

Organisation name	Oxford School of English (Juniors)
Inspection date	9–10 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.	Not 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 placing accreditation under review because the section standard for Management was not met and there were weaknesses in W1, W13, W26, S4 and S6. The period of review to be ended by the submission of an action plan within three months and a spot check focusing on these areas before summer 2019.

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The summary statement has been withdrawn and should not be used.

Introduction

Oxford School of English (OSE) has been providing junior courses for students aged 12–17 since 2006. Until 2016 these courses formed part of the overall provision of the adult school, and were inspected as such, but in 2016 a separate company was created to account for junior courses. Both the adult and junior schools are owned by the CEO, who has overall responsibility for both sets of provision. This is the first inspection report for the junior school as a separate entity.

The majority of the junior provision takes place during six weeks in July and August, but a substantial number of other courses are provided at other times of the year. These range in length from three days to a week, and are run for closed groups of students aged 12–19.

In the summer the junior school is run from premises in a further education college situated within a ten-minute walk of the main school. At other times of the year, rooms are used in a Catholic Chaplaincy (Newman House) or in the adult school (for those students aged 16–18).

The junior school is run by a principal, supported by an operations manager and a part-time director of studies (DoS), who is also the assistant director of studies (ADoS) in the adult school. When there are no junior courses, these staff members work in the adult school, as do two of the teachers. Accommodation systems are currently shared with the adult school but there is a separate administration system.

The inspection lasted one and a half days and was immediately preceded by an inspection of the adult provision (for which there is a separate report). Meetings were held with the CEO, the principal, the operations officer, the DoS, the activities manager, two activities leaders and two group leaders. Premises not being used at the time of the inspection were also visited (Newman House and 'G' block at City of Oxford College). One inspector visited the residence used by junior students and one homestay provider. There was also a telephone call to the manager of the independent accommodation agency sometimes used for placing homestay students. All teachers teaching were observed and focus group meetings were held with students and teachers. The inspection took place on the last two days of the summer school.

Address of main site/head office

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

Description of sites visited

Since 2016, the junior summer school has taken place in a further education college (City of Oxford College, Oxpens Road, Oxford OX1 1SA). This is located in the centre of Oxford, within a ten-minute walk of the adult school.

Rooms are hired as needed on a weekly basis in one three-story block of a 1960s building. At busy times, extra rooms are used in another block on the same site ('G' block). Classrooms are arranged around four sides of a central square on the second and third floors. At the time of the inspection (the last week of the summer school), the school was using five of the ten classrooms hired. An open-plan office space for teachers, management and activity leaders is located on the ground floor, with a lobby area immediately outside. Separate toilets for students and staff are located on different floors and there is a canteen that students can use for buying drinks and snacks. Outside, there is a grass area with picnic tables and benches where students can spend their breaks and eat their lunches.

At other times of the year, OSE Junior School hires up to three rooms on the ground floor of Newman House, (Mandelbrote Drive, Oxford OX4 4XG), within a five-minute walk of the main, adult site. Entry is via a keypad, and there is a lounge area with soft seating, tables and chairs where students can relax and eat their lunches. Leading off this area there is one room with chairs and tables set up in lecture-theatre style, and one hall that can be divided into two classrooms. Male and female toilets are on a ground floor corridor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of the junior school provision takes place during the summer (July and August). Students take general English classes for 15 hours a week, in blocks of two or three weeks, and have a programme of activities and excursions included in their package. Options to study more intensively, taking a further 15 hours of classes, or to supplement their classes with tennis or cultural activities, are also offered.

At other times of the year, bespoke courses are designed for closed groups, which include language learning, accommodation and leisure activities.

Accommodation profile

Almost all students stay in residential or homestay accommodation, while a small number stay in Oxford with their own families.

The student residence is rented from a local university and is a ten-minute walk from the school. During the inspection it was being used exclusively by OSE (Juniors), although in the earlier part of the summer, rooms were also rented by other language schools. Students stay in flats of up to six single ensuite rooms with a shared kitchen equipped for preparing drinks and snacks. There is a large common room solely for the use of the students, in which they meet for evening activities. A coin-operated laundry is available. The residence has 24-hour security at the entrance and students' key cards can only gain them access to their own flats. Breakfast and dinner are taken in a local café, which also provides packed lunches daily.

Homestay accommodation is all within a 30-minute bus journey of the school. Most homestays are arranged by the school, although a small number are occasionally provided by an agent who is not registered with the British Council.

One inspector visited the residence and one homestay. A telephone interview was conducted with the homestay agent, who subsequently provided documentation which was found to be satisfactory.

