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| Organisation name | Oxford School of English |
| Inspection date | 15–16 November 2023 |

| Section standards | |
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| Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. | Met |
| Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. | Met |
| Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation. | Met |
| Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. | Met |

| Recommendation |
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| We recommend continued accreditation with a supplementary inspection next summer to assess the junior provision which could not be seen at the time of inspection. |

Summary statement

The British Council inspected and accredited Oxford School of English in November 2023. 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 for details).

This language school, owned by a college of further education, offers courses in general, academic and professional English for adults (18+) and young people (16+) and vacation courses for under 18s (12+).

Strengths were noted in the area of premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, care of students, accommodation and safeguarding under 18s.

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

Introduction

Previously a privately-owned language school, Oxford School of English was acquired by New City College (NCC), a college of further education based in east London, in September 2022. As a result of this change in ownership a new managing director (MD) was appointed by the college who reports to the college board and has responsibility for Oxford School of English and another accredited school of English that also forms part of the college group. All staff are now employees of the college and, as such, have new contracts. As part of this change process the school has brought together its adult and junior schools, the latter of which was separately accredited, and this was the first inspection reflecting this amalgamation. No junior courses were running during the visit. The school moved into new premises in Oxford six weeks prior to the inspection visit.

The inspection took place over two days with two inspectors. Meetings were held with the MD, the principal, the director of studies (DoS), the operations manager, the senior admissions manager and the accommodation manager. Two focus group meetings were held, one with staff and the other with students, and one inspector visited a student flat and had virtual meetings with three homestay hosts and a virtual tour of their homes. All but one of the staff teaching during the inspection were observed.

Address of main site/head office

14 Friars Entry, Oxford OX1 2BZ

Description of sites visited/observed

The school has recently moved into new premises in the centre of Oxford and has just finished a major refurbishment. The building covers three floors and has a large glass-fronted reception area that looks out onto the pedestrianised street. The principal's office is behind the reception area and is also glass fronted and looks out onto the reception and through onto the street. There are ten classrooms of varying sizes spread over the three floors and a large student common room area on the ground floor. A spacious staffroom and other office space is also located on the ground floor as well as toilets and a kitchen for student and staff use. The second floor also has a roof terrace that students are able to use in the summer months.

| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

At the time of inspection, the school was running General English courses at various levels for adults and young people (16+). Throughout the year the school also offers exams courses, an Academic Year Programme, and Professional English, English for Executives, Tourism and Hospitality and Teacher Refresher Courses, all of which may be taught in groups, one-to-one or a combination of both. The school also offers a Junior Summer School (12+) for six weeks in July and August.

Management profile

The school has a MD who reports to the NCC senior leadership team. He is also managing director of the other language school in the group, as well as having a role as international director within the college. The principal of the school manages the day-to-day business and reports to, and works closely with, the MD. There is also an operations manager and a DoS who form part of the school management team and report to the principal. The former has responsibility for the junior summer school and groups. There is a team of five administrative staff headed by a language schools' manager who also works between the two schools and the college.

Accommodation profile

Oxford School of English offers homestay accommodation in two categories, standard and executive. The latter includes ensuite or private bath/shower room. Homestays are within a single 30 minute bus ride from the school. There are currently 56 active homestays, and shortly after the inspection the accommodation section is planning a recruitment drive to expand homestay provision. In addition, for over 18s only, the school offers three flats in a nearby suburb, a ten minute bus ride from the school. These consist of two bedrooms, two bathrooms (one ensuite), and a shared living room and fully equipped kitchen. In July and August OSE houses its junior students in a university hall of residence a ten minute bus ride from the school. This was not available for inspection. The management are planning to expand their junior summer provision in 2024 with a residential campus in the London area.

