

Organisation name	Oxford Summer Courses, Oxford, UK
Inspection date	25–26 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.	Met

<b>Recommendation</b>
<p>We recommend accreditation for an initial period of one year; with a spot check in the first year to determine whether accreditation should be extended beyond this period. However, evidence must be submitted within three months to demonstrate that weaknesses in safeguarding under 18s have been addressed.</p> <p>The required information was subsequently submitted.</p>

<b>Summary statement</b>
<p>The British Council inspected and accredited Oxford Summer Courses in July 2019. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language teaching organisation offers residential vacation courses for adults (18+) and under 18s.</p> <p>Strengths were noted in the area of student administration.</p> <p>The inspection report noted a need for improvement in the areas of publicity, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Oxford Summer Courses began offering summer residential courses in various academic subjects in 2010, and English language courses in 2016. The head office moved to its current location a year ago, and the sites for both under 18s and the 18+ courses are being used for the first time this year. English language courses are only offered in Oxford.

The inspection lasted two days, and the two inspectors had meetings with the senior operations manager, Oxford programme manager, academic development executive, admissions executive, course directors (under 18s, and 18+), academic manager, and a representative from the junior campus building. Focus group meetings were held with both students and teachers. Seven of the eight teachers teaching during the inspection were observed. One inspector visited both the junior and senior accommodation provision.

## Address of main site/head office

18 Beaumont Street, Oxford OX1 2NA

## Description of sites visited

The head office is located over three floors of a converted terraced building in central Oxford. There are various office spaces, meeting rooms, a conference room, and a garden.

Main site: LVS Oxford, known as 'Begbroke Hall' (Spring Hill Road, Begbroke, Oxford OX5 1RX). The junior course has exclusive use of Begbroke School, a boarding school originally built in the early 1700s. As well as seven classrooms, a large office space, and residential and administrative accommodation, there is an arts room, a food technology suite, a dining hall, a sports pitch, and a meadow. The school is a 20-minute drive from central Oxford.

Marston Road site, Headington Campus (Oxford Brookes University, Jack Straw's Lane, Marston, Oxford OX3 0FL): the 18+ programme occupies two classrooms (one for lessons, and one used as an office) on a university campus 20 minutes' drive from Oxford city centre. The accommodation for this course is located in a modern student residence a short bus ride from the teaching premises.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

The organisation offers courses in general English for 12 hours per week, and IELTS preparation for 24 hours per week. The general English courses are all for under 18s, and there are separate IELTS courses for under 18s and those aged 18+. The students on the general English courses also attend 'active English' sessions run by activity leaders with support from the English teachers that focus on activities linked to the topics covered in the English lessons. All students on the junior site have a leisure programme of sports, activities, and excursions. Students on the 18+ course are offered evening outings and weekend excursions. The junior programme makes up the major part of the provision. Besides the English as a foreign language (EFL) provision, the organisation also offers academic courses in a wide variety of subjects, at various locations across the UK (not eligible for accreditation).

## Management profile

Both the junior and senior sites are managed by a separate course director (CD). On the junior campus, the CD manages a team of activity leaders and house parents. One academic manager (AM) manages the teaching team on both sites but is based on the junior site. From head office, the Oxford programme manager (OPM) and the academic development executive (ADE) manage the on-site teams. The ADE manages the academic provision,

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and the OPM the welfare and leisure.

### Accommodation profile

The junior residential site, at Begbroke School, has capacity for 70 plus students in shared rooms with shared facilities. Male and female students are separated. All meals are provided. The school is approximately 20 minutes by car from the centre of Oxford. Adult students are accommodated in a modern private residence in Oxford. The residence comprises ensuite rooms in flats with shared kitchens. Male and female students are in separate flats. Breakfast is provided in the residence by OSC. Students make their own arrangements for lunch, but are taken out for dinner to a different restaurant each evening.

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### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. The goals and values of the organisation inform all aspects of the operation. Communication channels and administration systems are particularly effective, but student feedback needs to be handled more constructively. More clarity is needed regarding course details both in the brochure and on the website. *Student administration* is an area of strength. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. Both the junior and senior sites provide students and staff with a comfortable and professional environment for work and relaxation. Facilities on both sites are appropriate, attractive and very well maintained. Up-to-date technology is available, but more appropriate resources are needed to allow teachers to deliver the syllabus effectively.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context, but the AM does not have adequate access to detailed knowledge of the teaching team in order to provide appropriate support. The placement of students and their learning needs are handled satisfactorily, but learning outcomes need to be made more explicit in the classroom. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

Overall, the provision meets the section standard. There are appropriate measures to ensure the safety and security of students on site, the needs of students for pastoral care are well met, and accommodation is suitable. More attention is needed to risk assessment, including planning for emergencies, and the design and management of the leisure programme for young learners. There is a need for improvement in *Leisure opportunities*.

