

Organisation name	Oxford Spires Language School
Inspection date	23–26 July 2019

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Not met

<b>Recommendation</b>
We recommend that accreditation be placed under review because the section standard for safeguarding was not met and there were weaknesses in M3, M18, academic management and leisure opportunities. The period of review to be ended by a full re-inspection in the summer of 2020.

<b>Summary statement</b>
The summary statement has been withdrawn and should not be used.

## Introduction

Oxford Spires Language School (OSLS) is a limited company, operated in tandem with Oxford Active Limited which has run after-school clubs and summer camps for under 18s in Oxford since 1998. Both Oxford Active and OSLS are run from the head office in Woodstock, Oxfordshire. Staff working for both companies are employed by Oxford Active.

Summer vacation courses for juniors (13–17 years) are run at Oxford International College (OIC) and Anglia Ruskin University (ARU) in Cambridge. OIC was first used in 2017 for a closed group, with international programmes in 2018 and 2019. ARU was used for the first time in 2019. The majority of students enrol through agents and travel in groups supported by one or more group leaders. A handful of students at both centres are enrolled as individuals. During the academic year, closed school groups aged 10–17 years can attend tailor made courses and mini stays with opportunities to join classes in local schools in Oxford. There is also a centre at Sibford School that had closed groups this summer but was only offering an activity programme with no ELT at the time of the inspection.

The inspection took place over three and a half days and was conducted by two inspectors. At Cambridge and Oxford meetings were held with the respective centre managers, senior teachers, and senior activity leaders, and there were separate focus groups for teachers, students and group leaders at both centres. All teachers timetabled during the inspection were observed. One inspector visited the residence accommodation in both Cambridge and Oxford and two homestays in Oxford.

The head office in Woodstock is an administrative centre only and is shared with Oxford Active Ltd. The majority of the head office staff had relocated to the Oxford centre for the duration of the summer to support the management team there so no visit was made to the head office. Meetings were held with the managing director, the group academic manager and marketing director, and the Oxford International College host school liaison person.

## Address of main site/head office

Upper Campsfield Barns, The Straight Mile, Woodstock, Oxford OX20 1PW

## Description of sites visited

At ARU (East Road, Cambridge CB1 1PT), OSLS has use of a number of rooms in the main Helmore building which is also used by ARU staff and students and other summer school providers. OSLS is using three classrooms on the first floor. Student toilet facilities are available on the same corridor and a walk-in storage cupboard for teaching and activity resources is available nearby. All meals for staff and students are taken in the self-service university canteen. A central open-air courtyard adjacent to the canteen is used as a general meeting place and roll call area. A versatile student union area next to the canteen is used for some afternoon and evening activities. The school uses Parkers Piece, a public park area a short walk from the ARU campus, for sports activities.

In Oxford the school uses the majority of the rooms in the OIC building (Oxford International College, London Place, Oxford OX4 1BD). On the ground floor there is a large open plan seating area used for breaks and activities. The remainder of the ground floor, behind reception, is office space used by the OIC staff, and toilet facilities for OSLS staff. In the basement there is a canteen where all meals are taken. On the first floor there are four classrooms, a staffroom and a large office for the use of the course management and the head office staff. There is a small seating area on the landing for group leaders. Student toilets are available close to the classrooms. The second floor has further classrooms used for other OIC summer school courses. OSLS has access to several public parks (Angel and Greyhound Meadow, South Park, Headington Park) for activities

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

All students follow a course of 15 hours general English per week with activities in the other half of the day; a zig-zag system is in place in busy weeks. There is also a weekly workshop led by teachers. Depending on student numbers there is choice of themes, for example, media project, drama or business enterprise. In Cambridge all the students are accommodated in the residence and they have an evening programme of activities. In Oxford homestay and residence accommodation is available. An evening programme of activities is available for students in the residence. All students have access to excursions at the weekend.

Short course and mini stays are available during the academic year, for example in 2019 there were closed groups from China, Thailand and Japan in the spring. Closed group courses may have some activities in or with local schools in the Oxford area.

### Management profile

The head office team comprises the managing director, the academic manager, the marketing director, two programme co-ordinators, and a part-time administrative assistant. The academic manager, who is normally full time, was part-time from March until June for personal reasons. When the senior activity leader was redeployed to the Sibford school in the third week of the summer, the academic manager took over her role at Oxford. One programme co-ordinator was working at the Sibford school and the other was working as a teacher at Oxford to cover for a teacher who withdrew at the last minute.