Summary of inspection findings

Management

The provision meets the section standard. Strategic and quality management is effective and communications are good. Staff are managed effectively and there is good support for continuing professional development (CPD). Student administration is carried out efficiently and with a high priority given to identifying and meeting individual client needs. Publicity is generally satisfactory, but some areas needing attention were identified.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a smart and professional working environment for students and staff, with good facilities. Learning resources are appropriate for the needs of students and teachers. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is very good. Academic management is effective, and courses are designed to meet the needs and interests of the students. Learner management systems are very effective and students are well supported. The teaching observed met the requirements of the Scheme and exceeded it in all respects. *Academic staff profile*, *Academic management*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are very well cared for by a range of staff working collaboratively within the school. Accommodation in the homestays and college flats is of a high standard, and the management of the accommodation systems works effectively to the benefit of students. Wide-ranging and well-organised leisure and sporting activities are available to junior summer students, but the adult programme, though adequate, is limited. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are appropriate policies and provision for the safeguarding of students within the organisation and in the leisure activities and accommodation provided. The training profile of the team is excellent and both supervision and accommodation are very well managed. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The CLA licence was not on display at the photocopier.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | Strength |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met |

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| 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 | |
| M4 The MD and principal meet informally for a regular catch up each week. There are weekly meetings with the operations team, DoS, and teachers. The MD meets regularly with the college senior leadership team chief executive officer. Members of the college senior leadership pay visits to the school and there are effective communications between the school and the human resources (HR) and marketing teams of the college. | |
| Staff management and development | |
| 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. | Not 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. | Strength |
| Comments | |
| M9 Job descriptions are all in place and appropriate, but the principal's job description needs to be reviewed to better reflect the managerial aspects of his role, and his responsibility as designated safeguarding lead. M13 CPD is delivered regularly to all staff and includes bringing in external providers for specialist training such as safeguarding and the use of interactive whiteboards (IWBA). Teaching staff are supported to attend conferences where appropriate. Professional services staff are provided with appropriate training so that they can cover for other members of the team when required. | |
| Student administration | |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Strength |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | 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. | 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 | |
| M14 The professional services team are located at the reception desk and all provide a very friendly and welcoming service to students. The principal and the MD are also located near the reception area and can easily monitor student interaction with office staff. | |
| Publicity | |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Not met |

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| 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. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

The school has two websites: one for the adult courses, which has been very recently redesigned, and another for the junior summer school, which is in the process of being redesigned. Brochures for each are also downloadable from the website. In addition, the school uses social media to promote its courses.

M22 The school brochure over-relies on images of Oxford University buildings and does not feature images of the school. This is currently being re-designed.

M26 Information about the level of care of under 18s on adult courses needs to be made more explicit on the website rather than relying on the parental consent form as a source of information.

Premises and resources

| Premises and facilities | Area of strength |
|--|------------------|
| 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. | Strength |
| 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. | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Strength |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Met |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

P1 The new school premises have been extensively refurbished and provide an attractive and pleasant environment for students and staff.

P3 There is a large, comfortable student common room with sofas, chairs and tables where students can eat lunch. There is also a piano and games in the room and a separate space where there is table football.

P4 The school has a small kitchen for staff and students and free tea and coffee are available as well as a water cooler at reception. The school is located in the centre of Oxford and there are many cafes and shops nearby, including one right opposite the entrance to the school. There is also a large supermarket at the end of the street.

| Learning resources | Area of strength |
|--|------------------|
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Strength |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Strength |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | Met |
| P11 Students receive guidance on the use of any resources provided for independent learning. | Met |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Strength |

Comments

P8 There is a wide variety of resources for teachers. All are well organised according to levels and skills. There are two PCs in the staffroom, one of which is linked to the IWBs in the classrooms.

P9 All teaching rooms are equipped with IWBs and teachers have been provided with training in how to use them. In addition, short CPD sessions in using IWBs are embedded in the weekly staff meetings. IT support is provided by the college.

P12 Teacher feedback on the renewal and development of resources happens informally and in weekly staff meetings. There is an annual resources budget which the DoS manages and reviews each term.

Teaching and learning

| Academic staff profile | Area of strength |
|---|------------------|
| 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. | Strength |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Strength |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Strength |

Comments

T1 A rationale for the one member of staff without a Level 6 qualification was accepted. This member of staff has had a previous career in publishing in a managerial position and the evidence provided demonstrated that he is working at a level equivalent to Level 6.

T2 Over half of the teachers at the school are TEFLQ and have significant experience at teaching a wide variety of courses and levels.

T3 All of the teachers have been working at the school for some time and have between 11 and 35 years of experience of teaching English, training and management in various schools, countries and contexts.

T4 The DoS has over 35 years' relevant teaching experience including over 25 years' experience in academic management.

| Academic management | Area of strength |
|--|------------------|
| T5 Teachers are matched appropriately to courses. | Strength |
| 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. | Strength |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Strength |
| 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. | Strength |

Comments

T5 Teachers are allocated classes according to preference and experience where possible. Timetabling is used as an opportunity to extend teachers' skills. Teachers with industry experience or related academic background are matched to ESP requests.

