

Organisation name	Oxford Royale Academy
Inspection date	2–3 August 2016

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

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

Recommendation

We recommend continued accreditation.

Summary statement

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

This private language teaching organisation offers vacation courses for adults and under 18s.

Strengths were noted in the areas of staff management, premises and facilities, care of students, and leisure opportunities.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	2013
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	Oxford Royale Academy (ORA) runs short summer courses in a range of academic subjects for students aged 13–18. These courses, too, are mainly based in Oxford colleges. It also offers short online degree-taster and similar 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	Oxford Programs Limited, trading as Oxford Royale Academy Company number: 6045196
Other accreditation/inspection	BAC

Premises profile

Address of HQ	St Catherine's College, Manor Road, Oxford OX1 3UJ
Addresses of centres offering ELT at the time of the inspection	Balliol College, Broad Street, Oxford OX1 3BJ St Peter's College, New Inn Hall Street, Oxford OX1 2DL
Addresses of any additional centres not open or offering ELT at the time of the inspection	Jowett Walk Buildings, Jowett Walk, Oxford OX1 3TN
Profile of sites visited	<p>Balliol and St Peter's are traditional Oxford colleges in the centre of the old city, with single entrances overseen by college porters. At Balliol, for older students aged 16–18, the organisation had use of three classrooms, an administrative office and staffroom, the dining hall for breakfast and dinner, the JCR (Junior Common Room) and single bedrooms for students and staff. At St Peter's the organisation was using four classrooms, an administrative office, a smaller adjoining room for teachers, the college dining hall for breakfast, lunch and dinner, a marquee for social activities and single or twin bedrooms for students and staff. Tourists and other visitors were permitted entry when the students were in class or off site.</p> <p>The Jowett Walk Buildings belong to Balliol College. They were not in use at the time of the inspection but in the peak week in July there were 53 EFL students aged 13 to 15. That age group was transferred to St Peter's later in July.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: w/c 04/07/16 all centres
Of all international students, approximate percentage on ELT/ESOL courses	12.5%	9.5%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	6	6
Full-time ELT (15+ hours per week) aged 16–17 years	23	34
Full-time ELT (15+ hours per week) aged under 16	39	58
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0

Comments

Although these are junior courses, students aged 18 are accepted. The age range is 13 to 18, which therefore includes 'General ELT for adults'.

2. Data on centres visited.

1. Name of centre	Balliol College, Broad Street, Oxford OX1 3BJ
2. Name of centre	St Peter's College, New Inn Hall Street, Oxford OX1 2DL (Note. In peak week, St Peter's was not being used. At Jowett Walk Buildings, being used in peak week, there were 53 students, all aged under 16. The typical age range there, as at St Peter's, was 13–15.)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	29	26				26	N/a			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	6	0				6	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	23	0				34	N/a			
Full-time ELT (15+ hours per week) aged under 16	2	37				5	N/a			
Part-time ELT aged 18 years and over	0	0				0	N/a			
Part-time ELT aged 16–17 years	0	0				0	N/a			
Part-time ELT aged under 16 years	0	0				0	N/a			
Overall total of ELT/ESOL students shown above	31	37				45	N/a			
Minimum age	16	13				16	N/a			
Typical age range	16-18	13-15				16-18	N/a			
Typical length of stay (weeks)	2	2				2	N/a			
Predominant nationalities	Dutch, French, German, Italian, Russian, Saudi, Belgian					French, Italian, Lebanese, Russian, Swedish, Turkish				

Staff profile	At inspection					In peak week				
Total number of teachers on eligible ELT courses	3	4				4	0			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	0	0				0	0			
Number teaching ELT 20 hours and over/week	3	4				4	0			
Total number of administrative/ancillary staff	22	28				26	0			

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: at these centres										
Professional qualifications	Total number of teachers									
Diploma-level ELT/ESOL qualification (TEFLQ)	1	0								
Certificate-level ELT/ESOL qualification (TEFLI)	2	3								
YL initiated	0	0								
Qualified teacher status only (QTS)	0	0								
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0	1								
Total	3	4								

These figures exclude the academic managers.

