

Organisation name	Oxford International, Brighton
Inspection date	12–13 April 2022

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 continued accreditation.

Summary statement
<p>The British Council inspected and accredited Oxford International, Brighton in April 2022. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Oxford International, Brighton is part of the Oxford International Educational Group (OIEG) whose headquarters are in Greenwich, London. In 2019 the organisation was acquired by THI Investments.

During the lockdown the school continued to offer online classes and has been open for face-to-face students since June 2021. At the time of the inspection all classes were face-to-face.

The inspection, which was conducted remotely, took the equivalent of one and a half days over two days. Meetings were held with the principal, the two senior teachers (STs) who are providing academic leadership during the absence of the director of studies (DoS) and the accommodation manager. Meetings were held with a representative group of students and with all the teachers. All teachers scheduled to teach during the week of the inspection were observed. A live virtual tour of the premises was conducted. One inspector had a virtual tour of two homestays and spoke to the hosts. She also spoke to a manager and had a live virtual tour of one of the residences.

Address of main site/head office

10 Brunswick Place, Hove BN3 1NA

Description of sites observed

Only the main school was in use at the time of the inspection. The school usually occupies additional premises during busy periods at several nearby sites, but these have not been used since 2019 and are not included in this inspection. The school occupies a five-storey, period building in central Brighton and Hove, close to local facilities and transport links. There are eight classrooms in total: one in the basement, one on the ground floor and two on each of the first, second and third floors. The basement houses the student computer room/common room and the male toilets. On the ground floor, the reception area is close to the main entrance and there are also two offices. Female toilets are on the first floor. On the second floor, there is a staff kitchen and additional toilet, and on the third floor there is a meeting room. The teachers' room occupies the fourth floor.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers year-round general English courses, including preparation for IELTS, for adults and young people (16+). Students can study for 15, 22.5 or 30 hours per week. The main course of 15 hours takes place in the morning, and students can take electives in the afternoon. The most popular choice is to combine a general English programme with a skills elective, making 22.5 hours a week. Courses of English for academic purposes (EAP) and specific purposes are offered: for example, English for employability and English for journalism. One-to-one tuition is available on request. Programmes for closed groups of junior students aged 12–17 are usually for one week and combine activities, cultural visits or sports with 15 hours of general English. At the time of the inspection, the school was running general English courses, with a limited range of afternoon electives, for a smaller adults and young people aged 17+.

Management profile

The senior leadership team of the group includes the chief executive officer (CEO); the human resources (HR) director; the managing director (MD); the business development director (BDD); the managing director of UK/EU Pathways; the managing director, North America; and the chief financial officer.

The MD has responsibility for the UK schools, and the senior management team (SMT) of the UK language division reports directly to him. The SMT comprises the academic director (AD); the BDD; the programme manager (PM); and the principals in the London, Oxford and Brighton schools.

All policies and procedures for strategic and quality management, staff management and development, student administration, publicity, academic management, course design, welfare and student services, and safeguarding are developed centrally, with individual schools taking responsibility for their local implementation.

The Brighton school is managed by the principal who has been in post for two months. At the time of the last full inspection, the principal was assisted by a DoS, a senior school administrator, an accommodation manager and a social programme organiser (who also managed groups). Roles and responsibilities have been adapted in response to the pandemic and to the DoS's temporary absence. During the time of the inspection, one of the senior teachers was responsible for the academic leadership of the adult courses, and the other for groups; she also has responsibility for the leisure programme. The principal has overall responsibility for student administration, welfare and safeguarding. He is assisted by an accommodation manager.

Accommodation profile

The school currently has a database of around 86 homestay hosts of which 22 are active. At the time of the inspection, 28 students were in homestay accommodation organised by the school. Rooms in a shared student house are also offered and accommodation in a residence managed by an agency registered with the British Council. Residential and shared student house accommodation is only available to students over the age of 18. Under 18s are accommodated in homestays or are staying with their own families.

Summary of inspection findings

Management

The provision meets the section standard and operates to the benefit of students. The school has appropriate and clearly set out goals and values which inform all aspects of management. There is a clear organisational structure and channels of communication are very effective. HR policies are appropriate and there are very good systems in place for the recruitment, induction and monitoring of staff. Student administration is handled very efficiently, and there are effective quality assurance systems. Publicity is satisfactory overall.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an attractive and professional environment for work and relaxation. A good range of resources serves to meet the needs of staff and students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff have a professional profile appropriate to the context and there are effective systems and procedures in place to support the teaching team in their delivery of the academic programmes. Course design is appropriate to the needs of the students, and there are effective learner management systems in place. The teaching observed meets the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities, and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. 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.

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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement of goals and values, and realistic objectives for the short- and long-term future of the organisation. The management structure of the school and the wider organisation is made clear to staff and students. Appropriate adjustments have been made to ensure continuity of provision during the absence of the DoS, and there was an effective handover for the recently appointed principal. There are very good communication channels across the wider organisation and within the school. Student feedback is gathered at several points throughout their course, and staff feedback is regularly obtained. Management systems, processes and practices are regularly reviewed.