T7 There is a pool of teachers who can be called upon to provide cover for absent teachers and the DoS is available for emergency cover. A cover teacher is brought in for particularly busy days in peak time.

T8 Teachers are informed the week before in the staff meeting of potential new students in their class. Students are given a detailed syllabus so that they can see exactly where they will begin their course and what has already been covered. The teacher handbook includes guidance for integrating new students into the class.

T10 All new teachers are observed in the first two weeks by the DoS and have a post-observation discussion and receive written feedback. Formal observations are conducted annually for all staff and any development needs are addressed as appropriate and form part of the annual appraisal process.

| Course design and implementation | 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

All the criteria in this section are fully met.

| Learner management | Area of strength |
|---|------------------|
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Strength |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Strength |
| 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. | Strength |
| 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. | Met |

Comments

T17 Students complete a comprehensive online placement test before arrival after which the DoS has either an online interview or an in-person interview on their first day.

T18 Progress tests take place every two weeks and the results are recorded, collated and analysed. Tutorials also take place every two weeks and teachers complete a record of the meeting and monitor tasks set and completed successfully. Students complete an exit test in their last week. This data is also recorded and analysed.

T20 The academic staff have considerable experience of the examinations available to EFL students and the school offers a wide range of preparation courses. The student handbook also has useful information charting exams and levels, which is updated regularly.

Classroom observation record

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| Number of teachers seen | 9 |
| Number of observations | 9 |
| Parts of programme(s) observed | All General English classes were observed. |

Comments

One teacher was not observed as both of the students in that class were off sick on the day of inspection.

| Teaching: classroom observation | Area of strength |
|---|------------------|
| 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. | Strength |
| 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. | Strength |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Strength |

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| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Strength |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Strength |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Strength |
| T29 Lessons include activities to evaluate whether learning is taking place. | Strength |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Strength |

Comments

T23 Natural and accurate models were provided. Teachers showed a good awareness of form and function, gave clear explanations of vocabulary items and recorded them indicating word class, stress and phonology. There was also a strong focus on intonation in the majority of segments.

T24 Class profiles were included on all teaching plans and differentiation tasks were planned. Content was relevant and reflected students' cultural backgrounds and timings were realistic.

T25 Learning outcomes were shared with students in the majority of segments and students were often made aware of how particular activities were linked to lesson aims. Activities were logically sequenced and included appropriate scaffolding. There was good movement from the familiar to the unfamiliar.

T26 A wide variety of teaching techniques was seen including good elicitation and concept checking, nomination and effective questioning. There were varied interaction patterns and good integration of previous learning.

T27 Teachers used the coursebook very effectively and dynamically. Technology was also confidently used to support the coursebook and to reinforce cultural references.

T28 Teachers monitored activities very effectively, providing appropriate individual and group feedback. There was good use of self and peer correction and teachers were very encouraging.

T29 There was good use of short tasks to provide students with the opportunity to demonstrate understanding.

T30 All teachers demonstrated a calm supportive manner and a strong sense of authority and purpose. All students were engaged in purposeful learning and the classroom atmosphere was very positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good against the criteria, with the majority being good. Teachers provided appropriate models of English, and the content of classes was very effectively adapted to the needs of the students. Learning outcomes were clearly specified and shared with students. All teachers demonstrated a wide range of techniques and used both the coursebook and technology to very good effect. Students received consistently good feedback on their use of the language and were highly engaged in their learning.

Welfare and student services

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

Comments

W1 Measures to ensure the safety and security of students are appropriate and comprehensive. The risk assessment for the new premises is detailed, and there is good coverage of fire procedures, equipment and drills. The school also has a defibrillator on site.

W2 The emergency plan is equally robust, and covers responsibilities of lead staff and communication guidelines. Its reach is extended by an incident action plan specifically for activities. Both premises and emergency plans are adapted for handbooks and inductions for students and staff.

W3 Pastoral care is a priority for all staff and homestay providers. Fortnightly tutorials encompass students' well-being, and 16 and 17 year-olds have regular meetings with welfare staff. Students in the focus group were eager to exemplify occasions on which staff had really put themselves out to find solutions to academic and personal problems.