Summary of inspection findings

Management

The provision does not meet the section standard. There is no clear strategy for the junior school now that it is separate from the adult school, nor measures for ensuring that progress is documented, evaluated and assessed. Staff are managed well as individuals but weaknesses in documentation mean that duties are not clearly defined, and performance is not adequately assessed. Administration systems are satisfactory but some publicity is out of date and inaccurate as a result. There is a need for improvement in *Strategic and quality management*, *Staff management* and *Publicity*.

Premises and resources

The provision meets the section standard. The different premises provide students and staff with an appropriate environment for learning and relaxation. A range of learning resources is available, appropriate to the age and needs of these younger students and adequate guidance is provided on their use.

Teaching and learning

The provision meets the section standard. The academic staff are appropriately qualified and teachers receive the guidance needed to ensure they support students effectively. Courses are suitably structured, although those in the summer do not give the students strategies for independent learning, nor a clear indication of what they are learning and why. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. There is good provision for the safety and security of the students and measures are taken to address the risks of using an open campus on the summer programme. However, these risks are not addressed at Newman College. Staff are aware of their responsibilities for pastoral care and students feel safe and well looked after. Accommodation is of a satisfactory standard. The leisure programme is varied and appropriate to the age and interests of the students and also allows some room for flexibility.

Safeguarding under 18s

The provision meets the section standard. All adults are given safeguarding training appropriate to their roles.

Supervision ratios are high and students are never left unsupervised. Details informing parental consent were found to be lacking but were quickly addressed. Practices for the recruitment of hosts were also updated to meet safer recruitment guidelines.

Evidence

Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

Comments

M1 There is no statement describing the goals and underlying ethos of the junior school. One written for the adult school is known to staff who work in both organisations, but not to those who only work in the junior school.

M2 Although there are plans for the junior school, these are not documented, and no clear, measurable targets have been set.

M3 The structure of the school seems clear to the staff working there and there are sufficient staff to manage the provision and provide continuity. However, the structure is not clearly documented, despite revisions made during the inspection, and lines of responsibility and accountability are not obvious.

M6 Informal feedback is obtained from staff on a regular basis, but there are currently no systems for recording this, or any action taken.

M7 Systems, processes and practices are reviewed informally, and meeting minutes suggest that key issues are discussed (for example, the possibility of new premises). However, the criterion is not met as there are no formalised self-evaluation meetings and no evidence of planning and implementation.

Staff management and development	Need for improvement
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.	Not met

Comments

M8 Human resources policies are contained in the staff handbook, which both adult and junior school staff receive. This contains all the relevant policies and procedures. Staff commented very positively about the responsiveness of the organisation to individual circumstances.

M9 The principal's responsibilities as overall manager of the junior school are not contained in his job description. There is little evidence that the duties of all staff are specified, made known to the post holders, or regularly reviewed.

M12 Some staff receive formal annual appraisals, and short-term staff receive informal feedback, but there are no systems for appraising short-term staff, and little evidence of procedures for dealing with unsatisfactory

performance.

M13 There is no evidence of any professional development for the junior school staff.

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

Comments

M18 Student records are not yet fully centralised in one database. Emergency contact details are contained in the parental consent documents, which the principal carries at all times. This is an unsatisfactory arrangement from security and accessibility perspectives.

Publicity	Need for improvement
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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity is for the junior summer school, rather than the junior school in general. There is a website embedded within the general OSE (Adults) school website, and a brochure.

M22 Some of the information in the website is out of date and so not accurate; for example, accommodation that is no longer used is listed.

M26 Information about the level of supervision offered is general, with insufficient detail about certain aspects; for example, students' travel to and from school or any limits on free time.

M27 An accommodation agency is occasionally used for providing homestay accommodation. This is not mentioned in publicity.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not 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

P5 There is minimal signage for OSE and the host organisation does not permit the use of its noticeboards for OSE displays.

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

Comments

P9 All classrooms are fitted with projectors and computers. These are maintained by the host organisation with technicians able to deal with issues quickly. Staff are confident in their use.

Teaching and learning

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

Comments

T4 The experienced operations manager is TEFLI and shares academic responsibilities with the DoS. A rationale was provided and accepted in the context of this inspection. Formal observations are undertaken by the TEFLQ DoS.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments	
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All criteria in this area are fully met.

