BRITISH COUNCIL

Inspection report

Organisation name	Oxford International, Oxford
Inspection date	19–20 October 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Oxford international English, Oxford (OIO) in October 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, academic management, course design, learner management, teaching, care of students, leisure opportunities, and care of under 18s.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	August 2012
Last full inspection	August 2012
Subsequent spot check (if applicable)	November 2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Oxford International (OI) Greenwich, OI Brighton, OI Central London (closes November 2016), OI Junior Centres, Bucksmore Education
Other related non-accredited schools/centres/affiliates	OI Canada, OI USA, Oxford Tutorial College, d'Overbroek's, university partnerships.

Private sector

Date of foundation	1991
Ownership	Oxford International Education Group (formerly known as ISIS and UIC), private limited company. Company number: 2666738
Other accreditation/inspection	ISI

Premises profile

Address of main site	36–37 Pembroke Street, Oxford OX1 1BP
Details of any additional sites in use at the time of the inspection	Blue Boar House, 5 Blue Boar Street, Oxford OX1 4EE One room was being used in the mornings.
Details of any additional sites not in use at the time of the inspection	The following sites, although not in use at the time of the inspection, were visited by the inspectors. St Aldates Parish Centre, 40 Pembroke Street, Oxford OX1 1BP Oxford Tutorial College (OTC), 5 Cambridge Terrace, Oxford OX1 1RR OTC, 1 Alfred Street, Oxford OX1 4EH Oxford International Study Centre (OISC) annex, 7 Blue Boar Street, Oxford OX1 4EE
Profile of sites visited	1 36–37 Pembroke Street These are OIO's main Oxford premises. The school occupies the basement, ground and first floors of a three-storey listed building in central Oxford. A central archway and small courtyard divide the ground floor into two parts: on the right are the reception, back office and a classroom; on the left another classroom and the staffroom. Entry doors to both sides are controlled by digital locks. On the first floor is a large computer room/self-study area, a kitchen and five classrooms of various sizes. The basement on one side contains a student social room with chairs and sofas, table football, microwave, and other facilities. The other basement is for storage. 2 Universities and Colleges Christian Fellowship (UCCF), 5 Blue Boar Street At the time of this inspection, one classroom was in use in the mornings for a closed Austrian group of under 18s. The premises have a modern interior, are appropriately furnished and equipped, and have secure entry and a staffed reception. There is a lounge near the entrance and a larger assembly room, suitable for meetings and inductions. Other classrooms are available. OIO plans to use the premises again in the Easter period. 3 St Aldates Parish Centre, 40 Pembroke Street Almost next to the main school, this provides simple but adequate teaching accommodation for groups. There is a staffed reception and three rooms for classes of between 12 and 16 students, furnished with chairs, tables and easel

whiteboards. Usual use at Easter and/or autumn for juniors, in summer for adults.

4 OTC, 5 Cambridge Terrace
OTC is part of the Oxford International Education Group and has four sites in Oxford. This site is next to the Cambridge Terrace residence used by OIO and less than five minutes from the main school. The building is modern, with all the rooms used by OIO on the ground floor. There are up to six classrooms available, all appropriately furnished and equipped with interactive whiteboards, a staffroom, an office, a common room with tea and coffee-making facilities and local shops nearby. Usual use at Easter for juniors, in summer for adults.

5 OTC, 1 Alfred Street
At the time of the last inspection, these were the school's main premises. Centrally located and less than ten minutes from the present main school, the premises are appropriately furnished, decorated and equipped. There are up to seven classrooms available on the first and second floors plus a staffed reception, staffroom and computer room. Usual use in summer for Oxford Junior Homestay Summer School. Very occasional autumn use for juniors.

6 OISC, 7 Blue Boar Street
OISC, an independent college, offers courses in a range of subjects to pre-boarding school and pre-university students. These premises, which are an annex to the main OISC college premises, are let to OIO when not needed by the college. They provide up to three classrooms on the first and second floors for junior groups. Usual use at Easter and in autumn for juniors. Used only very occasionally.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	58	76
Full-time ELT (15+ hours per week) aged 16–17 years	17	100
Full-time ELT (15+ hours per week) aged under 16	0	56
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	75	232
Minimum age	17	12
Typical age range	20–25 (plus 17–18 for closed group)	12–17 (juniors), 20–25 (adults)
Typical length of stay	1–4 weeks	2 weeks (juniors) 4 weeks (adults)
Predominant nationalities	Korean, Thai and Austrian	Italian (juniors), Thai (adults)
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	16
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	7	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	7

These figures   exclude   the academic manager.

