

Organisation name	Sherbourne Priors (OISE)
Inspection date	4–6 July 2019

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

Recommendation
We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in M9 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Sherbourne Priors (OISE) 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers residential courses in general English for under 18s.</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, course design, teaching, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

This was a first inspection of Sherbourne Priors school, although in the past it has been included in the accreditation of seasonal centres run by the Oxford Intensive School of English (OISE) group.

The inspection was conducted by two inspectors over a day, a morning and part of an afternoon. Meetings were held with the staff based at the school: the principal, the academic leader, the maintenance manager, three teachers and the activity leaders. Two people usually based in Oxford (50 minutes distance by car) came to the school for meetings: the registration administrator and the academic manager responsible for OISE young learner courses. Inspectors had a focus group meeting with the highest level class of students, observed the morning meetings (attended by all staff and students), observed the arrangements during breaks, lunch time and afternoon activities, and sampled the meals. They also saw all the parts of the premises and grounds used by students and staff. All teachers timetabled during the inspection were observed, teaching morning lessons and the project lesson which takes place in the late afternoon.

Address of main site/head office

Watery Lane, Warwick CV35 8AL

Description of sites visited

Sherbourne Priors is a country house three miles from Warwick. On the ground floor, there are three classrooms, a computer room, an activities room, a student lounge, a dining room, a teachers' room in which the academic resources are stored, an office and two toilets. There is a kitchen where meals are prepared, a laundry area and a staff kitchen/diner which can be used with students for cooking activities. On the first floor there are six student bedrooms. Each room can accommodate four students and has an attached bathroom. There is an ensuite bedroom for a member of staff on the first floor; accommodation for the principal is on the second floor. A separate building has five ensuite rooms for use by staff and as a sick bay. The house is surrounded by five acres of landscaped gardens with outdoor seating and grassed areas for games.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

Courses in general English are run throughout the year for a maximum number of 24 students aged seven to 13. During the inspection a total of 21 students were being taught at three levels. English lessons are integrated into a programme which includes subject-based project work on four afternoons a week, and educational visits led by teachers, which take place once a week.

Management profile

The principal reports to the operations manager (OISE) and line manages all other members of staff in the school. She works closely with the academic manager for OISE young learner courses (based in Oxford), the OISE bookings offices, and the sales and marketing teams. The academic management team is made up of the principal and the academic manager for OISE young learner courses. There is a post called 'academic leader' but the person with this job title at Sherbourne Priors does not have management responsibility for teachers; she performs administrative tasks and manages and advises on resources.

Accommodation profile

The accommodation consists of a number of ensuite bedrooms within the school building. Each of these houses up to four students in a mix of single and bunk beds. One single room is available, if needed, as a sick bay.

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 school's stated goals, values and publicity. Communication systems within the school are very effective. However, not all job descriptions for staff at the school are accurate and up to date.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises and the grounds provide students and staff with a very attractive and comfortable environment for work and relaxation. The catering is of a high standard. A good range of learning resources is available to meet the needs of the students and the requirements of the curriculum. Guidance is provided to staff and students in the use of materials and resources. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Overall, 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. Programmes are structured and managed to provide good opportunities for language learning, both in and out of the classroom. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for in a safe and secure environment with a good level of accommodation. The leisure programme is extensive, well resourced and wholly appropriate for the students and there are very good levels of supervision. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The school is very aware of the importance of safeguarding under 18s, and generally has sound policies and procedures in place, but there are some issues with safer recruitment.

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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M4 There are extremely effective channels of communication within the school and between the school and the wider organisation. For example, meetings are held twice a day for staff and students, where information can be exchanged. The principal is in daily contact with staff at OISE head office.

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.	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

Comments

M9 The job descriptions are generic for posts within the OISE organisation. The designated safeguarding lead (DSL) and designated safeguarding officer (DSO) roles are not specified in the job descriptions of the principal and the academic leader. The job description of the academic leader specifies responsibilities which the current post-holder does not carry out: i.e. observation of teachers.

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.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met

Comments

M15 Students, their parents and their representatives receive full information and excellent advice on course choices. Staff are knowledgeable about the comparative features of the OISE centres which offer courses to students aged between 11 and 13; Sherbourne Priors is recommended for children who would benefit from a smaller school with very tight supervision.

M19 The policy requires attendance at all lessons and activities; students are supervised at all times and roll calls are conducted throughout the day.

M21 Students know who to talk to if they have a problem and the organisation has an appropriate complaints policy which is made known to students in adult centres. However, the parents of students at Sherbourne Priors do not routinely receive information in writing about how to make a complaint.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Met

M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
<p>The main medium of publicity is the website. There is a paper-based brochure; it can also be downloaded from the website. Social media is also used.</p> <p>M24 Information about the courses is very clearly set out, comprehensive and detailed.</p> <p>M25 The fees for the externally validated exams offered are not included in the course fees and are not given as an additional cost.</p> <p>M27 An accurate and very clear illustration of the accommodation offered is available via the video on the website which gives a virtual tour of the dormitories.</p> <p>M29 Claims to accreditation on the website are not in line with Scheme requirements, an incorrect logo is used.</p>	

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The comfortable house and the well-maintained grounds provide a very suitable environment for students of this age.

P3 Students have excellent indoor and outdoor space for activities, relaxation and dining: there is an activity room, a lounge and a dining room large enough to seat all students and staff at the same time.

P4 All meals are provided in the dining room. The food is of a high standard; a good choice of healthy options is offered and special diets are catered for. The children are supervised during mealtimes and encouraged to eat well-balanced meals.