In Cambridge the senior team consisted of the centre manager, a senior activity leader and a senior teacher. In Oxford the centre manager was working with the academic manager (covering for the redeployed senior activity leader), and a senior teacher. An administrative assistant from Oxford Active had been drafted in to provide administrative support to the Oxford management team and the senior team from headquarters.

### Accommodation profile

At the Cambridge centre, residential accommodation is provided in a purpose-built, privately-owned complex approximately 20 minutes on foot from the teaching centre. The complex is used by a range of different organisations and individuals. All rooms are single ensuite, and they are either flat based (six rooms sharing a common kitchen/common room) or studio (individual rooms with a sink and microwave). There are six floors (with lift access), and girls and boys are roomed on different floors. All meals are taken at the teaching centre.

At the Oxford centre, the residential accommodation is similar in type and layout to that in Cambridge, but it is rather closer to the teaching centre (five to ten minutes on foot). As in Cambridge, the complex is shared with other users. Many of the rooms allocated to this provider have an extra bed moved in for the summer, so that most rooms are twin rather than single. Unlike Cambridge, the Oxford block has a common room and an outside courtyard where students can relax together under supervision. Homestay accommodation is offered in Oxford through an agency with which the organisation has a long working relationship. Most of the homestays are located close to bus stops and the majority of students travel in by public transport.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates in accordance with the provider's stated goals and values. The structure of the organisation is clear but staffing is overstretched, which impacts negatively on the effectiveness of communications. Overall, student administration is carried out efficiently but there were gaps in some records. Publicity was insufficiently detailed in a number of areas. These were largely addressed satisfactorily within one week of the inspection, but this area is still in need of some further attention.

#### Premises and resources

Overall the provision meets the section standard. The premises provide students and staff with a comfortable and professional teaching environment in Oxford but staff facilities at Cambridge are very limited. At both centres a modest range of learning resources is available, appropriate to the age and needs of the students. In Cambridge resources for teachers are inadequate.

#### Teaching and learning

Overall the provision meets the section standard. The teachers have appropriate qualifications and course design is generally sound. There are weaknesses in academic management with regard to support for continuous enrolment,

and in Oxford for cover and support for teachers. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic management*.

### Welfare and student services

Overall the provision meets the section standard. The needs of students for security and pastoral care are met, and the accommodation provided is appropriate and generally well managed. A range of appropriate leisure opportunities is provided, but they suffer from a shortage of appropriately briefed staff. There is a need for improvement in *Leisure opportunities*.

### Safeguarding under 18s

The provision does not meet the section standard. The safeguarding policy does not identify significant risks relating to the operation of the courses. No parental consent forms had been received in relation to a group of students; no information about the group leaders of this group was available, and there was no reliable way of establishing contact with the parents/guardians of students in the group. The existing parental consent form is inadequate. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Not 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

M3 There is a clear structure at headquarters and on the respective sites but there is insufficient staff capacity to meet the needs and expectations of students and group leaders with, for example, multiple changes in staff deployment and last-minute changes to the rota on a daily basis.  
M4 Despite the best efforts of very hard-working senior staff teams on site, group leaders, staff and students reported not receiving important information in a timely fashion.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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.	Not met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comment</b>	
M9 Job descriptions are in place for all staff but there is no established process for review and there is no reference to safeguarding on the managing director's job description.	
M11 Sound induction procedures are set out but changes to staffing and logistical issues meant some staff inductions were rushed or incomplete.	

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

<b>Comments</b>	
M18 Records for individually enrolled students and most groups were available but emergency contact details were not available for a significant number of students including an Israeli group in Oxford and a Chinese group in Cambridge.	

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Not 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.	Not met

<b>Comments</b>	
The main publicity medium is the website but there is also a small brochure and some use of social media.	
M22 The publicity is mostly accurate although a number of photographs are uncaptioned. Course descriptions suggested that weekly workshops were led by teachers and this was not the case. When the points were highlighted by inspectors, modifications were made to the website and, although not captioned, photographs, are now not misleading and course descriptions are clearer.	
M24 At the time of the inspection, publicity did not include outline course descriptions, the times of classes or the maximum class size. However, this information was subsequently added to the website, and this is no longer a point to be addressed. Courses are advertised as for 13 to 17 year-olds, but at Cambridge there were a number of 18 year-olds and at Oxford there were a number of 11 and 12 year-olds.	
M26 Although some information is provided about safeguarding there is insufficient information on supervision outside class times and arrangements for travelling from the accommodation to the teaching centre. When this was highlighted by inspectors, additional information was added to the website and this criterion is no longer a point to be addressed.	