#### Safeguarding under 18s

Overall, the provision meets the section standard. Provision for staff training is good, as are the arrangements for safeguarding in accommodation. However, the safeguarding policy and parental consent forms are insufficiently comprehensive, and attention is needed to the implementation of safer recruitment procedures. There is a need for improvement in *Safeguarding under 18s*.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### 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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not 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.	Strength

#### Comments

M1 The organisation has a very clear statement of their values, as well as ambitious goals for the future. The values are carried throughout their documentation, and all staff spoken to were well aware of them.

M2 Objectives for the future are expressed in a comprehensive strategy-planning document, which all head office staff are involved in maintaining. There was clear evidence of regular review.

M4 Communications within the company are very good. There are regular meetings across the company, ranging from weekly one-on-one meetings between staff and line managers, to fortnightly departmental meetings to check on progress towards objectives, to annual strategy days. All permanent staff are invited to the latter. The management teams from the two centres have weekly feedback meetings with their managers from head office.

M5 There was evidence to suggest that feedback received in the first week was not being acted upon satisfactorily.

M7 The organisation's strategy plan gives ample evidence that the company is keenly focused on continuing improvement. This plan incorporates input from both staff and students, and staff spoken to were able to give examples of beneficial changes that had been brought in through this process.

<b>Staff management and development</b>	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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
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

#### Comments

M8 A large human resources department serves the company, and support for staff is central to the company's ethos. All appropriate policies are in place, and staff were able to give examples of specific policies which have benefited them personally.

M10 Thorough policies and procedures are in place, with some excellent differentiated procedures. However, staff files sampled did not all have the required two references for each employee.

M11 Detailed handbooks and training documents underpin a very thorough on-boarding procedure for all staff. This is further supported by a buddy system at head office, and a house system on campus, both of which provide a support network for new employees.

<b>Student administration</b>	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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a	Strength

student may be asked to leave the course.	
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

### Comments

M14 The admissions team offers video calls to both agents and parents to help ensure effective communication during the enrolment process. The team also has a number of foreign-language speakers on the staff to assist with this. On-site feedback from students commented favourably on the friendliness and helpfulness of staff.

M15 Admissions staff use detailed 'hymn sheets', specially prepared to provide student representatives with clear information on each course. These documents are designed to specify the different selling points of each course and, crucially, to manage student expectations.

M20 Clear policies and procedures are in place, and parents are required to sign the student code of conduct during enrolment. This is then reinforced during the welcome meeting for new students, where the staged procedure is made clear.

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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

### Comments

The main sources of publicity are a company website (covering all of the company's provision, much of which is ineligible for accreditation), and a brochure specifically for the EFL provision. The latter is available upon request.

M23 Although the language used is accessible throughout, there are a number of punctuation, spelling and grammatical errors throughout both the brochure and the website.

M24 Clear and well-presented information is given on course outlines and methodology, but information on class sizes and total number of hours taught is not displayed on the website course pages. In the brochure, information on the total number of hours taught is inconsistent.

M26 The website contains no information on the level of care given to any students under 18, and the information given in the brochure is insufficient.

M28 Claims on the website regarding the expertise of tutors are unsubstantiated. The single profile of an EFL teacher on the website is of a staff member who no longer works for the organisation.

## 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

P1 The premises are in a very good state of repair, spotlessly cleaned, and with ample space for students to relax both inside the main building and in the surrounding grounds.

P3 There is a large, well-appointed dining room where students have their meals. There is ample outside space including a quiet sensory garden, and a meadow for relaxation.

<b>Learning resources</b>	<b>Met</b>
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 Supplementary resources were in the main not aimed at young learners. When spoken to, teachers did not feel that the resources available were always adequate or appropriate to meet the substantial demands the syllabus places on them.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
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 AM is qualified for the position, but much of the academic leadership (recruitment and timetabling of teachers) is provided by the team at head office, where the professional profile is less appropriate.

<b>Academic management</b>	<b>Met</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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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.	Not met

#### **Comments**

T10 Two of the eight teachers who were both new to the organisation had been working for two weeks without having been observed.

<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.	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.	Not 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

T13 Although written course outlines and learning outcomes are available, there was no evidence that these are made known to students.

T14 From observations and discussion with the teaching team the 'active English' sessions in the afternoons did not appear to be working effectively in practice. The sessions were run by activity staff, and although there were English teachers present, they did not appear to be contributing; when spoken to, teachers confirmed that they had no clear idea of their responsibilities in these sessions.

<b>Learner management</b>	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.	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.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

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

#### Comments

None.

<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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
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 gave natural models of language, and clear explanation of language areas. More information could have been provided with reference to new language (e.g. part of speech, stress) in most segments seen.

T24 All classes were following the syllabus provided, and in most segments the content was appropriate to the context and the student ages. In a minority of lessons, however, the content and to some extent the tasks were not age appropriate.

T25 No evidence was seen of learning outcomes being made known to students. There were no weekly plans on display, and whiteboards did not show daily aims or outcomes.

T26 A range of teaching techniques was seen, including elicitation, choral drilling, instruction checking, checking of understanding, and personalisation. In some instances, students were asked to read aloud, without sufficient preparation or feedback.

