

Organisation name	Oxford School of English (Adults)
Inspection date	7–8 August 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, W1, S4 and S6 have been addressed.

Summary statement
<p>The British Council inspected and accredited Oxford School of English in August 2018. 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).</p> <p>This private language school offers courses in general English for adults (16+) and for closed groups of adults (16+).</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, academic staff profile, academic management, learner management and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Oxford School of English (OSE) was founded in 2000 by the current owner/CEO. The school offers year-round general English and examination courses to adults (minimum age 16), as well as two-week courses for specific closed groups, and one-to-one courses in academic writing skills and professional English. An important feature of the organisation is that it offers low-cost tuition and more flexible study options to those who might benefit from this, such as au pairs and refugees.

Since the last inspection the school has undergone major refurbishment, created a separate company for its junior provision (now dealt with in a separate report), and hired new office managers and a new accommodation manager.

The inspection took place over two days. During the inspection the inspectors had meetings with the CEO, the director of studies (DoS), the assistant director of studies (ADoS), the office managers, the accommodation manager and the activities manager. Focus group meetings were held with teachers and students and all teachers timetabled during the observation were observed. One of the inspectors inspected two residences and two homestay providers; the other visited rooms sometimes used for extra classes in a further education college.

Address of main site/head office

4th Floor Clarendon House, Shoe Lane, Oxford OX1 2DP, UK

Description of sites visited

The school is located on the fourth floor of a commercial building, at the back of a shopping mall in the centre of Oxford. Entry is via a lift which opens onto a seating area leading to the central reception. This open-plan reception forms part of the student seating area, furnished with comfortable seating, plants and a piano. Three offices for the managers lead off this area, as well as the twelve classrooms of varying sizes, (including two used as computer rooms) and a further space, used sometimes for self study, and sometimes as an extra classroom. There is a staffroom, with staff lockers in an adjoining corridor, male and female toilets and a small kitchen for staff and student use.

At busy periods rooms are hired in a further education college (City of Oxford College), within a ten-minute walk of the main premises. (This is also where the junior summer school takes place, but adults use a separate block). Up to four rooms on the first floor are used. These rooms are equipped with tables and chairs, whiteboards and projectors. Students can buy drinks and snacks from the canteen and use the outside area to relax, where there are picnic tables and benches. These rooms were not in use at the time of the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of the school provision is general English and examination preparation classes, run in the mornings or afternoons. The school also offers a four-week IELTS preparation class, one-to-one classes which tend to focus on academic writing or professional English, two-week tailor-made courses for closed groups and a two-week teacher refresher class for overseas teachers.

Most students study for 12.5 hours a week (15 'academic hours' of 50 minutes), but outside the summer months some local students, including au pairs and refugees, attend classes on a more part-time basis, as their work or other commitments allow. This cohort makes up approximately 35 per cent of the student body outside the summer.

Accommodation profile

The school arranges homestay accommodation for the majority of students throughout the year, all of which is

within 30 minutes' bus ride from the school. Occasionally a third-party agent is used to find homestay accommodation at busy periods.

The school also rents three flats in a modern apartment block for over 18s. These are approximately 15 minutes' drive from the city centre, each with two rooms and a shared kitchen and bathroom. During the summer, adult students may stay in a local university residence village; shared flats in the village have up to six single bedrooms with a shared kitchen, shower and toilet. A small number of students arrange their own accommodation.