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.	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

The group has appropriate human resources and recruitment policies which are implemented effectively within the school. Job descriptions are detailed and regularly reviewed. Induction procedures are thorough and there are effective systems for monitoring and appraising all staff. Procedures and practices to ensure the continuing professional development of staff are well managed.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
OIEG has a central admissions team that is responsible for the booking process. There are effective procedures and standards for dealing with enrolments, cancellations, and refunds. All bookings are recorded on the OIEG central student database. School staff can access the database in order to add or update students' accommodation and contact details, to record attendance and to register walk-in enrolments. In the student handbook, during induction and on noticeboards, rules about attendance and punctuality are made clear and policies are consistently implemented. Conditions and procedures under which a student may be asked to leave the course are clearly stated. Students, parents/legal guardians and, where appropriate, group leaders 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.	Met
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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
The organisation's publicity materials are devised and co-ordinated by a marketing team at head office and comprise a website, a printed worldwide group brochure and a range of factsheets. There is also a social media presence. The main medium for the Brighton school is considered to be the website together with the student handbook which is accessible via the website. The language used is accessible and gives rise to realistic expectations. The information presented on the website is generally clear and accurate but is not always easy to find; sometimes the detail is only accessible via the student handbook. Costs are not given for exam fees or for the approximate cost of travel from the students' accommodation to the school (where appropriate). There is insufficient information about the costs of the leisure programme.	

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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	
The premises are in a satisfactory state of repair, cleanliness and decoration. Classrooms are all well lit and ventilated. Five are large enough for the maximum number of students advertised; the other three are suitable for smaller groups of up to 12. The student common room is furnished with dining tables and chairs and a choice of food at reasonable prices is available locally. The teachers' room is a good size, with sufficient storage, and staff have the use of a kitchen. Signage is clear; noticeboards throughout the school are attractive, informative and well organised.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
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

There are sufficient learning resources for students; they include coursebooks with associated online resources, self-access readers and non-fiction books, and online resources accessible via the Virtual Learning Campus (VLC). Teachers have a very good range of well-organised printed and in-house developed materials, as well as access to online resources. Four classrooms have interactive whiteboards (IWBs). Training is provided for both staff and students in the use of the IWBs and the VLC. Technical support is available for any problems that are encountered. Academic managers from all UK schools regularly meet to review teaching and learning resources.

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

All academic staff have a Level 6 qualification, an ELT qualification, and experience, knowledge and skills appropriate to the courses offered and the needs of the students. The academic management team has an appropriate professional profile to provide academic leadership.

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

Teachers are matched appropriately to courses, and there are effective timetabling procedures. Good arrangements are in place for covering absent teachers. Students can join existing classes on any Monday; they have a tutorial in their first week to check whether they have settled into the class. However, insufficient guidance is given in the teachers' handbook about how to integrate new students. There are very effective arrangements to ensure that day-to-day guidance and support is provided for teachers, and for the observation and monitoring of teachers' performance by suitably qualified and experienced academic managers.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is based on stated principles, described in writing for teachers' guidance. Common European Framework (CEFR) descriptors are matched to coursebook units at a number of levels. Afternoon electives and junior programmes are organised around lesson plans designed in-house. Course design is regularly reviewed at the local and group-wide level and is informed by student and staff feedback. Weekly schemes of work are made available to students via the VLC and classroom noticeboards. Additional activities included in the junior programme and some of the electives are designed to encourage language development. Courses include study and learning strategies which support independent learning, and which help students develop their language skills outside the classroom and benefit linguistically from their stay in the UK, although the teaching/learning of such strategies is insufficiently explicit in the syllabi for the general English courses.

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

Comments

There are effective procedures for the placement of students and for evaluating, monitoring and recording their progress. Students are supported by means of fortnightly tutorials, and additional individual support sessions are offered. Guidance is available for students who wish to prepare for external examinations, and for those wishing to progress to mainstream education. At the end of their course, students receive an attendance certificate and a detailed individual report

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Five general English morning classes and an afternoon skills elective.

Comments

Neither of the senior teachers was scheduled to teach during the week of the inspection.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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 provided accurate models of spoken and written language. Illustration of grammatical structures and of lexis was generally done well. There was evidence in most lesson segments of sound knowledge of phonological systems: for example, use of phonemic script, and stress and intonation marking.

T24 Teachers provided plans which drew on knowledge of the students, as described in detailed student profiles. They demonstrated an awareness of individual strengths and weaknesses, and of anticipated problems. The lesson content was usually based on an appropriate coursebook and teachers developed and personalised the topic to take into account the students' needs, interests and their cultural backgrounds.

T25 Plans stated learning outcomes. In some of the better segments, plans indicated that learning objectives would be made known to students at the start of the lesson and revisited at the end. Learning objectives were achieved by means of well-staged activities.

