

Organisation name	Oxford Royale Academy, Oxford
Inspection date	23–24 August 2021

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in S6 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Oxford Royale Academy in August 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Oxford Royale Academy (ORA) offers all-inclusive residential summer courses for students aged 8–18 and for adults. In usual years programmes are offered to students aged 8–12, 13–15, 16–18 and 19+. This summer, because of the particular circumstances, courses were offered only to 13–15 and 16–18 age groups.

Courses consist of lessons, activities and excursions and take place from early June to mid-August at Oxford colleges. As well as English language, programmes in different academic subjects are offered in various residential locations and online.

The inspection took the equivalent of one day and a part day over two days. Due to the global pandemic, the inspection was conducted remotely. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

The inspectors held meetings with the chief operating officer (COO), senior operations manager, customer services lead, senior marketing and data manager, designated safeguarding lead/area manager, programme director, senior HR manager and activity leaders. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. One inspector was also given a virtual tour of the premises and another inspector viewed the accommodation virtually. Students were asked in the focus group to comment on the premises, facilities and accommodation in use.

## Address of main site/head office

Yarnton Manor, Church Lane, Yarnton, Oxford OX5 1PY

## Description of sites observed

At the time of the inspection ORA had the use of St Peter's College (St Peter's College, New Inn Hall Street, Oxford OX1 2DL) an historic residential college in the centre of the city of Oxford with entrances overseen by college porters. The organisation was using two classrooms, an administrative office, a smaller adjoining room for teachers, the college dining hall for breakfast, lunch and dinner, the JCR (Junior Common Room) and single bedrooms for students and staff. ORA students and staff had the use of the college grounds. Tourists and other visitors were permitted entry when the students were in class or off site.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Students need a minimum English level of B1 on the Common European Framework of Reference to be accepted for summer English language courses. The courses provide 15 hours of tuition per week in the mornings and taught workshops on three afternoons. There are activities or excursions on other afternoons, in the evenings and at weekends.

## Management profile

ORA is owned and run by two directors; one is the CEO and the other the COO. The areas of finance, data management, systems and projects report to the CEO; the areas of human resources, operations, customer service and venues report to the COO. Programme directors, reporting to the senior operations manager, oversee the teaching and academic programmes and teaching staff.

## Accommodation profile

St Peter's College has a range of single and twin rooms, some ensuite and some with shared bathrooms.

## Summary of inspection findings

### Management

The provision meets the section standard. There is a clear statement of goals and values which inform all aspects of the organisation. Staff are managed effectively, and recruitment systems and procedures are in place. Feedback from staff and students is regularly collected and acted upon and administration systems are effective. Publicity is generally clear and accurate; some misleading claims about the level of experience of teaching staff have now been amended.

### Premises and resources

The provision meets the section standard. St Peter's College is well looked after and well equipped, providing a comfortable environment for study and relaxation. Resources are sufficient to meet the needs of staff and students on a summer school.

### Teaching and learning

The provision meets the section standard. The course is appropriate for the needs of students on a summer programme, and teachers receive good support. Programmes of learning are managed to the benefit of the students, and the teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security and safety on school premises are met. The accommodation provided is suitable and students report that the food provided is of a high standard. The leisure programme is well balanced and students have the opportunity to mix with students from non-EFL courses.

### Safeguarding under 18s

The provision meets the section standard. Although safeguarding systems on site are well managed, potential risks for students travelling alone from the airport have not been assessed. Training for staff is good and safer recruitment procedures are in place. Contact between the school and students' parents is suitable.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## Evidence

### Management

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

### Comments

The goals and values of the organisation are clearly articulated and are made known to all staff, including temporary appointments, and to students. The objectives of the organisation are careful, measured and realistic. Channels of communication across the organisation are effective; and feedback is regularly collected from all stakeholders and acted upon. Various changes made in response to a comprehensive analysis of feedback from

previous years have been implemented. The organisation is committed to continuous review and improvement and uses a variety of systems and processes to inform planning and development, including the self-evaluation document for this inspection.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

The organisation has taken expert advice in the creation of a comprehensive range of human resources policies and policies for the recruitment of staff are appropriate. Induction procedures for the temporary summer staff are very effective; they include online training packages, face-to-face induction days prior to the start of the courses, and well-monitored checklists. There is a modest programme of continuing professional development (CPD) which starts during the induction period and continues during the courses, focusing on the effective delivery of the syllabus.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

Customer service is delivered to a very high standard, evidenced by the number of returning students and recommendations from former students, as well as the positive comments of current students. Agents, students and their parents are provided with detailed information and advice from initial enquiry through to arrival; enrolment, cancellation and refund procedures are clearly described on the website. The organisation has an impressive management information system with easy access to up-to-date records of students, although at present the system does not record whether the designated emergency contact speaks English. The policy of attendance is rigorously enforced with immediate action taken if a student does not turn up for a lesson, an activity or a meal.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website. Social media is also used. Brochures are downloadable from the website.

Information on costs, course details and accommodation is clear, accurate and written in English which is easy to understand. The pastoral care section of the website gives detailed information about what different age groups can and cannot do. Staff are described as 'expert' and 'native speakers', neither of which was the case for all staff at the time of the inspection.

### 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

A video tour of the premises used by ORA showed that staff and students enjoy a very comfortable environment for living and studying. This was confirmed by staff and students in the focus groups. Classrooms are spacious and well equipped and the JCR provides ample space for students to relax and socialise. Free water is provided throughout the building and signage is clear.