M29 The marque is used adjacent to unaccredited activities and in a number of places the marque is missing 'for the teaching of English in the UK'. This was addressed during the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	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.	Not met

### Comments

P5 No facilities for the display of general information were available at Cambridge.  
P6 Although there is a storage cupboard and some public space available, there is no course office for the management team in the Cambridge centre and no dedicated staffroom where teachers and social activity staff can prepare.

<b>Learning resources</b>	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.	Not 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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P8 Methodology and reference resources for teachers are minimal at both centres and photocopying facilities at Cambridge are very difficult to access.

## Teaching and learning

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

### Comments

All criteria in this area are fully met.

<b>Academic management</b>	<b>Need for improvement</b>
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.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### **Comments**

T7 Teacher absence and staff changes have been to the detriment of the student experience with, for example, multiple staff changes to classes.

T8 The teachers' handbook provides some guidance with quiz ideas but insufficient guidance is provided to support teachers, for example in dealing with groups of students studying for only one week. Insufficient attention is paid to pedagogic and organisational issues.

T9 Support for teachers in Cambridge is tailored to meet the needs of teachers and is linked to observations. In Oxford the inspectors noted, and the teachers reported, an absence of effective academic support for teachers.

<b>Course design and implementation</b>	<b>Met</b>
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 criteria in this section are fully met.

<b>Learner management</b>	<b>Met</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### **Comments**

T17 Placement procedures are in place but there were several instances where the class age range was not appropriate and there was a range of more than two to three years (12–16 years).

### **Classroom observation record**

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All
<b>Comments</b>	
All elements of the course programme were observed.	

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not 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.	Not 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
<b>Comments</b>	

T23 Overall, this criterion is met. Generally, teachers demonstrated sound knowledge and awareness of the use of English. In better segments the explanation of language was clear. However, in some lessons, examples were not relevant for the students' level.

T24 The lesson content related to course objectives but there was little or no evidence of materials and activities being tailored to the learning needs and interests of the students, or the cultural background of students being taken into account.

T25 Appropriate learning outcomes were identified and shared with students.

T26 Overall, this criterion is not met. On occasion a good range of techniques was observed, for example, elicitation, nomination, gathering and processing feedback from groupwork. However, in the majority of lessons observed, teaching techniques were limited.

T27 Resources, including the interactive whiteboards and projectors were used effectively.

T28 Overall, this criterion is met. In most segments feedback was appropriate and useful. In others, there were missed opportunities for correction, particularly in pronunciation.

T29 Learning was effectively evaluated by students completing a variety of tasks.

T30 Generally students were engaged and participating in a positive learning atmosphere.

### **Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from excellent to unsatisfactory, with the majority being satisfactory. In their planning, teachers generally demonstrated a sound knowledge of the language, and activities mostly followed a coherent sequence. However, it was not evident that the different needs of the students had been planned for. A basic range of teaching techniques was seen and feedback was generally useful and effective. Learning was evaluated, and generally students were engaged and motivated.

### **Welfare and student services**

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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.	Strength

#### Comments

W2 An initial plan has been drawn up by HO. However, no evidence was seen of staff training in this area, and it does not form part of the routine pre-excursion briefing for activity leaders.

W3 This criterion is met overall, but more formalised procedures are needed to ensure that the few individual students enrolled are appropriately cared for.

W4 This criterion is met overall, but the information is only found in the student handbook. More needs to be done to inform and remind students about the importance of this area.

W8 Health care provision is very good, supported by the policy of providing certificated first aid training to all members of staff at induction.

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

#### Comments

W9 The residential accommodation at both sites visited was of a high standard, with ensuite facilities and a very comfortable living environment.

<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.	Not 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

W18 In one homestay visited, three students were sharing the same room. This arrangement had not been specifically requested in writing.