T26 A good range of appropriate techniques was used, including instruction giving, eliciting, prompting, scaffolding and concept checking. There were some good examples of effective pronunciation practice.

T27 Classroom environments, including seating and pairing, were thoughtfully managed. Resources being effectively used included coursebooks, whiteboards, audio materials, games and teachers' own materials. Generally, IWBs were handled with confidence.

T28 Overall, a good range of feedback techniques was observed. Teachers were encouraging and correction was handled well. In better segments, self and peer correction was encouraged and feedback was given on pronunciation, with appropriate follow-up practice.

T29 Lesson plans included activities to evaluate whether learning had taken place. Short tasks which helped student evaluate their own learning were observed.

T30 Overall, teachers created a positive learning atmosphere. They projected a clear sense of purpose, encouraging students and personalising content when appropriate. Students in all classes were attentive and engaged.

Classroom observation summary

The teaching observed ranged from excellent to satisfactory against the inspection criteria, with the majority being good or better. Teachers' knowledge of the language being taught was generally sound. Lessons were well planned and the content of the lessons catered for the needs and interests of the students. Teachers used a good range of techniques, employed resources effectively and checked that learning was taking place. There was a positive and purposeful learning atmosphere in all the lesson segments observed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
Detailed and regular risk assessments and checks take place to ensure premises are safe for students and staff. A comprehensive major incident plan is in place and shared with all relevant stakeholders. Students benefit from a high level of pastoral care from all staff, and students in the student focus group spoke highly of the care and support they received. Tolerance and respect for all is part of the ethos of the school; handbooks for staff and students and notices throughout the premises ensure that everyone is made aware of these expectations. Good, clear information about life in the UK, including accessing health care and transport links, is available in the student handbook.	
Accommodation (W9–W22 as applicable)	
<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 facilities and services expected of homestays and residences are provided. Students in homestay and residential accommodation at the time of the inspection expressed a high degree of satisfaction with their hosts and their accommodation. The accommodation visited remotely appeared to be of an exceptionally high standard. Thorough checks on homestays have been carried out for safety and suitability and all records are detailed and clear. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay hosts. Rules, terms and conditions are made very clear to homestay providers. Both homestay providers spoken to had worked with OIEG Brighton for a number of years and spoke highly of their close working relationship with the school.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this subsection are fully met.

Leisure opportunities

Met

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.

Met

W25 Any leisure programmes are well organised and sufficiently resourced.

Met

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.

Met

Comments

Students are given weekly updates of what is happening in Brighton and the local area, and a wealth of information about current leisure and cultural possibilities. An interesting and varied selection of activities is offered, entirely appropriate for the type of students in the school, accompanied by clear risk assessments.

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.

Met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.

Met

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.

Met

S7 There are suitable arrangements for the accommodation of students.

Met

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Met

Comments

The school accepts 16 and 17 year-olds in adult classes and closed groups of young learners (12+). At the time of the inspection one student aged 17 was studying at the school.

The school has a comprehensive safeguarding policy and all staff undertake regular safeguarding training. Homestay providers are given useful safeguarding information and required to sign a declaration of suitability to host under 18s. The parental consent form ensures parents are aware of the degree of supervision offered. Recruitment procedures are in line with safer recruitment good practice. Good supervision arrangements are in place for both during and outside scheduled lessons and activities, and contact arrangements with parents/guardians are suitable.

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	2001
Last full inspection	April 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Oxford International London (Greenwich), Oxford, OIEG Junior Centres
Other related non-accredited schools/centres/affiliates	Oxford International schools in New York, San Diego (USA) and in Toronto, Vancouver (Canada), Oxford International Pathways Colleges

Private sector

Date of foundation	2001
Ownership	Name of company: Oxford International Education Company number: 2666738
Other accreditation/inspection	ISI

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)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	37	100
Full-time ELT (15+ hours per week) aged 16–17 years	1	75
Full-time ELT (15+ hours per week) aged under 16	0	0
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	38	175
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Austrian, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–40	18–30

Adult programmes: typical length of stay	8 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian, Turkish	Italian, Saudi Arabian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	12
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The senior teachers were not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

These figures do not include the senior teachers.

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	27	1
Private home	0	N/a
Home tuition	N/a	N/a
Residential	1	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	6	N/a
Overall totals adults/under 18s	37	1
Overall total adults + under 18s	38	

Points to be addressed

Management

M24 Detailed information relating to the Brighton school is not always easy to find.

M25 Costs are not given for exam fees or for the cost of travel from the students' accommodation to the school (where appropriate). There is insufficient information about the costs of the leisure programme.

Teaching and learning

T8 Insufficient guidance is given in the teachers' handbook about how to integrate new students.

T16 Strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK are not made sufficiently explicit in general English syllabi.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan for 2022 must be sent to the Accreditation Unit by 11 November 2022.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.