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

Comments

P7 The provision of learning resources for students is very good. They are given a file with dividers in which to store their work, and a portfolio booklet to complete.

P8 A wide range of well-organised and readily accessible resources (both paper-based and electronic) is available. The resources are linked to the requirements of the course design.

P9 The educational technology available to teachers is of a high standard; there are computers with large monitors in every classroom. A member of staff provides training and is available in case of technical difficulties.

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 A rationale was provided for the principal who is not TEFLQ. The rationale is accepted within the context of this inspection. Her qualifications – a BEd. in primary education, a TEFLI certificate and a qualification in Content and Language Integrated Learning (CLIL), are well suited to the age group and the curriculum.

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

All criteria in this area are fully met.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
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.	Strength

Comments

T11 The course has been designed specifically for this age group and context. Guidelines for teachers are very detailed; they take the form of a series of lesson plans with links to resources.

T13 Students are made aware of the course outline and learning outcomes in a manner which is age appropriate. They are given a booklet (the portfolio) which provides a framework or template for individual work.

T14 The programme provides an English immersion experience where opportunities for learning are available throughout the day: during school assemblies, sports and social activities and workshops, excursions and meal times.

T16 In lessons students develop skills which they can use throughout the day in interactions outside the classroom, on academic trips and on excursions.

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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 Detailed teachers' records inform the end-of-course reports. Procedures for evaluating, monitoring and recording students' progress are appropriate for the age of the students and systematically applied; for example, weekly test scores are kept for each student.

T21 Detailed end-of-course reports are provided for all students. Reports include an outline of the course, a record of their progress tests, a grade level with accompanying descriptor and a personal comment from their teacher.

Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	All

Comments

Three teachers were seen by both inspectors. One teacher (the academic leader) who had a restricted timetable was observed teaching by only one inspector.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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 through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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 provided clear and accurate models of language. Evidence of knowledge of linguistic systems was demonstrated in teachers' handling of lexis and pronunciation.

T24 In all lessons, the content, based on a syllabus-led theme, was appropriate to the age, level and interests of the students. There was evidence of planning for differentiation.

T25 Lessons were well staged and led successfully to the outcomes described to the students in 'Can do' statements.

T26 Appropriate techniques were employed with good illustration and practice of language. Most activities involved a high degree of student participation.

T27 Classroom management was good. One class had a teaching assistant working with a child who was potentially disruptive in order to ensure the smooth running of the activities for all students. Good use was made of technological resources to illustrate language. The students' files and portfolios were valuable resources in helping students record and organise their work.

T28 Feedback was given as appropriate to the task. There was some focus on pronunciation errors with an accurate model given, followed by student practice.

T29 Appropriate and motivating tasks were set, often with a competitive element, which evaluated whether learning was taking place. Good examples were observed of teachers reviewing work done before moving on to new input.

T30 Overall, there was a positive and orderly atmosphere; students were observed to be enjoying their lessons and students in the focus group felt they were making good progress.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being good. Teachers demonstrated a sufficiently sound knowledge of linguistic systems. The content and intended outcomes of the lessons were appropriate and made known to students. A good range of appropriate techniques and resources was used to ensure an orderly atmosphere in which the children were learning and enjoying their lessons.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
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 Safety and security of students are well ensured. The school and its garden are walled and fenced; the gate to the road is padlocked; the front door is key-coded; there are weekly fire drills; and premises risk assessments are detailed.

W3 Pastoral care systems are highly effective. Staff know the limited numbers of students very well. On arrival, there are welcome games that include name games to establish the group. Activity leaders assist students with particular issues in and out of class.

W4 There are very clear measures in place to deal with abusive behaviour and encourage respect. Any issues that arise are aired in the morning meeting where reminders about suitable behaviour are spun positively. Serious incidents incur an initial verbal warning followed, if necessary, by yellow and red cards.

W6 Transfer from the point of entry to the school is included for all students and is very efficiently organised. There was evidence that the system for this was very responsive to unforeseen circumstances.

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.	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

All the criteria in this area are fully met.

<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

None.

<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	Area of strength
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 The leisure programme is extensive and varied and responds extremely well to students' needs. All outdoor activities subject to cancellation have an indoor alternative.

W25 The leisure programme is well resourced, with one activity leader for every seven students at inspection, and a large amount of equipment, and it is clearly well organised.

W27 The activity leaders are all experienced with appropriate backgrounds with a good balance of sport and craft interests; they are allocated to activities by their preferences, backgrounds and skills.

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.	Met

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.	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 21 students in the school at the time of the inspection were aged between seven and 13. The maximum capacity is 24 students.

S4 Single references for staff returning after an absence of more than three months are not obtained and reference requests have not always enquired whether applicants are suitable for work with children.

S5 There are extremely good levels of adult supervision at all times.

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	July 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	Schools within the OISE group in the UK; Pilgrims schools
Other related non-accredited schools/centres/affiliates	Schools within the OISE group in the USA and Canada

Private sector

Date of foundation	2006
Ownership	Name of company: OISE Holdings

	Company number: 1293463
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

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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	21	24
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	21	24
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	13	13
Junior programmes: predominant nationalities	French, Russian	French, Turkish
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

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	3	

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	1
Total	2
Comments	

The academic manager team leader who is based in Oxford is TEFLQ. The principal who is responsible for the day-to-day management of the provision is TEFLI. She was not scheduled to teach during the week of the inspection. A rationale was provided for her lack of TEFLQ qualification and accepted within the context of this inspection. See T4.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0

TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	21
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	21
Overall total adults + under 18s	21	