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	6	0				25	37			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s										
	6	0				25	37			

Centres	1	2	3	4	5
Overall total adults + under 18s	31	37			

Introduction

Oxford Royale Academy (ORA) provides short summer courses for students aged 13 to 18. The courses take place from early June to mid August at Oxford colleges and at ORA's international study centre, Yarnton Manor, just outside Oxford. As well as English language, there are courses in nearly 20 academic subjects such as history, mathematics, global leadership, architecture and preparation for medical school, law school and university. To follow these academic courses, students must be fluent English speakers. All courses are for two age groups: 13 to 15 and 16 to 18 inclusive. (18 year-olds are accepted.) Most last for two weeks with over 20 hours of tuition per week. Courses for the younger age group take place in four Oxford colleges; those for the older group are at three other colleges and at Yarnton Manor, ORA'S eighth summer campus. The company is preparing to run year-round foundation, gap year and A-level courses there in the coming academic year. ORA also offers short online degree-taster and similar courses. Since its foundation, the company has grown every year. There were about 2,650 student enrolments from 108 countries for all courses in summer 2016. About 95% of bookings are direct. The organisation employed over 100 summer teachers and 200 pastoral staff in addition to its 15 to 20 year-round employees. Earlier in 2016 ORA was awarded the Queen's Award for Enterprise.

ORA's 'Oxford Summer English' courses take place at Balliol College for older students. For younger ones (age 13 to 15) they took place at Jowett Walk, an annex of Balliol, for the first four weeks and then at St Peter's College. Students can enrol for two or four weeks, with fixed start dates. To be accepted for its English language courses, they need a minimum English level of B1 on the Common European Framework of Reference. 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. All the students are accommodated in their colleges with students of the same age group following other ORA courses. The older students share Balliol with Medical School Preparation and Oxford Enterprise Programme students; those at St Peter's share with other younger students following ORA's 'New Perspectives' course, which offers classes in both traditional and new subjects. Outside lessons and in their residential accommodation, students are supervised by welfare and activity staff, 'Junior Deans' and 'Counsellors', who live on site.

This inspection lasted two days. The inspectors interviewed the directors and senior managers at the ORA summer offices at St Catherine's College, and observed lesson segments of all the teachers teaching at Balliol and St Peter's. They held meetings with a group of younger and older students, with the teachers and with the activity and

welfare staff. They also had meetings with the head of summer school operations, the academic managers, the client services manager, the events manager and operations officer, and the senior data and marketing manager. They inspected both college premises and looked at a range of records and other documents.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 There is a clear and well-understood structure of management for the head office and for each campus. Campuses are managed by a programme director, supported by an academic administrator and a campus administrator, and each has its own teaching and student support staff.

M3 There are detailed job descriptions and also staff manuals for the different management and staff roles.

M4 Effective communication channels at all levels exist within the EFL course provision and through the organisation as a whole. Two staff meetings are scheduled for each two-week session, meetings are minuted and teachers are paid to attend. The summer academic manager, the EFL director of studies (DoS) and EFL senior tutor move between campuses providing support.

M5 The organisation implements well-developed, documented and up-to-date human resource policies.

M6 Procedures for investigating and verifying employees' qualifications and experience are generally thorough. Staff confirmed they had been carefully interviewed and their references followed up. Teachers are interviewed twice: by the academic recruitment officer, academic manager and the DoS. Staff files were well maintained and contained copies of relevant certificates, CVs and ID. However, in a few cases the interviewer had not signed and dated copies to verify the original certificate had been seen.

M7 The organisation implements very thorough induction procedures for all staff, which follows its four-page induction policy. For teachers their induction takes a full day; for pastoral staff and managers it can extend over three to six days. Some online materials are made available to support the on-site inductions.

M8 Teachers and pastoral staff have two appraisals during their employment, and more if required. These include relevant feedback from line managers and also from students.

M9 The organisation has a policy for and records of the continuing professional development (CPD) it provides for staff. For seasonal staff, CPD is largely provided at induction, during review and development sessions and from feedback given by managers to individual staff members. For permanent staff, specialist training is provided according to need. For instance, the summer academic manager has attended ten English UK training sessions in the last two and a half years. In addition to safeguarding training, staff attended in-house sessions offering guidance on dealing with teenagers.

Student administration

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

Comments

M14 Student attendance and punctuality are carefully monitored throughout the day. Academic administrators go round the classes shortly after they start to check registers and collect 'absence slips'. There is a 'Missing student procedure'. Pastoral staff check attendance lists at breakfast, evening meals and curfew, and for younger students at lunchtime. Registers are taken for all off-site activities and excursions.