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
General English courses for both adults and under 18s are offered year round. The junior course age range (for closed groups and Oxford Junior Homestay Summer School) is 12–17 and adult courses are for students aged 16+. Peak season for adults and juniors is July and August and also Easter. A small number of one-to-one classes are run and the school provides general English and IELTS preparation to students aiming to study for A-levels at Oxford Tutorial College (OTC).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	30	11
Private home	0	0
Home tuition	0	0
Residential	13	5
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	15	0

Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	58	17
Overall total adults + under 18s	75	

Introduction

Oxford International, Oxford (OIO) is one of four year-round adult language schools in the UK, and three in the USA and Canada, which form part of the Oxford International Education Group (OEIG). At the time of the last inspection the school was known as ISIS Oxford, and the group as ISIS Education and Travel. In May 2015 the school's name was changed to UIC Oxford and earlier this year changed to the present Oxford International, Oxford.

The Oxford International Education Group has grown considerably since its foundation in 1991. Today it offers a range of seasonal and year-round educational courses for juniors and adults under its own Oxford International brand and also the Bucksmore, d'Overbroeck's, and Oxford Tutorial College brands. It has centres in the UK and north America. As well as English language, the group offers GCSE and A-level courses, and has embedded colleges delivering pre-sessional, incorporated bachelors' and incorporated masters' courses within universities. A separate division offers study tours in the UK and overseas.

In Oxford, the adult school is based in premises in the city centre. It also regularly uses additional premises during busy periods at one or more of five nearby sites. These may be used to provide extra space for general or closed groups including under 16s throughout the year, and one of them, at Oxford Tutorial College (OTC) Alfred Street premises, is the main site for the Oxford Junior Homestay Summer School (age 12 to 17) run by the school. (OEIG also offers a residential young learner course in summer at Oxford Brookes University, but that is separately managed and accredited.) At the time of this inspection, adult students (minimum age 16) were being taught in the main premises and a closed group of 17 and 18-year olds from a school in Austria were being taught in the mornings in separate premises nearby.

Most students for OIEG's schools and courses are recruited by agents and many come in groups. Student admissions are usually processed by the OIEG head office in Greenwich, from where marketing and publicity are managed. Wherever practical, administrative and academic policies and procedures are also set centrally.

The inspection lasted two days. The inspectors interviewed the principal, the director of studies (DoS), the student services and operations manager, social programme manager, the student support advisor, and the two group leaders of a closed Austrian group. They had meetings with a group of adult students, some students from the closed group, and with the teachers. They observed all the teachers teaching, visited additional premises used at peak times, and one inspector visited residential accommodation. Homestay accommodation, which is provided through a registered agency, was not visited.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☐	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M3 Staff have job descriptions but as these are undated it is not clear when they were last reviewed.

M4 There are very effective channels of communication at all levels, within the school and within the group. In the school there are regular meetings of teachers, managers and student representatives, and there is an open, friendly informal atmosphere. In the group, school principals and directors of studies have periodic meetings and conference calls, and the directors, senior managers and principal have meetings to review progress and prepare for future development.

M5 The school implements comprehensive, well documented human resource policies which are updated and overseen by the group's human resource manager and set out in staff handbooks.

M7 The induction process for new staff is thorough. Where appropriate, it follows a programme checklist. There are induction days with presentations, specialist training and introductions to procedures and materials, and supported by relevant handbooks.

M8 All staff have a structured annual appraisal/performance review with their line managers where past targets are reviewed and new ones set. Feedback on management performance is encouraged.