One inspector visited the residence and two homestays. A telephone interview was conducted with the homestay agent, who subsequently sent relevant documentation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There is a clear ethos, communicated through the mission statement and embedded in dealings with individual students and staff. Student administration is efficient, effective and responsive to students' needs. However, structures and lines of responsibility are not always clear and weaknesses were identified in publicity. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The school has been imaginatively refurbished and provides the students with a comfortable environment for studying and socialising. Learning resources for students and staff are plentiful and appropriate. *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 are well qualified and are supported by well qualified academic managers. Course design is simple but clear and communicated well to students. Strategies for developing independent learning skills are included in students' individual study plans and the teaching observed met the requirements of the Scheme. *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. Overall, there is good provision for the safety and welfare of the students, and the ethos of the school is particularly focused on pastoral care. The accommodation is comfortable and the systems generally well managed. The leisure programme is varied, well organised and appropriate to the different age groups, though the associated risk assessments need strengthening. Risks associated with the shared rear entrance must be addressed.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The level of safeguarding training is good, with all adults receiving training appropriate to their roles. Supervision of under 18s within the school is satisfactory, though there is insufficient attention paid to the level of supervision outside lessons and scheduled activities. Details informing parental consent were found to be lacking but were quickly addressed and practices for the recruitment of hosts were also updated to meet safer recruitment guidelines.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M2 This criterion is met overall. There are short, medium and long-term objectives for the school, but it is not clear how they relate to the organisational goals, or who is responsible for their implementation.

M3 Responsibilities for cover are clear, staffing is sufficient to deliver the provision and the custom-built database serves the needs of the organisation well. However, the criterion is not met as the documented organisational structure, revised during the inspection, does not make lines of responsibility and accountability clear, nor is this made known to all staff.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Human resources policies cover all relevant areas and are presented in the staff handbook. Staff commented on the sensitivity and flexibility shown to their personal circumstances and felt management went to great lengths to accommodate their needs.

M9 There is a lack of coherence and consistency in this area. Some job descriptions are missing, most are not dated. Although key areas of responsibility are documented, these are not always contained in the relevant job description. Significant work was done on this area during the inspection, but there is a need to ensure a systematic approach and regular reviews.

M12 Teachers are appraised annually and systematically. However, a sampling of files revealed that not all management and administrative staff receive the annual appraisal agreed in school policy, and some appraisal forms indicate a limited approach to assessing performance.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Office staff are capable, friendly and efficient. They provide cover for each other, make sure there is sufficient staffing at peak times and take students' concerns seriously. Students were very positive about the staff and recent

evidence demonstrates considerable commitment to students' well-being.

M16 Cancellation procedures are clear, but staff take students' individual situations into consideration and can be flexible. Certain groups (for example au pairs and refugees) also receive preferential payment options.

M19 Rules on absence and punctuality are clear and in keeping with the ethos of a school that takes study seriously. Absences are followed up appropriately and students who are more than five minutes late must wait in the lounge. This was seen to be working well.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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 main medium of publicity is a website, but the school also uses a brochure and social media.

M22 The publicity is largely accurate but could give rise to unrealistic expectations due to the extensive use and positioning of photographs of Oxford, and due to claims that are difficult to substantiate, for example 'OSE is one of the best language schools in the world', 'courses at OSE are of the highest quality but offered at some of the lowest prices in England'. In addition, a comment from an inspection report is used in the brochure without being attributed.

M26 The description of the level of supervision provided for under 18s is limited to a single sentence ('Students are largely unsupervised, except during lessons') and the requirement to sign the parental consent form. This is insufficient.

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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength
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

P3 The student lounge is a very attractive, welcoming area where students are able to socialise. It is furnished with large sofas, carpets, mirrors and pot plants. There is also a piano and chess sets, both of which students use in their breaks. A small 'tuck shop', run by a former student, is situated within this space. (See P4)

P4 There is a small kitchen with facilities for heating food and making hot drinks. The small tuck shop in the student lounge is popular, selling a range of snacks and drinks. Food can also be bought at a number of outlets in the shopping centre below.

P5 Signage is clear and noticeboards are very well utilised to create a lively, engaging study space.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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

P7 There is a wide range of well-organised, appropriate learning resources available, including custom-made materials for the four-week IELTS course.
P8 A good selection of up-to-date teacher methodology books is available in the DoS' office.
P12 Materials are formally reviewed at the end of each term (12 weeks) and less formally in weekly staff meetings. Changes are made in response to teacher feedback, with new materials being trialled and evaluated.

