

Organisation name	Oxford International Brighton
Inspection date	10–11 March 2026

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, S2 and S4 have been addressed.

### Summary statement

The British Council inspected and accredited Oxford International Brighton in March 2026. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, and student administration.

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

### Introduction

Oxford International, Brighton is part of the Oxford International Educational Group (OIEG) whose headquarters for the UK centres are in Greenwich, London. The inspection took place over one and a half days. Meetings were held with the head of English language UK (ELUK), the principal, the director of studies (DoS), the student support co-ordinator (SSC), the accommodation manager, and the groups co-ordinator. Some meetings were attended remotely by the managing director English language UK and Oxford International juniors. Focus group meetings were held with adult students, junior students, group leaders and teachers. One inspector had a virtual tour of two homestays and spoke to the hosts. He also visited one of the residences. One inspector inspected the premises not in use at the time of the inspection. Six of the seven teachers scheduled to teach during the week of the inspection were observed.

**Address of main site/head office**

10 Brunswick Place, Hove BN3 1NA

**Description of sites visited/observed**

The main school occupies a five-storey period building on a main road in central Brighton and Hove, close to local facilities and transport links. On the ground floor, there is a reception area opposite the main entrance, two offices and a student common room. On the second floor, there is a staff kitchen and an all-gender toilet. The teachers' room occupies the fourth floor. There are eight classrooms in total: one in the basement, and others on the first, second and third floors. Male toilets are in the basement and female toilets on the first floor.

A second building (52 Norfolk Square, Brighton, BN1 2PA) was not in use at the time of the inspection but is regularly used for groups of juniors and for the junior summer school. The four-storey period building is located a few minutes' walk from the main school. It contains five classrooms, an office, a staff kitchen and male and female toilets.

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 checked="" type="checkbox"/>	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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**

The school offers year-round general English courses, including preparation for IELTS, for adults (18+) and young people (16+). Students can study for 15 or 22.5 hours. The main course of 15 hours takes place in the morning, and electives are offered in the afternoon. One-to-one tuition is available on request.

Programmes for closed groups of junior students aged 12–17 are usually for one week with up to 15 hours of general English. At the time of the inspection, there were two closed groups of junior students, from Austria and Spain. For both these groups, Oxford International was providing the tuition and had arranged the homestay accommodation but was not providing the leisure programme. Vacation courses for under 18s are held in the summer.

**Management profile**

The Brighton school is managed by the principal. He manages the DoS, the SSO, the accommodation manager and the groups co-ordinator. Teachers report to the DoS; activity leaders report to the groups co-ordinator. The principal reports to the head of EL UK. 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.

**Accommodation profile**

The school has a database of approximately 80 homestay hosts of which 55 are active. At the time of the inspection, 61 under 18s and eight adult students were in homestay accommodation organised and managed by the school. Rooms in a shared student house, and accommodation managed by an agency registered with the British Council are also offered. Four students were staying in this type of accommodation at the time of the inspection. 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 exceeds it in some respects. The school is well managed, in accordance with the organisation's stated goals and values. Student service systems are robust and professionally administered. Publicity is satisfactory overall. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a suitable environment for work and relaxation. A range of appropriate learning resources is available to teachers and students, with guidance on their use.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive guidance to ensure that they support students effectively in their learning. Courses are generally well designed and managed. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard for 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.

### Safeguarding under 18s

The provision meets the section standard. Overall, 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	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M1 There is a clear statement of goals and values with evidence that the statement is integral to the working of the organisation: for example, as evidenced in the recruitment policies and procedures.  
M2 Although the current school management team has been in place a relatively short time, it has very clear objectives for the future of the school and realistic plans to achieve them.  
M4 There are very well established and effective means of communication across the wider organisation and within the school. Opportunities are afforded for staff with similar roles within the organisation to support one another and share good practice.