M9 The school has a continuing professional development (CPD) policy applied to all staff. There was evidence of its implementation in the form of internal and external CPD on teaching, management and administrative systems, safeguarding, Prevent, health and safety, fire-warden and first-aid training.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☐	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☐	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M14 The school has a clear attendance policy, good systems for recording attendance and following up absences and a clear, firmly applied policy on punctuality.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M17 There is a comprehensive quality review process with individual schools providing regular data and analyses of students' feedback and other performance indicators to head office. Inspections by external bodies, including the Accreditation Scheme's, ensure that systems, processes and practices are frequently re-evaluated and adjusted.

M18 Initial feedback is collected on the first day in paper form. More detailed online questionnaires covering all aspects of the provision are completed at the end of the first week and end of the course. The results of both are analysed and any action taken is recorded. Students' end-of-course certificates and reports are issued when they

submit their final feedback with the result that final feedback return rates are high. Group leaders provide written feedback and collate comments from their groups. The results of feedback are circulated to relevant staff and management.

M19 Systems for collecting feedback from staff are through the minuted weekly staff meetings, end-of-term reviews of materials and regular staff appraisals. Staff also confirmed that an open-door policy operated in the school and that any informal feedback they gave was welcomed and taken seriously.

M20 The complaints policy and procedure is posted in classrooms, and complaints and action taken are logged on the school's database. However, in one instance noted, a detailed complaint was directed to OIEG's head office admissions manager but only a summary, rather than the full details, was relayed to the school.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☒	☐	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The school's main publicity consists of information presented in the OIEG website and English language brochures. No one medium of publicity is predominant. The organisation's website also links to social media.

M26 Neither the website nor the brochure state that homestay accommodation is arranged by an agency. (The brochure does say under 'Homestay' that 'we work with trusted and experienced providers', but it is not clear that 'providers' means agencies.)

M28 The website describes the teachers as 'our dynamic, experienced and highly qualified teachers'. This was not true of all the teachers employed at the time of the inspection. The description was removed during the course of the inspection and is no longer a point that needs to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school operates effectively, and in accordance with its publicity which reflects the provision and for the most part raises realistic expectations. *Staff management* and *quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☐	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☐	☐

Comments

R1 The main premises and the additional premises visited provide suitable and comfortable environments for students and staff.

R2 The main premises in particular, which are used throughout the year, are thoughtfully decorated and well maintained.
R3 Classrooms and other learning areas on all sites are suitable. Some of the rooms at the main site are too small for the maximum class size, but the rooms are allocated according to their capacities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☐	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments
R8 There is a good range of paper-based resources for teachers including course, skills and examination books, teacher training and reference books and other materials. Teachers have appropriate access to computers, printers and audio players. Three of the larger classrooms in the Pembroke Street premises have interactive whiteboards (IWBs) and in most of the additional premises teachers have access to computers, IWBs and/or data projectors. R10 The first-floor computer room in the main building provides a pleasant and spacious area for quiet study and self access. There are 14 computers and files of laminated grammar, vocabulary and skills exercises for self study. Students may borrow graded readers and DVDs to take away for a small deposit. On arrival students are given access to the Oxford International English online learning platform, which they can continue to access for a year after the end of their course. R11 Students receive guidance on the school's self-access facilities at their induction and from the student support adviser throughout their stay.

Resources and environment summary

The provision meets the section standard. A good range of appropriate learning resources is available to students and staff. The school's main and additional premises support and enhance the studies of the students enrolled and offer an appropriate professional environment for the staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☐	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T1 One teacher did not have a Level 6 qualification but a rationale was provided showing she has alternative educational qualifications. The rationale was accepted in the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T9 The results from new students' placement tests and the needs analyses conducted at interview on the first day are passed to their teachers before new students enter their classes. Outlines of the work previously covered are made available to them. The advantages and potential challenges of continuous enrolment to existing and new students are dealt with thoughtfully in the *Teachers' Manual.*

T10 There is an in-house professional development session held on average twice a month, and teachers are paid to attend. The content of the sessions is decided from discussions with teachers and from points noted in lesson observations. There is also an annual training day available to all teachers at the head office in London, and there is encouragement to attend other external events. To provide individual support and development, the DoS will periodically teach teachers' classes for them while they observe, and afterwards they together discuss their contrasting lesson plans.