T27 In the stronger segments observed, students were moved around and the teacher utilised the space and facilities well. In a small minority of cases, classes were somewhat static. A range of materials was used effectively, including listening texts, and video clips in some classes. In a minority of cases, teachers appeared to be just working through a list of activities.

T28 Where correction of errors was observed, it was mostly on the spot. In some cases, opportunities for feedback were missed, but in a minority of segments, a variation of feedback techniques was included in the plan.

T29 Checking of learning was fairly consistent, but in the weaker segments, stronger students were allowed to dominate. The achievement of learning outcomes tended to be evaluated through a final task. However, in a minority of cases these tasks were not particularly age or level appropriate.

T30 Despite the heat and some very small classes, students were visibly engaged in their learning. Praise and encouragement were used well throughout and this helped create a positive and relaxed learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers demonstrated sound knowledge of language systems, and lessons had been planned to meet course objectives. Teaching techniques were appropriate, and a range of teaching resources was used. Feedback could have been more varied, but checking of learning was included in most plans. Technology was effectively managed, and students were fully engaged in their learning.

### 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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Not 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

W1 Appropriate measures are in place to ensure the safety and security of all students. The junior site is secured by a locked gate, there is CCTV coverage, and evacuation drills take place weekly. Access to the adult residence and to flats and rooms within this is by personal key fob.

W2 A policy document on 'disaster management' is made available to staff along with a large number of other documents, but this is insufficiently detailed. There was no evidence that relevant elements are made known to students.

W3 There are very good arrangements for pastoral care and record keeping related to this. The CDs on both sites



have primary responsibility, but they are supported by the deputy CD on the adult site and house parents employed by the provider on the young learner site. Detailed records were seen of welfare and pastoral incidents, and students were very appreciative of the help available.

W6 There was some evidence, in the form of both written and oral student feedback, of unacceptably long waiting times for airport transfers. Although costs of independent travel to Oxford are given, approximate onward travel costs from Oxford to the residential accommodation are not indicated.

W8 Health care provision is good. Most staff have had first aid training, and students requiring treatment at a doctors or hospital are accompanied. Medical insurance is included in the course fee for all students.

<b>Accommodation (W9–W22 as applicable)</b>	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.	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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Not met

#### **Comments**

W15 No action has been taken on negative feedback from students. Although careful attention is given at the junior centre to allergies and individual dietary requirements, written feedback from learners makes reference, among other things, to a lack of variety between lunch and dinner and from day to day, a point reiterated by students in the focus group meeting. This feedback has not been collated or passed to head office, nor has it been raised with the contact person for the host school.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### **Comments**

All students are in residential accommodation arranged by the school.

<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**

All students are in residential accommodation arranged by the school.

<b>Leisure opportunities</b>	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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Not 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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Adult students have good access to information through their CD, who suggests optional evening activities based on their interests. Feedback from students has been positive. Younger students have an organised programme.

W24 Although the content of the leisure programme as a whole has been carefully designed to take account of students' likely interests and is differentiated by age, and some adjustments have been made to the planned programme based on student response, the on-site activity programme is too limited, a judgement also voiced by students in the focus group meeting.

W25 Good features of the organisation of the leisure programme are the high staff-student ratios and the separation of students into age groups. However, there was some evidence that young learners had sometimes been given insufficient advance information concerning off-site activities or inaccurate indications of departure times.

W26 Procedures for risk assessment are insufficiently rigorous. The risk assessments seen were not always activity specific and did not include guidance on handling an emergency.

#### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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

The provider operates eligible courses only over the summer period. At the time of the inspection, there were 22 students under the age of 18. Earlier in the summer, there had been 48.

S1 The safeguarding policy does not cover delayed suitability checks.

S2 Provision for training is very good and there are sound systems for disseminating awareness of safeguarding policy and practice. Key staff are trained to specialist level, and there are differentiated training sessions for different categories of staff.

S3 The consent form is insufficiently comprehensive. There are no requirements in relation to travel arrangements for under 18s, and there is too little information on unsupervised time for 16–17 year-olds. It is also unclear who is expected to complete the form.

S4 Two references were not on file for all recently employed staff who have substantial contact with under 18s.

S7 Very good accommodation arrangements are in place on both sites. On the young learner site, a risk assessment has been carried out which takes account of both the site and the children on course, and staff-student ratios, which include house parents and activity leaders, are generous. Adult students are in ensuite accommodation on a separate site, with resident staff members.

#### 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	2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2010
Ownership	Name of company: Oxford Summer Courses Company number: 8011543
Other accreditation/inspection	BAC

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	None

#### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	6	6
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	9	15
Part-time ELT aged under 16 years	13	33
<b>Overall total</b> ELT/ESOL students shown above	<b>28</b>	<b>54</b>
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Mexican	Chinese
Adult programmes: advertised minimum age	18	18

Adult programmes: typical age range	18–24	18–24
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	German	German

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	15	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
Academic manager does occasional cover teaching but no regular hours teaching	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
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	0
Private home	0	0
Home tuition	0	0
Residential	6	22
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	0
Staying in privately rented rooms/flats	0	0

Overall totals adults/under 18s	6	22
Overall total adults + under 18s	28	