M6 Staff feedback is obtained and systematically recorded through surveys, structured meetings and formal appraisal processes. Teachers expressed appreciation of the way their views had been sought and discussed at the time of the recent changes of personnel in the school.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M8 The organisation has appropriate human resources and recruitment policies which are implemented effectively within the school. Positive steps are taken to promote staff well-being. Staff feel valued and well supported.  
M10 There are effective and sensitively implemented procedures for the recruitment and selection of staff. As appropriate to role, staff receive training in recruitment.  
M11 A thorough induction is provided for all staff. In addition to a 'welcome pack', information handbooks and checklists, staff have been provided with mentors/buddies within the organisation and given opportunities for observing/shadowing colleagues.  
M13 CPD is well established and funded. In addition to mandatory training, there are opportunities for staff to further their skills and qualifications through in-house and externally validated training programmes.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### **Comments**

M14 Feedback from students and group leaders attest to the high standard of customer service. Management and administration staff are supported by robust IT packages and training in their use.  
M15 Before arrival, students and their representatives receive comprehensive information and advice from the central sales and marketing teams in liaison with school staff. During their stay, students and group leaders are well supported.  
M16 There are robust systems in place and evidence that central and school staff work well together to ensure all the required information is obtained, recorded and made easily accessible to relevant people: for example, the accommodation agency. Procedures include an initial check on students' well-being.

<b>Publicity</b>	<b>Area of strength</b>
M21 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

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The organisation's publicity materials are devised and co-ordinated by the marketing team at head office. The main medium is considered to be the website which describes the provision world-wide with a section specific to the Brighton school. There is also a social media presence.

M24 At the time of the inspection, costs of fees for students enrolled individually on the junior summer school were not provided on the website. Also, there was no indication of the costs of any exam fees which are not included in the course fees. This information was added shortly after the inspection visit and they are no longer points to be addressed.

M25 The information provided before enrolment about the level of care and support given to all students aged under 18 is detailed; however, at the time of the inspection, it was not very easy to find on the website. Immediately after the inspection visit, the information was made more accessible.

#### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P5 Signage is clear; noticeboards throughout the school are attractive, informative, well organised and up to date. A 'who's who?' photoboard is in every classroom.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

All criteria in this area are fully met.

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
<b>Comments</b>	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The DoS is well qualified; teachers with suitable qualifications and experience have been recruited to meet the differing needs of the adult and junior students.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. There is a structured support policy relevant to the needs of the students and their teachers.	
<b>Academic management</b>	<b>Met</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
<b>Comments</b>	
T7 All new teachers attend a full induction with an opportunity to observe classes before they start teaching. There was evidence of a follow-up plan for a newly qualified teacher.	
<b>Course design and implementation</b>	<b>Met</b>
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
<b>Comments</b>	
T11 There is a clear rationale for the design of the adult general English and exam preparation courses. The courses are based on suitable published coursebooks, with teachers able to adapt and supplement the books in response to the needs and interests of their students. For short junior courses there are suitable in-house produced coursebooks at a range of levels. These were being used successfully in classes with students from one of the closed groups of under 18s. The courses for the other junior closed group were based on requests made by the sending school and designed by the teachers. Generally, they were less successful in meeting the students' needs and interests.	

<b>Learner management</b>	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

#### Comments

T18 Students wishing to progress to mainstream UK education have access to advice from specialists within the organisation.

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English (adults); closed group courses (juniors)

#### Comments

All teachers who were teaching during the time of the inspection visit were observed.

<b>Teaching: classroom observation</b>	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

#### Comments

T19 Accurate models of spoken and written language were provided. Illustration of grammatical structures and of lexis was generally done well. There was evidence in better segments of sound knowledge of phonological systems: for example, use of phonemic script and stress marking.

T20 This criterion is met overall. The content of the lessons for the adults and for one of the junior groups was based on an appropriate coursebook and there was evidence that the students' needs, interests and their cultural backgrounds had been taken into account. However, in a small minority of lessons provided to the other junior group, the needs and interests of the students were not being fully met.

T21 Overall, plans included appropriate learning objectives with an indication that these would be made known to students at the start of the lesson. Better plans included a review of outcomes at the end of the lesson. Generally, learning objectives were achieved by means of well-staged activities.

T22 A range of appropriate techniques was observed, including instruction giving and checking, eliciting, prompting, scaffolding and concept checking. There were some good examples of effective pronunciation practice.

T23 Resources being effectively used included coursebooks, worksheets and whiteboards. In general, competent use was observed of the technological resources available.

T24 Overall, a satisfactory range of feedback techniques was observed. In better segments, self and peer correction was encouraged, and feedback was given on pronunciation, with appropriate follow-up practice.

T25 Lesson plans included activities to evaluate whether learning had taken place: short tasks helped students evaluate their own learning, and student presentations provided good evidence of their ability to put into practice language they had learned.

T26 Overall, a positive and purposeful learning atmosphere was achieved. The majority of teachers were encouraging, and they personalised content when appropriate. Students in most classes were attentive and engaged.

## Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

### Comments

W1 There is a comprehensive major incident plan in place, but not all staff, homestay hosts or students were aware of relevant elements that may affect them.

W3 Tolerance and respect is part of the ethos of the school and there are well expressed and relevant policies which are effectively promoted to all students during induction meetings and on posters throughout the school.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

### Comments

W7 Feedback from students is consistently positive and the accommodation seen during the inspection was of a high standard. Emergency homestay is available should any students need to move at short notice.

W13 Student feedback was very positive in this area and good guidance is provided to hosts including examples of what constitutes a well-balanced diet.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Not met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### Comments

W14 One of the homestays visited was hosting a total of five students at the time of the inspection.

<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

All criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W19 Students are given regular updates about what is happening in Brighton and the local area, and staff are available to help with booking tickets and advising on transport options to locations further afield.

W20 An interesting and varied selection of activities is offered on the adult programme. Consideration is given to long stay students and those aged under 18. The junior leisure programme offered is appropriate to the age and interests of the students.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Strength
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.	Not 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.	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 students aged 16 and 17 on adult courses and closed groups of young learners (12+) year round, and groups and individuals on summer junior courses. At the time of the inspection there were no students under 18 on the adult programme. There were 61 students on closed group courses.

S1 The organisation has a comprehensive safeguarding policy with evidence of expert input that is supported by relevant practical documents, including incident-reporting forms.

S2 Guidance or training on safeguarding does not take place for homestay hosts.

S4 Two references were not on file for one of the sampled homestay providers.

## 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 2022 (compliance)
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Level 3 Diploma in Adult Care
Other related accredited schools/centres/affiliates	Oxford International London (Greenwich), Oxford, Edinburgh, OIEG Junior Centres
Other related non-accredited schools/centres/affiliates	Oxford International Schools in New York (USA), Toronto, Halifax, Vancouver (Canada), Melbourne (Australia), Oxford International Pathways Colleges, Oxford International Digital Institute

## Private sector

Date of foundation	1991
Ownership	Name of company: Oxford International Education and Travel Limited 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/observed	N/a
Details of any additional sites not in use at the time of the inspection	52 Norfolk Square, Brighton, BN1 2PA is a few minutes' walk from the main school: five classrooms; an office and staff kitchen; male and female toilets. Used for groups of juniors throughout the year and for the junior summer vacation course.

## Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	21	50
Full-time ELT (15+ hours per week) aged 16–17 years	4	10
Full-time ELT (15+ hours per week) aged under 16	21	20
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	36	20

Part-time ELT aged under 16 years	0	20
<b>Overall total</b> ELT/ESOL students shown above	<b>83</b>	<b>120</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–40	16–25
Adult programmes: typical length of stay	8 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Italian	Saudi Arabian, Turkish
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	2 weeks
Junior programmes: predominant nationalities	Austrian, Spanish	Austrian, Spanish

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	11
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

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

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

#### **Comments**

The academic manager is not scheduled to teach but may provide cover if required.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	6
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	7

#### **Comments**

One teacher who was scheduled to teach during the week of the inspection was absent during the inspection visit. Her lessons were covered by one of the other 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	8	61
Private home	0	0
Home tuition	0	0

Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	10	0
<i>Overall totals adults/under 18s</i>		
Overall totals adults/under 18s	22	61
Overall total adults + under 18s	83	

**Items requiring early action** [ASAC and EB may choose to move matters arising part of recommendation to here](#)

Evidence must be submitted within three months to demonstrate that weaknesses in W1, S2 and S4 have been addressed.

**Points to be addressed** **[This section will be sent to the provider for action planning but removed before the publication of the report]**

***Points which must be addressed within three months***

**Welfare and student services**

W1 Not all staff, homestay hosts or students were aware of relevant elements within the major incident plan that may affect them.

**Safeguarding under 18s**

S2 Guidance or training on safeguarding does not take place for homestay hosts and information is not shared with group leaders.

S4 Two references were not on file for one of the sampled homestay providers.

***Other points to be addressed***

**Teaching and learning**

T11 The course design for some of the juniors did not fully meet the students' needs and interests.

T20 In a small minority of lessons, the needs and interests of the students were not being fully met.

**Welfare and student services**

W14 One of the homestays visited was hosting a total of five students at the time of the inspection.

**Action plan**

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 6 November 2026. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.