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

T2 Seven of the 13 teachers are TEFLQ.
T3 The teaching team has a wide range of academic qualifications and experience well suited to the academic aspirations of many of the students.
T4 The Dos and ADoS are TEFLQ with considerable experience in academic management roles (14 and five years, respectively).

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.	Strength
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Teachers are allocated classes according to preference and experience, but the DoS also sees timetabling as an opportunity to extend teachers' skills and confidence, pair less experienced with more experienced teachers and offer individual support as necessary.
T6 Classes are timetabled in nominal 'terms' of 12 weeks, meaning that teachers and students know their schedules in advance. Individual timetables are contained in the students' study guides, which students receive on their first day.
T7 A cover teacher is hired for particularly busy days. At other times, there is a bank of suitably qualified teachers that can be called on, as well as the DoS and ADoS.

Course design and implementation	Met
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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.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T13 Course plans are included in the students' individual study booklets. These provide an outline of the material to be covered, as well as times of tests and revision sessions.
T15 The study booklets include useful strategies for developing students' language learning skills, as well as links to appropriate websites for further study.

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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	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.	Strength

Comments

T17 On arrival all students do a comprehensive placement test, covering all areas. Individual circumstances, as well as any particular learning difficulty (such as dyslexia), are taken into account.
T20 The academic staff have considerable experience of the examinations available to EFL students, and offer a wide range of preparation courses. Students are given individual advice on selecting the most appropriate for their needs, but also have useful information in their study booklets charting exams and levels.
T22 Both academic managers have the experience and contacts necessary to be able to advise and support students in university applications. This is made clear to students in their tutorials.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English, IELTS test preparation

Comments

The ADoS teaches in the mornings and is included in these numbers.

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

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

Comments

T23 The majority of teachers demonstrated very good knowledge of language, including phonology and were able to use relevant terminology appropriately and confidently. Models given were accurate, and in the better segments, made personal to the students, often with memorable, engaging scenarios.

T24 Lesson plans were realistic and logical. All students are assumed to be serious learners, which worked well, and in the better lesson segments knowledge of first language interference was used effectively.

T25 Lessons were clearly and logically staged, with reference made to previous work done. Lesson aims were often stated, but not generally as learning outcomes and these were not usually written on the board.

T26 In the great majority of lessons observed, a variety of appropriate teaching techniques was used confidently and well. These included elicitation, questioning, pair and group work and the setting up of tasks. Meaning was checked frequently.

T27 There was a good balance between coursebook focus and other work and the classrooms were generally managed as well as possible, given the constraints of size and furniture. However, boards were poorly used in the majority of lessons observed, with uncontextualised words or phrases being written up with no use of colour to highlight important features.

T28 Teachers used praise well and were encouraging of their students. In the better segments, students' errors were corrected in a timely and effective manner, but in several segments opportunities for correction were missed.

T29 Lessons were well staged so that students could see the natural progression from one task to another. In several segments, this was made overt, with the result that students were aware of their progress, and encouraged.

T30 There was a very good, purposeful atmosphere in all lessons observed. An excellent use of nomination and personalisation meant that students felt involved and engaged in activities and keen to work hard and progress.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good. Teachers provided good models of English and demonstrated sound knowledge of language systems, including phonology. The content of lessons reflected the needs of the students, although learning outcomes were not often specified or made known to the students. Teachers used a range of appropriate techniques confidently, and meaning was checked regularly. Classes were managed very well in general, although clear, consistent use of the board was missing. Students were praised appropriately but opportunities for error correction were occasionally missed. Students were engaged and involved in their learning and there was a very good, purposeful atmosphere in all lessons observed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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	
<p>W1 Most risks associated with occupying a building with an open and shared entrance have been addressed. However, the potential risk from an open rear entrance and stairwell has not been identified and included in the risk assessment. Other safety requirements (regular fire drills and first aid provision) are satisfactorily covered.</p> <p>W4 There is a very strong ethos of community and inclusiveness in the school. Students have diverse backgrounds, particularly because students living locally also attend classes. Lesson content is often personalised and focuses on culture. Students were positive about the degree of integration and inclusion, commenting on the degree to which their own attitudes had changed. The misconduct policy addresses potential negative behaviour.</p>	
Accommodation (W9–W22 as applicable)	
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W12 Students receive a link to a personalised information sheet giving a description of their accommodation, including a map, travel arrangements and emergency contact numbers for the school.</p> <p>W13 This criterion is met overall; early feedback is taken and students' concerns are logged on the database but action taken is not routinely recorded.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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	
W16 The school informs hosts of this criterion. However, one host visited also hosted students from another school and was preparing to host five students. There is no systematic procedure for checking the number of students in a homestay.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 There is very good provision for leisure activities, particularly in July and August, when there are daily activities scheduled Monday to Friday. At the weekend students are directed to an external travel agent for weekend excursions. Students are also given information about local events, which are advertised on posters around the school and promoted by staff.