Quality assurance

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

Comments

M16 Detailed action plans and records of action taken were produced in response to the points raised at the 2012 inspection and 2013 spot check.

M17 Every year there is an end-of-summer 'grand review' meeting which assesses student, staff and centre feedback. The meeting results in a report for each campus and subject, and action points for the following year set out in an action-point spreadsheet. Action taken is recorded. Other accreditation bodies inspect ORA and their requirements further encourage the regular review of systems, processes and practices.

M18 Student feedback is collected with a paper questionnaire in the first two days and by a new online questionnaire at the end. The online system, which has been introduced both for speed and security, is already achieving an 85 per cent response rate and the aim is for 100 per cent. The results of feedback are analysed and recorded for each two-week session, and are passed on to relevant managers and staff.

M19 Staff surveys are taken at the end of every session and detailed reports are compiled.

M20 Before students arrive, a link to *Useful Information Pages (including the Complaints Procedure)* is sent to them and their parents. The ORA's complaints procedure is detailed but very formal, extending over nine stages. The first stage requires the complainant to put his/her complaint in writing, which would be difficult for a younger student with only a lower level of English. There is no initial stage which advises the student first to speak to someone about his/her complaint. At the time of the inspection the complaints procedure did not include an external arbiter but those details have subsequently been added.

Publicity

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

M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

ORA's primary publicity medium and marketing tool is its website, which is supported by a 78-page colour brochure produced annually.

M21 Publicity and other information is generally in clear and accurate English. The website landing page is available in a dozen other languages and the full website is available in Chinese. However, the terms and conditions are written in language that would be difficult for less advanced students to understand.

M22 The text describes courses and services fully and is well supported by authentic photographs and video content. ORA's publicity gives a very fair and accurate impression of all aspects of the provision.

M28 The website claim that 'we are committed to providing our students with the most qualified and high-calibre teaching faculty available' is not supported by the qualifications profile of the ELT teachers employed at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school operates efficiently to the benefit of its students and in accordance with its publicity. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

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

Comments

R1 Balliol and St Peter's both provide ample space and very appropriate, comfortable environments for the age groups that use them.

R2 The premises, including the buildings, quads and gardens, are well maintained and in excellent states of repair.

R4 ORA usually has sole use of the dining halls at both colleges. The 13 to 15 year-olds at St Peter's have breakfast, lunch and dinner in the hall; the older students at Balliol have breakfast and their evening meal in hall. In both colleges they have suitable common rooms and other indoor and outdoor spaces and facilities for relaxation.

Learning resources

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

Comments

R7 For the 13 to 15 year-olds, ORA has produced its own series of course materials at four levels, with accompanying teachers' guides. The well-produced spiral-bound books provide suitable materials for a coherent structured course. The older students use material from published coursebook series and online resources.

R8 At both colleges, appropriate materials and resources are available to teachers. Teachers are given individual subscriptions to online internet resources. Projectors, laptops and audio players are available when required.

R12 Teaching and learning resources are reviewed every year in the 'grand review' meeting (see M17). There is no set budget for new resources, but centre staff told the inspectors that all reasonable requests are met.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning environments at both colleges are very well suited to the types of courses and ages and backgrounds of the students enrolled, and provide an appropriate professional environment for staff. The learning resources match the students' and teachers' needs. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 One of the teachers' ELT qualifications did not meet Scheme requirements.

T3 A rationale was provided and accepted in the context of this inspection. The qualification, awarded in Spain, met Scheme requirements for hours of input and observed teaching practice. However, it was not externally validated by a reputable examination body, a fact that neither the teacher nor ORA had been aware of.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 If necessary the DoS or senior teacher provides cover. ORA has a documented *Teacher substitution policy*.

T10 Teachers receive a good level of support, from their induction training, CPD sessions every other week, a detailed *EFL Teacher Manual*, feedback from their lesson observations and informal support from the DoS. They also have access to online training modules on subjects such as Lesson planning and Differentiation. The choice of topics for CPD sessions is informed by classroom observations and teachers' requests. Teachers told the inspectors they valued working for ORA for the opportunities it gave them for professional development.

T11 There are effective arrangements for the observation of teachers. All teachers receive a 'drop-in' observation during the first two or three days, followed by a formal observation within the first or second week of each two-week session. The formal observation is followed by feedback with action points and a self assessment. Teachers can request additional observations, and peer observation is encouraged and facilitated: only one had taken place but three more were planned.