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.	Not 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.	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.	Not 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	
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T11 This criterion is met overall. Coursebooks are used to inform course design and teachers receive clear guidance, in writing, about how to pace their classes using these coursebooks.
T13 Students do not receive written course outlines with intended learning outcomes at the junior summer school, though simple outlines are provided for other junior courses.
T15 This criterion is not met because, although the more experienced teachers often include strategies to support independent learning in their lessons, this depends on individual teachers rather than on the course design

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments	
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T18 This criterion is met overall, as there are simple but effective measures for students to evaluate their own progress on the closed group courses. However, these are not evident in the summer school programme.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English

Comments	
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Observations took place on the penultimate day of the summer school. All teachers teaching were observed.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved	Met

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

Comments

T23 Teachers generally demonstrated good awareness of language, including phonology in some cases.

T24 All student profiles were detailed, and revealed considerable understanding of the students and awareness of their linguistic needs.

T25 Lessons were logically staged with a coherent sequence of activities. In the better segments, the aims of the lesson were made clear, and in some cases expressed as learning outcomes.

T26 Teachers used a range of appropriate teaching techniques including elicitation, nomination, pair and group work. In the better segments, meaning was checked regularly. However, there were few activities involving movement, appropriate for younger learners.

T27 Teachers did not always make best use of their classrooms, changing the seating configurations for different activities. Board work was clear and organised in some lessons, but not all. The projector was used confidently and well in the majority of lesson segments. Instructions were not always clear, or checked.

T28 There was some correction in some of the lessons observed, but little variety or evidence of a principled approach being taken.

T29 Lessons progressed naturally from easier to more challenging activities, so that students could see their progress. In the better segments, teachers highlighted this progression and the link between lessons.

T30 There was a purposeful learning atmosphere in the lessons with a good use of nomination. Students were engaged in most of the lessons observed, although a lack of activities designed for young learners sometimes meant that lessons were a little dull.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers demonstrated an adequate awareness of language and were able to model appropriately. Lesson plans revealed good student profiles. Lessons were appropriately staged, but learning outcomes were not generally stated. A variety of teaching techniques was observed, although with little use of movement. Classrooms were not always well managed, and board work was good in some lessons, but not all. In all the lessons observed, there was a purposeful, if rather serious, learning atmosphere.

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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 This criterion is not met because there is no risk assessment for Newman College, which is used for closed groups of juniors at periods throughout the academic year.
W3 This criterion is met overall. However, some information given at induction is not reinforced during the course.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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	
W12 Students receive a link to a personalised information sheet giving a description of their accommodation, travel arrangements and emergency contact numbers for the school.	
W13 This criterion is not met. Although feedback is collected verbally from group leaders or during meetings with students at break times, and problems with homestay accommodation are logged on the database, action taken is not systematically recorded. Problems with residential accommodation and action taken are also not systematically recorded.	
<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 criteria in this area are fully met.	
<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.	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.	Not met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W26 Risk assessments are written for specific activities but do not go into sufficient detail about the type and level of risk involved. Activity leaders are shown the risk assessments at the beginning of the course but do not sign them off before each activity. This was addressed during the visit and more detailed risk assessments were produced with a signing sheet attached. Group leaders who arrange their own activities are not asked to assess the potential risks involved. The activity manager is first aid trained. A first-aid kit is carried on coaches but none is carried with staff when on excursions or activities.	

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.	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.	Strength
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	

All students enrolled on the programme are under 18 with the majority being between 14 and 17.

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.

S4 There is a policy for safer recruitment in place. However, there was no evidence of references having been taken up for references for homestay hosts. During the inspection, documentation for recording references for hosts was updated.

S5 Attendance is monitored closely and classrooms are checked within the first ten minutes of each lesson. Supervision ratios are high and special attention is given to students enrolled as individuals. All breaks are supervised and supervision in the residences is constant.

S6 Students are supervised at all times. However, the written policy 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. There are no risk assessments for students travelling with group leaders or parents and guardians.

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 as part of main school
Last full inspection	2014 as part of main school
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	OSE Adult School
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2016
Ownership	Name of company: Oxford School of English (Juniors) Ltd. Company number: 10096170
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	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	13	53
Full-time ELT (15+ hours per week) aged under 16	48	222
Part-time ELT aged 18 years and over	0	0
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	61	275
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Italian, Spanish, Russian	Ukrainian, Japanese, Russian, Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	In peak week (organisation's estimate)
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Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1.5	1.5
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0.5
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	1.5
Comments	
The operations manager is TEFLI and shares academic responsibilities with a TEFLQ DoS, who works in the junior school part time.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	0	32
Private home	0	0
Home tuition	0	0
Residential	0	17
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	12
Staying in privately rented rooms/flats	0	0
Overall totals under 18s	0	61
Overall total adults + under 18s	61	