W25 The programme is designed and organised by a year-round activity team led by the activity manager. Students' interests are taken into account and the staff are very responsive to feedback. Students reported that they appreciate and enjoy the involvement of the teachers, who often take part in evening activities.

W26 On-site activities are appropriately covered. However, although risk assessments are written for specific off-site activities, these do not go into sufficient detail, nor are they used as active documents. This was addressed during the visit. Group leaders who arrange their own activities are not asked to assess the potential risks involved. The activity manager is first aid trained but no first aid kit is carried on activities which take place off the premises.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Students aged 16–17 are enrolled on adult courses and form approximately ten per cent of the student provision. At the time of the inspection 13 of the 138 students were under 18.

S2 The policy is shared with all staff, including hosts, who are required to follow basic safeguarding awareness training and group leaders, who receive in-house training at induction and sign a safeguarding agreement. The designated safeguarding officers and lead have all received training at the appropriate level.

S3 The parental consent form covers consent to travel, take part in activities and receive medical treatment. However, there is no information about the level of care and support a student under 18 will receive either during or outside scheduled activities. The consent form was updated to include this information during the inspection, so this is no longer a point to be addressed.

S4 There is a policy for safer recruitment in place. However, there was no evidence of references for homestay hosts. During the inspection, documentation for recording these was updated but following up on the missing references remains a point to be addressed.

S5 Supervision is appropriate and under 18s are identified in registers. However, there are no separate written rules or guidance for their care. During the inspection a new information sheet for under 18s was produced and information for teachers was updated so this is no longer a point to be addressed.

S6 The written policy on supervision is ambiguous, particularly with regard to supervision during airport transfers.

Rules given to students and parents cover general safety and school behaviour but do not specify supervision rules or sanctions for their transgression. Both these points were addressed satisfactorily during the inspection. Airport transfers, journeys to and from school and excursions made without the supervision of school staff are not risk assessed.

S7 For the majority of the year, under 18s stay in homestay or with their own families. During the summer, under 18s on adult courses may be placed in the junior summer school residence and supervised as a junior student. During the inspection, one under 18 was staying at the junior residence.

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	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher refresher courses
Other related accredited schools/centres/affiliates	OSE Junior School
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	Name of company: Oxford School of English Company number: 04384992
Other accreditation/inspection	ISI

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	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	113	166
Full-time ELT (15+ hours per week) aged 16–17 years	13	16
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	12	11

Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	138	193
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–23	19–23
Adult programmes: typical length of stay	2–4 weeks (summer) 8–9 weeks (rest of year)	2–4 weeks (summer) 8–9 weeks (rest of year)
Adult programmes: predominant nationalities	Italian, Thai, Japanese	Thai, Italian, Japanese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	17
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

Academic manager qualifications profile

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

Both the DoS and ADoS are TEFLQ, with a level 8 and level 9 academic qualification respectively, and several years' relevant experience.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	13
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	86	9
Private home	0	0
Home tuition	0	0

Residential	11	1
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	13	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	18	0
Overall totals adults/under 18s	128	10
Overall total adults + under 18s	138	