Course design and implementation

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

Comments

T12 Course design is based on stated principles. There is a sound structure for the courses for 13 to 15 year-olds provided by ORA's own in-house materials. However, although the *Teaching Guide for 16–18s* gives general guidance, there is a lack of a clear detailed course structure for teachers working with the older age group. In previous years, a good proportion of EFL teachers were returners but this was not the case in 2016.

T14 These are available to the younger group in the form of the *ORA Course Guide*. For the older group, teachers create a general course plan which they give their students at the start of the two-week session.

T16 Courses include two full lessons (90 minutes) devoted to life in the UK. Language and cultural work are integrated into excursion-preparation workshops. Students benefit linguistically from interacting in their colleges with students of the same age from other countries following other ORA programmes, including native speakers from the UK and USA.

Learner management

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

Comments

T17 Students complete an online placement test before they arrive to place them in classes and also to confirm that they have the minimum B1 level. If there is doubt they have a telephone interview. It was explained that they are placed in classes before they arrive to that they can start their lessons at once, without the advertised teaching hours being spent on placement testing. Placement appears effective.

T18 Procedures for monitoring students' progress are appropriate to the two-week structure of the courses. Their performances in the portfolios, presentations, participation and homework are assessed and used to prepare certificates and prizes.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

Three teachers were observed at Balliol, the older students' campus; four at St Peter's.

Classroom observation

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

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers displayed a sound knowledge and, except in one case, provided good accurate models

T24 The content of lessons was planned to meet the students' needs. Most plans included class profiles showing awareness of individual students' strengths and backgrounds, although one or two topics were not entirely appropriate for the age and/or cultural needs of the students.

T25 At the start of lessons, most teachers listed the lesson aims or activities on the board and explained them to the students. The lesson activities followed a logical sequence.

T26 There was some useful word-building work to extend vocabulary, controlled oral practice, concept checking and skilful elicitation. In the weaker segments observed, there was little checking of instructions or concepts, and too much teacher talk. Opportunities to liven lessons with, for instance, a quick game, some controlled oral practice or a role play, were missed.

T27 There was some good use made of classroom space by, for instance, encouraging students to move about, write on the board and by changing configurations at the end of activities. Projectors were used effectively in a few classes, but the use of the whiteboards tended to be unplanned. Some board pens were weak and different coloured pens were used for no obvious purpose.

T28 Some teachers gave appropriate feedback but others missed opportunities where correction and whole-class further practice would have been beneficial.

T29 Some teachers made reference to previous lessons and encouraged review. Evaluation was planned at each stage of the stronger lessons.

T30 Different interaction patterns, variation of activity and pace and clear classroom management ensured that in most classes the students were motivated and engaged in their lessons, and good rapport between students and their teachers.

Classroom observation summary

The standard of teaching was generally satisfactory and met the requirements of the Scheme although one observed segment was weak. Lessons had been planned with care and most teachers showed a sound knowledge of the components of English and provided appropriate models. Learning outcomes were shared with the students and lessons followed a logical sequence of activities. Teaching techniques were satisfactory, although in several lessons greater use could have been made of elicitation, concept checking and controlled oral practice. Boardwork was often unplanned and sometimes difficult to read. Only limited feedback to students, either positive or in the form of correction, was observed; however, in most lessons there was a good pace, a variety of activities and the students were engaged.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given a good level of support to ensure their teaching engages their students' interests and meets their needs. The courses are structured and managed to enable students to develop their language skills in the classroom and practise them outside. The teaching observed meet the requirements of the Scheme.

Welfare and student services

Care of students

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

W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 A very thorough site risk assessment is conducted annually for each of the separate college campuses used. Any new risks identified in the previous year are included and measures are put in place to minimise them. The assessments are made with the full co-operation and support from the relevant college staff. The college porters maintain a 24-hour presence and play a vital role in controlling access at the gates and general patrolling. Balliol College has restricted hours of opening to the public. The school works with the college to keep these hours to times when students are not having unsupervised time on the campus. All doors into areas the school occupies have restricted punch pad or key code access. St Peter's College is not open to the public. Gates are locked at 23.00. Fire drills are conducted at the beginning of each two-week session and both staff and students receive safety advice and information during their inductions.

