. There is no structured support policy beyond the induction

Academic management	Need for improvement
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Not met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met

Comments

T5 Met but the arrangements are not robust. The cover arrangements were not detailed in the self-evaluation or any other documents. Inspectors were told that the DoS, who also covers all the other specialist course programmes running at other Oxford colleges, a university in London and one in Cambridge, could cover if needed. The academic operations manager and some of the course office staff have teaching experience.

T7 A replacement teacher, who joined the course after it had started, reported that she received insufficient induction and information about course content and materials. Most of the other teachers reported receiving insufficiently detailed on-site inductions in anything but safeguarding.

T8 Although there is technically a DoS available to support teachers via email his availability is severely restricted. He has quality assurance and observation duties across the full range of ORA courses offered at different site locations. Teachers did not consider him to be available for day-to-day support.

T9 Observations had been completed by several different people, but none of them is TEFLQ.

T10 The pre-course onboarding webinars are the designated mechanism for CPD. The provision is insufficient as the fixed nature is not tailored to meet the needs of individual teachers or the students on the course. For example, there was no support or CPD before or during the course to help teachers deal with the mixed ability students in their classes.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

None.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Not met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 Teachers and the inspectors noticed a wide range of levels within some classes. Limited changes of class and level are possible. Procedures for changing courses are not known to staff and students. It was also not clear who would have time or be responsible for making the changes the PD, the assistant PD or the DoS.

Classroom observation record

Number of teachers seen	4
Number of observations	6
Parts of programme(s) observed	All

Comments

All four teachers were observed and two of them were observed twice in order to observe all age groups involved in the programme.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers generally produced good models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were generally clear and concise, with relevant examples of language.

T20 The content of the lessons took into account the overall objectives of the course. The general needs and interests of the students appeared to be taken into account, but no written student profiles were made available. There was a good focus in some lessons on functional language and cultural content.

T21 Generally, the intended learning outcomes were made known to students in an appropriate way. Objectives were achieved through a sequence of activities and lessons included a stage to review outcomes.

T22 There was evidence of a satisfactory range of techniques to present and practise models of language and to develop skills through meaningful and authentic tasks. Teachers generally elicited, nominated and illustrated the meaning of target language well, and in better segments there was appropriate controlled practice, with a focus on pronunciation. In most segments, a good balance between student and teacher talking time was achieved.

T23 Most teachers used the available technological resources competently. Whiteboards were generally well laid out. The set course materials were managed effectively.

T24 Teachers monitored students' performance during activities and provided encouragement. Instances of good work and success were acknowledged, and in better segments students received feedback and correction on language use. There were limited feedback techniques in use and insufficient feedback in some lessons.

T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place. The in-house coursebook provided opportunities for students to demonstrate their ability to use recently learned language.

T26 Overall, teachers were very warm and encouraging which promoted a positive and purposeful learning atmosphere. On this first full day of lessons, teachers were able to establish a good rapport with the students and were able to engage students' interest.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W2 Students receive very good pastoral care from a number of people including the welfare officer/nurse. There are very clear on-site inductions, supported by welcome packs and handbooks.

W3 There are comprehensive policies in place to promote tolerance and respect, and procedures for dealing with any abusive behaviour. These are made known very effectively to both staff and students through inductions and handbooks.

W5 Advice about travel to and from Oxford and UK is very clearly provided through the website and the welcome pack.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Not met

Comments

W8 Arrangements for cleaning are very good with daily cleaning of rooms and regular changing of bed linen.

W13 Arrangements for lunch and dinner were satisfactory, but students were unhappy with the location and content of their packed breakfasts and the unavailability of cooked breakfasts.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

No homestay accommodation is offered.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 The content of the leisure programme is varied and very appropriate to the age and interests of the students. Highlights in the programme include the elaborate leaving day ceremonies, dinners and parties.

Safeguarding under 18s

Safeguarding under 18s	Not met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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

At the time of the inspection there were approximately 60 under 18s on the course.

S2 Staff receive appropriate basic training in safeguarding, but no evidence was provided that the designated safeguarding lead and the deputy designated safeguarding lead were suitably qualified.

S3 The parental consent form only refers to permission to travel in the UK. Although medical information is also obtained, the times when students are unsupervised is not made clear to parents, for example, that a number of activity sessions for under 16s are not compulsory.

S4 It is not clear if appropriate checks are in place, as inspectors were not able to access the relevant data before or during the inspection.

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.

Items requiring early action

Evidence must be submitted within **six weeks** to demonstrate that weaknesses in S2, S3 and S4 have been addressed.

S2 No evidence was provided that the designated safeguarding lead and the deputy designated safeguarding lead were suitably qualified.

S3 The parental consent form only refers to permission to travel in UK. The times when students are unsupervised is not made clear to parents, for example, that a number of activity sessions for under 16s are not compulsory.

S4 It is not clear if appropriate checks are in place, as inspectors were not able to access the relevant data before or during the inspection.