W4 The policy to promote tolerance and respect is very robust, and a succinct poster outlining key elements is displayed in classrooms. Records show that staff act swiftly to deal with any abusive or disrespectful behaviour.

| Accommodation (W9–W22 as applicable) | Area of strength |
|--|-------------------------|
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Strength |
| 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. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Strength |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Strength |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Strength |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W9 Accommodation viewed, both homestay and school flats, was of a high standard. Students in the focus group were extremely positive about the comfort of their accommodation.

W11 The accommodation manager has devised a useful database where all details of placements, revisits and technical requirements, such as fire risk assessments, are logged, and which alerts her to upcoming renewals. Information on the host, household and home is comprehensive, which facilitates sensitive placements. Records show that student feedback is quickly acted upon. Homestays are within a specific catchment area to ensure ease of travel.

W12 Written confirmation is clear and personalised, with a useful map showing location, and information on public transport.

W13 Students provide formal feedback three times in the course of their stay, and this is collated. Any issues raised there, during tutorials, or incidentally, are systematically recorded and solutions indicated.

W14 Homestay providers are given a pack which covers all aspects of hosting international students, and also contains comprehensive terms and conditions. There is an annual meeting for hosts where issues such as safeguarding are discussed, and training refreshed. All the hosts interviewed were clear about their rights and responsibilities, and the variations in these depending on the age of the student.

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

All the criteria in this section are fully met.

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

Comments

The relevant criterion in this section is fully met.

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| Leisure opportunities | Met |
| 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 |

Comments

All the criteria in this section are fully met.

Safeguarding under 18s

| Safeguarding under 18s | Area of strength |
|---|------------------|
| 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. | Strength |
| 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. | Strength |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Strength |
| 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

There were no under 18s enrolled at the school at the time of the inspection. At peak, there were 110.

S2 The policy is made known to all adults who interact with students via induction sessions, handbooks, and training. All staff and homestay providers spoken to were very aware of their safeguarding responsibilities. All staff are trained to basic level, and four members have specialist training. These are the designated safeguarding lead (the principal), his deputy (the DoS), the operations manager, and the accommodation manager, all of whom have differing but clearly delineated responsibilities in this area.

S4 The recruitment policy is appropriate, and there were no gaps in staff files. Procedures are in place to check the safeguarding status of those who are not school employees, such as group leaders and taxi drivers.

S5 Supervision is well managed, with checks on absentees initiated promptly and centrally, with specific procedures in place for under 18s. Supervised activities are provided afternoon, evening and weekend for juniors in the summer.

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 | 2002 |
| Last full inspection | 2018 |
| 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 | N/a |
| Other related accredited schools/centres/affiliates | Westbourne Academy |
| Other related non-accredited schools/centres/affiliates | New City College |
| Other accreditation/inspection | N/a |

State sector

| | |
|--------------------------------|---------------------------|
| Type of institution | General Further Education |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|--|
| Details of any additional sites in use at the time of the inspection but not visited | N/a |
| Details of any additional sites not in use at the time of the inspection and not visited | City of Oxford College (Junior Summer School centre) |

Student profile

| | At inspection | In peak week: July |
|--|---------------|--------------------|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 77 | 149 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 0 | 50 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 60 |
| Part-time ELT aged 18 years and over | 17 | 11 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 94 | 270 |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Italian | Spanish |

| | | |
|---|----------|---------------|
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 18–60 | 16–60 |
| Adult programmes: typical length of stay | 10 | 3 |
| Adult programmes: predominant nationalities | Japanese | Saudi Arabian |

| Staff profile | At inspection | In peak week |
|--|---------------|--------------|
| Total number of teachers on eligible ELT courses | 10 | 21 |
| Number teaching ELT 20 hours and over a week | 5 | |
| Number teaching ELT under 20 hours a week | 5 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 6 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |

Comments

The DoS is TEFLQ and has been teaching for more than 30 years. She was teaching for two hours during the week of the inspection.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 6 |
| TEFLI qualification | 4 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 10 |

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 | 25 | 0 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 6 | 0 |
| Hotel/guesthouse | 1 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 36 | 0 |
| Staying in privately rented rooms/flats | 26 | 0 |

| | | |
|----------------------------------|----|---|
| Overall totals adults/under 18s | 94 | 0 |
| Overall total adults + under 18s | 94 | |