W2 Each course has a full team of staff who provide pastoral care, headed by the programme director. The junior deans manage the course counsellors who provide supervision for all out-of-class time and the leisure programme. They are in close contact with the students and will pass on any concerns. Suitably experienced counsellors are assigned to any students who present with particular concerns or needs. A number of the staff have experience of dealing with children with specific educational needs (SEN) and the teachers have a session on this during their induction. Nurses are on site at certain times each day and are always available for advice.

W3 The programme directors, one a retired head teacher and the other a head of boarding, are the named welfare officers and make this known to students during their induction. They also pop into lessons to observe the students and to note any behavioural or emotional concerns. They work with staff to develop a plan or strategy to assist students when needed. As necessary, they provide ongoing support to students and liaise closely with parents or guardians.

W4 There is a comprehensive abusive behaviour policy, procedures and relevant points are included in the student handbook and are presented during the induction. However, the language used is not accessible to students with a lower level of English.

W7 Students are given very thorough and useful information both before they arrive and during a face-to-face induction which they must attend. All students are also given a useful handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

Accommodation is provided in student residences which are located within college grounds. The inspector visited the residential blocks of the two colleges in use at the time of the inspection. The 16–18 year-olds and boys in both age groups are accommodated in single rooms. 13–15 year-old girls can choose to share a bedroom with one other student.

Accommodation: all types

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

Comments

W9 In both premises the bedrooms are clean and well maintained. The decorative order is satisfactory overall. Every bedroom has its own basin and there are adequate but basic shared toilet and shower facilities. Boys' and girls' rooms are located either on different floors or accessed by different staircases. Bed linen is changed regularly. W15 The colleges provide nutritious meals for all dietary requirements. Students were generally positive about the quality and quantity of the food.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

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

Comments

W22 The bedrooms and communal areas are cleaned regularly.

W23 Nurses come in every day and are available for advice at all times. Many of the staff are first-aid trained. All the college porters are fully trained in first aid.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W27 There are two members of staff who are employed year round to plan and prepare the leisure programme for the coming season. There are separate programmes for the different colleges and the events are varied to suit the two age groups. There is a full programme of activities, sports and excursions. Students enjoy elaborate, themed parties held in interesting venues and also talks and demonstrations from outside speakers and experts.

W28 The risk assessments are carried out by one of the permanent members of staff. Additional guidelines and emergency procedures relevant to the particular group are set out for the accompanying staff. The junior dean in charge of the activity briefs the accompanying counsellors, ensuring that they all have a copy of both the risk assessment and the guidelines. The staff carry walkie-talkies to keep in contact with each other throughout the activity.

W29 The junior deans and counsellors receive training in leading excursions, coach leading and how to run on and off-site activities as part of their inductions. Most of them are first-aid trained. Those in charge of sporting activities have a background in sports delivery.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The school works closely with the colleges to ensure students are safe and secure while on site. The students are very well cared for and enjoy a varied and extensive leisure programme which is well planned and executed. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

The provision is for junior summer programmes for 13–18 year-olds. The 13–15 year-olds and 16–18 year-olds are located in different colleges and have entirely separate programmes and accommodation. The older age group includes students aged 18.

C1 There is a comprehensive safeguarding policy which outlines procedures for keeping students safe and well. There is an experienced named designated safeguarding lead responsible for implementing the policy.

C2 All staff complete a specially produced online basic awareness course and during the inductions more safeguarding training is given, as well as sessions on caring for teenagers. The school liaises closely with the colleges to ensure awareness of their safeguarding policy among college staff.

C3 Publicity gives information about the level of care and supervision for the different age groups. It is made clear that the 16–18 year-old students must buy their own lunches from the many local outlets and cafes. Lunch is included for the 13–15 year-olds.

C5 There is a well-tailored leisure programme and good supervision ratios set to suit the different age groups and their interests. The ages of students do not appear on registers and are not a consideration when placing students in class. 15 year-olds can be enrolled on the 16–18 year-old course and at the time of the inspection a 15 year-old was in the same class as an 18 year-old.

C6 The rules are very clear for what different aged students can do outside scheduled activities and lesson times. The younger age group are allowed very limited times off the campus and they have to sign out in groups of three. The signing out and in process for all students is carefully monitored and, as well as class registers, there are regular roll calls throughout the day. Any infringements of the rules are carefully monitored and sanctions applied as necessary.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided. The rules for students are clear and sanctions are applied quickly and effectively if these rules are broken.