T11 A good system of observation and monitoring is in place. New teachers are observed shortly after joining the staff and all teachers have a formal observation by the DoS or one of his TEFLQ colleagues twice a year, one linked to the annual appraisal. The thoughtfully designed lesson observation report, reproduced in the *Teachers' Manual,* invites comments on the teacher's awareness of the class needs, lesson plan, materials, affective aspects such as rapport, teaching techniques, lesson presentation and class management. Peer observation is encouraged and facilitated on request.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☐	

Comments

T12 Teachers are provided with clearly described course structures and suggested content. The designs of adult morning and afternoon courses are essentially coursebook based. The year is divided into four terms, with different coursebook series allocated to different terms. The books support classes at five broad Common European Framework of Reference (CEFR) levels ranging from A1 to C1. Morning and afternoon classes use different coursebook series and, because fewer students take afternoon classes, these classes include a greater range of abilities. There is also an IELTS syllabus at level B2/C1. The syllabuses provide a week-by-week scheme of work paced over 12 weeks which specifies coursebook units and suggests supplementary materials which teachers select to meet their students' needs. There are separate syllabuses and materials for lunchtime classes devoted to skills, and for the Oxford Junior Homestay Summer School programme. Syllabuses for closed groups are individually negotiated.

T13 Teachers review their coursebooks at the end of every term. Their reviews inform the decision on whether to retain or change a series.

T14 Teachers provide their students with a weekly review at the end of the week and an overview of the coming week's work. In addition, weekly schemes of work for the morning, lunchtime and afternoon classes are posted on the classroom walls.

T15 From the start of courses emphasis is placed on independent learning. The adult student handbook devotes eight pages to learner training, and the induction programme includes a student handbook quiz, a phoneme quiz and an introduction to the online platform, *Oxford International Online.* Teachers set homework at least twice a week and encourage students on ways to use their phones for research in class.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 On arrival students do an online placement test with a multiple-choice element, a writing task and an interview. The interview contributes to the individual student's needs analysis, and this is given to the class teacher before the student joins the class.
T18 Students have a bi-weekly written progress test, based mainly on the coursebook's own tests, and a one-to-one tutorial. The tutorial, which is recorded on the online learning platform, is both pastoral and academic in nature and includes self-evaluation, an action plan, and the teacher's assessment of the student's progress through the level. It may lead to recommendations for class or course changes, further study assignments, or for an appointment with the student support teacher.
T21 Providing they have met the course attendance requirements, all adult and junior students receive an end-of-course certificate of attendance, and a progress report written by their teacher. This includes comments on attainment, the student's approach to the course and recommendations for further study.

Classroom observation record

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

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☒	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 In all cases the teachers demonstrated a very sound knowledge of the linguistic systems of English, answered students' questions accurately and provided good models of the spoken and written language.
T24 The content of lessons was relevant to students' interests and needs. Subjects chosen for discussion were topical and age appropriate. A closed group of younger learners on a short course was preparing to conduct a survey out in the town.
T25 Lessons followed a coherent, purposeful sequence of activities; their intended learning outcomes and content were made clear to the students from the start.
T26 A range of techniques was observed. Skilful use was made of elicitation and check questioning. There was an appropriate focus on pronunciation, with well-managed controlled practice of sounds, words and connected speech.

Pair and group work was managed effectively to generate genuine communication and discussion.

T27 Appropriate use was made of coursebooks, and teachers' own and other supplementary materials including music. Although some opportunities to exploit IWBs were missed and a few teachers' boardwork was badly organised or hard to read because of weak board pens, classrooms and learning resources were generally well managed.

T28 Feedback to students was generally well managed. When working in pairs or groups they were effectively monitored, and were praised when praise was due. A range of correction techniques was observed including echo correction with follow up, encouraged self and peer correction, and delayed correction.

T29 Most lessons included activities such as a presentation or final task or reviews designed to evaluate learning.