<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	Need for improvement
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.	Not 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.	Not met

Comments
W24 This criterion is met overall, but there was some feedback from students and group leaders that excursions have too much walking with not enough focus on specific sights or 'activities'.
W25 There was evidence that activity leaders were severely overstretched and that there was a lack of back-up in the staffing of activities to deal with any unexpected events. Supervision ratios were routinely at the bare minimum.
W27 Because of the high staff turnover, some staff were put in charge of leisure activities without adequate briefing.

### Safeguarding under 18s

Safeguarding under 18s	Not 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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	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.	Not met

Comments
In principle all students enrolled on the courses are under 18. In fact, there were a small number of students aged 18 at the Cambridge centre.
S1 The safeguarding policy needs expansion to include reference to two specific areas of risk: the use of facilities (e.g. university premises and residences) which are essentially open access or are shared with other organisations, and the fact that there may be students aged 18 in the groups of students from some agents.
S3 No parental consent forms had been received in respect of a group of students at Cambridge. The existing consent form does not cover the risks associated with homestay students using public transport to travel to and from the course centre.
S4 The recruitment policy and supporting documentation is thorough and generally well implemented. However, no information was available about the leaders accompanying one group of students at Cambridge.
S5 On a day-to-day level, there were satisfactory arrangements in place to safeguard the students during scheduled lessons and activities. However, no risk assessments had been carried out in relation to the use of shared premises or the possible inclusion of 18 year-olds in the groups.

S6 Overall this criterion is met, but in Oxford it was noted that there was some confusion about the curfew requirements for homestay students because of contradictory information in the generic guidance issued to hosts by the accommodation agency, and the specific requirements of this provider.  
 S8 No information for contacting parents or guardians was available in relation to one group studying at Cambridge.

### 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: multicentre

#### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2015
Last full inspection	2015
Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	An activity only programme with no ELT component is available at Sibford School
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Oxford Active, Active Camps, Active Clubs, Active Adventure

#### Private sector

Date of foundation	2013
Ownership	Name of company: Oxford Spires Language School Company number: 08635559
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	Upper Campsfield Barns, The Straight Mile, Woodstock OX20 1PW
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	St Edwards School, Woodstock Road, Oxford OX2 7NN Sibford School, The Hill, Sibford Ferris, Banbury OX15 5QL

#### Student profile at peak at all centres

	Collated totals in peak week: July, all centres
ELT/ESOL students (eligible courses)	
18 years and over	3

17 years and under	216
<b>Overall total</b> of ELT/ESOL students shown above	219
Predominant nationalities	Italian, Chinese, Russian

<b>Staff profile at peak at all centres and HO</b>	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	10
Total number activity managers and staff	13
Total number of management (non-academic) and administrative staff	2
Total number of support staff (e.g. houseparents, matrons, catering)	0

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Anglia Ruskin University, Cambridge
<b>2. Name of centre</b>	Oxford International College, Oxford
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
<b>ELT/ESOL students</b>	At inspection					In peak week				
18 years and over	8	0				3	0			
17 years and under	71	95				121	95			
<b>Overall total</b>	<b>79</b>	<b>95</b>				<b>124</b>	<b>95</b>			
U18 programmes: advertised minimum age(s)	13	13				13	13			
U18 programmes: advertised maximum age(s)	17	17				17	17			
Predominant nationalities	Chinese, Italian, Israeli					Italian, Chinese, Russian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	4	5				5	5			
Total number of activity managers and staff	5	7				6	7			
Total number of management (non-academic) and administrative staff	1	1				1	1			
Total number of support staff	0	0				0	0			

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	0			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	1			
<b>Total</b>	<b>1</b>	<b>1</b>			
<i>Comments</i>					

There is a senior teacher with no timetabled teaching commitments at each centre. Senior teachers may be called upon to provide cover. Normally the academic manager is based at head office and makes regular visits to centres. However, the redeployment of the senior activity assistant to the Sibford centre in week three of July resulted in the academic manager being based temporarily at Oxford to cover the senior activity assistant role. Her own academic responsibilities were restricted to academic administrative support for the summer period and the academic functions were carried out by the two senior teachers. Although the Sibford centre was open during the inspection it was not offering an ELT component.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres	1	2	3	4	5
TEFLQ qualification	1	0			
TEFLI qualification	2	4			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	0			
<b>Total</b>	3	4			

Comments

None.

#### Accommodation profile

##### Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	47			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	8	N/a				71	47			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	1			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
<b>Overall totals</b>	8	0				71	95			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	79	95			