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

#### Comments

There is a good level of provision for student resources. Students are given a custom-made booklet of the course in which they can set out their work for each lesson and record useful information. They also have the use of a coursebook during designated lessons. Resources for staff were not viewed but staff commented favourably on the materials available. Teachers use their own laptops, although both classrooms seen were equipped with computers and audio-visual equipment; technical support is available.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

Although the teaching and academic management teams have an appropriate range of skills and experience, the current academic manager does not have a TEFLQ qualification. A rationale was provided which was accepted in the context of this inspection. He is a highly academically qualified and experienced education manager and practitioner. Support is available online or by phone from the DoS employed in previous years who was unable to be on site due to travel restrictions, and the teachers have several years' experience working for ORA.

<b>Academic management</b>	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.	Not met

### Comments

Timetabling and matching teachers to courses are all satisfactory and arrangements are in place to provide cover for any absent teachers. Continuous enrolment happens rarely; teachers in the focus group had received training and advice in previous summers to enable them to manage this effectively. Support and guidance for teachers is given by the programme director and teachers spoke highly of the support they received. Observation and monitoring of teachers is also carried out by the programme director and teachers again spoke highly of how helpful and developmental observations had been, however the programme director is not TEFLQ.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

The course has been very well designed to include lessons which focus on language and skills development, study and learning strategies, and which link language learned in the classroom with the real world. The enrichment programme offered in the afternoons complements the English language programme and aims to encourage language acquisition less formally; English language students have the opportunity of integrating with other

students to explore the local area. However, specific language aims related to the enrichment programme are not built into the course at present. The course is regularly reviewed at the end of each summer, taking both student and staff feedback into consideration.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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.	N/a
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

Procedures for the placement of students as well as the monitoring of their progress are clear and effective. Support is offered for any students who may struggle but clear placement procedures mean this rarely happens.

#### Classroom observation record

Number of teachers seen	2
Number of observations	3
Parts of programme(s) observed	All

#### Comments

One teacher was observed by both inspectors; one was observed by one inspector.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Models of spoken and written English were clear and accurate and some good, relevant explanations of difficult vocabulary were given.

T24 The content in the lessons observed was relevant to the syllabus, the stage of the course and suitable for students on short summer programmes. However, lesson plans would benefit from more detailed student profiles and identification of specific learning needs.

T25 Lesson plans were logically staged and outcomes given to students in the course handbook.

T26 A range of teaching techniques was seen, including nomination, elicitation, good prompting and careful listening to students. Good drilling of new lexis both individual and choral was seen. At times opportunities to concept check new language were missed.

T27 Classroom management was generally good: instructions were clear, and materials were well chosen and interesting. A variety of resources was used well to develop various skills.

T28 In all classes, teachers were encouraging, positive and helpful and gave constructive feedback. However, in some segments there was insufficient correction of errors, especially of those that could have been used as a basis for further learning.

T29 Almost all teaching included activities to encourage students to use the language being taught and self-correction was encouraged. Some opportunities for evaluating student learning were missed and not built systematically into lesson plans.

T30 In all classes seen students were interacting and engaged. Teachers clearly knew their students well and were aware of their learning needs; classes were purposeful and there was a warm, positive and encouraging atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with most being satisfactorily met. Teachers' knowledge of the language was generally sound, and the content of the lessons catered for the interests of the students. However, lesson plans did not always identify the learning needs of individual students. Teachers used a range of techniques and resources. Feedback to students was skilful, although correction was limited and some opportunities to evaluate student learning were missed.

Rapport was good in all classes.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

A robust risk assessment procedure is in place to ensure the safety and security of students on school premises and there is a suitable crisis management plan. Students receive good pastoral care from well-trained staff and a nurse is available during office hours. Policies are in place to promote good behaviour, and all students spoken to felt that they were well looked after.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met



W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
The residence viewed was spacious and in a good state of repair. The accommodation is cleaned regularly and a suitable laundry system is in place for students. Thorough checks of the rooms are carried out before the start of the programme. Clear agreements are in place with the accommodation provider. Students spoken to were very happy with their accommodation and the food provided.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	
<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
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
The leisure programme provides a well-balanced programme of sporting and creative activities mixed with workshops and guest speakers. The range of opportunities is appropriate to the ages of the students. Excursions are well planned but more could be done to connect these with their language lessons. EFL students have the opportunity, during leisure activities, to mix with other students on different courses run by the school, and the students spoken to were particularly happy with this aspect of their programme. Systems for ensuring the safety of students are effective and resources are suitable.	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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

The school normally offers courses for four age groups: 8 to 12 year-olds; 13 to 15 year-olds, 16 to 18 year-olds and 19+. At the time of the inspection there were two students aged 13 and 15 studying together and two 17 year-olds studying together. A comprehensive safeguarding policy is in place and training for staff is good. Parental consent procedures are thorough and age appropriate. Although many students use the school's transfer service from the airport, potential risks for those travelling unaccompanied have not been identified and addressed. Safer recruitment procedures are in place and the supervision of students during scheduled activities is suitable. Accommodation for under 18s is well managed and all staff are aware of their responsibilities.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Short course provider of non-ELT courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2004
Ownership	Name of company: Oxford Royale Academy Company number: 6045196

Other accreditation/inspection	BAC
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### Premises profile

Details of any additional sites in use at the time of the inspection but not 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 or 2 rooms used in each.

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	2	7
Full-time ELT (15+ hours per week) aged under 16	2	6
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
<b>Overall total</b> ELT/ESOL students shown above	<b>4</b>	<b>13</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Dutch, French, Polish	Portuguese, Swiss, Spanish
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

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	20	

### 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	1
Total	1
Comments	
None.	

### Teacher qualifications profile

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

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
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	N/a	4
Hotel/guesthouse	N/a	N/a
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	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	4
Overall total adults + under 18s	4	