T30 All lessons included a variety of activities and were conducted at an appropriate pace to achieve a high level of student engagement. Teachers taught to individual students' needs and personalised and adapted their lessons' contents. In all lessons a purposeful atmosphere and very good rapport was observed between students and teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from good to excellent. Lessons were well planned and took account of students' needs and interests. Learning materials were appropriate and classrooms and learning resources were generally well managed. A range of suitable teaching techniques was used, students were given appropriate feedback and there was a purposeful learning atmosphere in all the classes. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers are suitably qualified and experienced and are given effective support to ensure that their teaching meets the needs of their students. The courses are thoughtfully managed to the benefit of the students and the teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 There is very good provision for the safety and security of the students. There are annual risk assessments of the premises. There is a single entrance which is locked at all times with a key code for students; the code is changed every six months. The reception desk is constantly staffed and a sign-in system operates. There are similar arrangements at the other teaching sites. All staff have had health and safety and safeguarding training, and fire safety procedures including alarm tests and drills are carried out appropriately. Appropriate provision for the segregation of juniors is made when required; breaks are staggered and staff monitor the communal areas. There is CCTV and digital card entry at the residences.

W2 A high level of pastoral care is provided by all staff, who clearly have a genuine interest in the welfare and well-being of the students. Tutorials take place every two weeks and specifically address areas related to student welfare. Any concerns are immediately referred to the appropriate person. A room can be made available for confidential conversations. There is a room available for prayer.

W3 There are clear notices throughout the school which identify the people to talk to about particular areas. There are pictures of all the key staff describing their role. The 'Who can I talk to' page in the *Student Handbook* identifies the members of staff who can help with various areas of service provision. The student services and operations manager is based in the reception area and therefore sees all students as they enter and leave the building. Her role is covered by other named staff when necessary.

W4 The policy and procedure for dealing with abusive behaviour is made clear to all students and staff. It is described in the various handbooks and manuals. There is a simple but effective poster in each classroom which illustrates what is meant by abusive behaviour and describes in accessible language the procedure to be followed.
W6 Clear information is provided for all homestay, residence and house share students, giving details on travel from the point of arrival to the accommodation, and from the accommodation to the school. The arrangements for meeting and delivering students to their accommodation are thorough and well thought out.
W7 All relevant aspects of this criterion are covered in the *Student Handbook* and in notices around the school.
W8 Clear and accurate information is given in the *Student Handbook* on access to medical and dental treatment.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers three types of accommodation: homestay, student residence and shared house. All homestay is arranged by an agency registered with the British Council. All other accommodation is arranged and managed by the school. The inspector visited the two student residences in use at the time of the inspection, Cambridge Terrace and Pensons Gardens. Cambridge Terrace is for students aged 18 and over. It is located five minutes' walk from the school and consists of single ensuite rooms with kitchenettes, a communal lounge and a laundry. Pensons Gardens is for students under the age of 18, with supervision. It is located 15 minutes' walk from the school and contains 31 ensuite bedrooms. A third residence, Clive Booth, is used in the summer months and was not visited by the inspector. The inspector also visited the shared house, Hodges Court, which is located ten minutes' walk from the school and consists of four rooms with a shared bathroom, kitchen and garden. The social programme manager is the live-in warden at Hodges Court.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 All the accommodation visited was clean, in a good state of repair, and was suitably furnished. Bathroom facilities were appropriate.
W10 Hosts are recruited by the agency head office. After an initial screening, trained assessors visit those considered suitable. A comprehensive checklist is used, and information is provided about fire risk assessments. However, students in the focus group reported that they had not been made aware of fire safety arrangements in their homestays.
W11 All active homestays are routinely visited by the accommodation agency. Inspectors were told that the school plans to visit some of the homestays themselves in conjunction with the agency in order to ensure the standard of homestay accommodation meets their requirements.
W13 Comprehensive information is provided for students before arrival, including host profiles and detailed information about travel from the accommodation to the school.
W14 The student services and operations manager is the contact for any accommodation problems. Arrival feedback is gathered on the first day. The agency is immediately contacted if there are any problems with homestay accommodation and action is taken and recorded. Further feedback on accommodation is gathered in online surveys at the end of the first week and at the end of the course.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐

	Not met	Met	Strength	See comments	N/a
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments
None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments
W24 An information sheet on the implications of living in their own accommodation is given to students as appropriate.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 Students are given extensive information about events and activities in the local area, and advice is readily available on how they can participate in them. There is a very useful 'Things to do in Oxford' section in the *Student Handbook*. There is a 'What's on' noticeboard which is regularly updated, and effective use is made of postings on social media.
W27 A weekly leisure programme, including a variety of activities, is organised and led by the social programme manager. It is well organised and attractively advertised. It includes in-house activities such as games and film shows, trips to galleries and museums, sports activities and special celebration events, all of which are appropriate to the student profile and help to enhance their experience. There is sufficient provision for 16 and 17 year-olds. The group junior summer and year-round social programmes are negotiated with head office in order to meet the client's specific requirements. Their implementation is overseen by the student services and operations manager.
W28 Individual risk assessments are prepared for each activity. They are signed off by the social programme manager and the activity leader. For the junior summer and year-round groups group leaders are obliged to accompany the activities together with an activity leader.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. The accommodation provided is suitable for the needs, ages and backgrounds of the students, and is managed and monitored effectively by the school and the accommodation agency. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☒	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

There are two categories of under 18s who may attend the school: 16 and 17 year-olds enrolled on adult courses throughout the year; closed groups of 12 to 17 year-olds who come with group leaders throughout the year. Individual students are accepted on the OI summer homestay programme. There were 14 students aged 16 or 17 in the school during the week of the inspection, seven of whom were part of a closed group taking lessons in a separate building.

C1 There is a comprehensive safeguarding policy, updated annually, which covers all areas relevant to the provision, including staff recruitment, procedures for referral and training requirements. The policy is reviewed and revised annually. An annual safeguarding report is produced and circulated to draw attention to any changes in the policy. The designated safeguarding lead is clearly identified and has specialist training (level 3). She is supported by two other designated staff, who have advanced training (level 2). The lead safeguarding officer for the Oxford International group, based in Greenwich, is also available if necessary; he has specialist training (level 3).
C2 The safeguarding policy is made known to all staff. Teachers, administration staff, ancillary staff (for example the maintenance staff) and homestay hosts are all required to have basic awareness training (level 1). A special version of the safeguarding policy is given to the group leaders in their handbook; it covers all the areas relevant to their role. Any visitors or contractors visiting the school are given a simple but effective information sheet. Safeguarding is a regular agenda item at staff meetings. There is a clear and accessible digital presentation entitled, 'An introduction to Safeguarding and Prevent', which is shown at inductions.
C3 The school's website and brochure give clear information on the level of care provided. Further information is given in the various handbooks which are available pre-enrolment. The parental consent form, which is sent out to the parents of all under 18s, requests information on medical conditions and includes permission to take appropriate action in the event of a medical emergency.
C4 Recruitment procedures for all roles involving responsibility for and access to under 18s are in line with those set out in the safeguarding policy. References specifically ask if the applicant is suitable to work with under 18s. DBS checks, or similar suitability checks for non-UK nationals, are carried out for all staff and any homestay hosts who accept under 18s. DBS checks are required for all lead hosts; the agency is in the process of ensuring all other adult members of the household have DBS checks; the agency and the school are aware that this needs to be completed as soon as possible.
C5 Effective arrangements are made for the supervision and safety of students during scheduled lessons and activities. Rules are made clear at induction and in notices around the school. All students aged 16 and 17 are highlighted on the register and attendance is checked within the first 15 minutes. A member of staff checks classes in the first lesson if an under 18 student has not signed in and will take action as necessary. The closed groups often have their lessons on a separate site. On the occasions when they are studying in the main school building, they are carefully monitored with separate break times supervised by staff. Group leaders are carefully briefed on their role with regard to safeguarding. Individual students can be enrolled on group courses; they are looked after by the social programme manager who meets them on the first day and is available every morning and after lessons.
C6 There are clear rules for what students may do between and outside scheduled activities, including curfew times for students in homestay appropriate to different ages. This information is stated in the handbooks for students and group leaders, at their induction and on the parental consent form. Students travel in pairs for their journeys to and from school.
C7 Rules for hosting under 18s are set out in the *Homestay Guidebook* provided by the accommodation agency. Supervision ratios and arrangements for meals at Pensons Gardens junior residence meet Scheme requirements.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate and well-considered provision for the safeguarding of students under the age of 18 within the main school building and the additional sites used. Leisure activities are specifically designed to meet the needs and interests of the students. Accommodation in the junior residence and homestay is suitable and carefully monitored. *Care of under 18s* is an area of strength.