

Organisation name	Oxford International Oxford
Inspection date	17–18 March 2026

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 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
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

The British Council inspected and accredited Oxford International, Oxford 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 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, student administration, learning resources, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

Oxford International, Oxford (OIO) 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 full day plus a half and a part day. Meetings were held with the head of English language UK (EL UK), the principal, the academic manager – adults (AM), the academic manager – juniors (AMJ), the student services co-ordinator (SSC), and the operations manager – juniors (OMJ). Focus group meetings were held with adult students, junior students, group leaders, activity leaders and teachers. One inspector had a phone call with the registered homestay provider and visited one of the year-round residences for adult students and another used for residential junior programmes between September and June (not in use at the time of the inspection). One inspector visited the second centre in use during the inspection period for closed junior groups. All eight teachers scheduled to teach during the week of the inspection were observed.

Address of main site

36–37 Pembroke Street, Oxford OX1 1BP

Description of sites visited

The school occupies the basement, ground and first floors of a three-storey listed building in central Oxford. A central gated archway and small courtyard divide the ground floor into two parts: on the right are reception, back office (shared by the AMs and admin staff), staff toilet 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 there are four classrooms of different sizes, a social room which also doubles as classroom, a library/office, the principal's office and a student kitchen. The basement on one side of the building contains the student social room with tables and chairs, sofas and a ping pong table. The room on the other side of the basement is for general storage. The top floor of the building is used by All Souls College. Access to this floor is via a shared main staircase, however, access to all school areas are controlled by digital lock entry systems.

A second building (Kings Education, Alfred Steet, Oxford OX1 4EH) was also in use at the time of the inspection for junior group courses. This four-storey building is located a short walk from the main school. It contains a reception area on the first floor, five classrooms, two teachers' rooms, staff toilets, a small sick room, a staff kitchen, student toilets and student break out area.

A third building (Oxford Brookes University, Harcourt Hill Campus, Harcourt Hill, Oxford, OX2 9AT) used for junior groups requiring on-site residential accommodation was not in use at the time of the inspection but is regularly used for groups of juniors organised by the school from September to June. It comprises a residential block with twin ensuite rooms and single rooms for group leaders over two floors, and a range of classrooms set around a grass courtyard. A full board catering service is provided in the dining room, and students have access to social spaces, laundry facilities and a gym.

Two further additional premises are used during peak periods (International Fellowship of Evangelical Students, 5 Blue Boar Street, Oxford OX1 4EE and Wesley Memorial centre, New Inn Hall St, Oxford OX1 2DH). These were not in use during the inspection period and not visited by the inspectors.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 per week. 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 with the option for either homestay or residential accommodation from June to September. At the time of the inspection, there was one group of junior students from Italy. Oxford International was providing the tuition and leisure programme and had arranged the homestay accommodation via the registered accommodation provider. Open enrolment junior courses are also offered during the summer months (June – August) with homestay accommodation.

Management profile

The Oxford school is managed by the principal. She line manages the AM, the AMJ, the SSC, and the OMJ. Teachers report to the AM and AMJ; activity leaders report to the OMJ. 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

Homestay accommodation, managed by an agency registered with the British Council, is offered for adults and under 18s. Adult students can opt for half board, bed and breakfast or self-catering. Residential accommodation is offered to groups of students aged under 18 at Harcourt Hill, an Oxford Brookes University campus. OIO has exclusive use of one accommodation block. There are twin ensuite rooms for students and single ensuite rooms for group leaders. Residential accommodation is offered to students over the age of 18 at commercially run student residences: *The Mews* which is a short bus ride from the school; *Student Castle* which is a 15-minute walk from the school. Both residences offer single ensuite rooms with shared kitchen and laundry facilities.

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 and publicity. Student service systems are robust and professionally administered.

Strategic and quality management, staff management, and student administration are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, comfortable and professional environment for work and study. A range of appropriate learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided where needed. *Learning resources* is an area of strength.

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 well designed and managed.

The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, information and leisure activities are very well met. Students are offered a choice of suitable accommodation and benefit from well-managed student services.

Care of students and *Leisure Opportunities* are areas of strength.

Safeguarding students under 18s

There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Safeguarding is an area of strength.

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 The management team 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 structured meetings and formal appraisal processes. Teachers expressed appreciation for the levels of support available to them.

Staff management and development	Area of strength
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 their 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.

Student administration	Area of strength
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.	Strength

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 very 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 homestay agency. Procedures include an initial check on students' well-being.

M18 Clear information is provided for students, and robust procedures are in place to record and monitor student attendance. Absences are followed up promptly and sensitively.

Publicity	Met
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.	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.

All criteria in this area are fully met.

Premises and resources

Premises and facilities	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.	Strength
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

P2 The premises are in a very good state of repair and decoration, and all areas, including toilets, are spotlessly clean. The décor is in keeping with the brand of the organisation and thoughtful consideration has been given to making the listed premises as comfortable as possible for staff and students.

P5 All buildings in use are clearly branded and signage is good throughout. Noticeboards throughout the school are attractive, informative, well organised and up to date.

Learning resources	Area of strength
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.	Strength
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.	Strength
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

P7 Students receive a coursebook on all main courses. Junior students receive very appropriate custom-made materials entirely suitable to their age, interests and learning styles. There are ample further resources with which teachers can further support coursebooks, if necessary.

P9 All classrooms, in all centres, have access to educational technology that is well maintained and used regularly and confidently. Technical support is available from the organisation's in-house IT department. There was evidence of good training in the use of technology.

Teaching and learning

Academic staff profile	Met
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.	

Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The academic management team have considerable experience, the principal and AMJ are well qualified, and the AM is in the process of completing his TEFLQ qualification. Teachers with mostly 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.

Academic management	Met
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.	Strength
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

Comments

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.

T8 All teachers attending the focus group commented very positively about the level of support available to them. New or less experienced teachers are supported by the AMs with lesson planning and paired with a more experienced teacher. There are regular opportunities for peer observations.

Course design and implementation

Met

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

Comments

All criteria in this area are fully met.

Learner management

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	8
Number of observations	8
Parts of programme(s) observed	General English (adults) and electives; closed groups courses (juniors)

Comments

All teachers scheduled to teach during the time of the inspection visit were observed.

Teaching: classroom observation

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.	Strength
Comments	
<p>T19 In the majority of lessons, teachers provided clear models of spoken and written form, providing clear explanations of emergent language in context. Better segments included support for pronunciation provided by phonemic script and stress marks, and an indication of parts of speech. In a small minority of lessons, unnatural models of speech were provided.</p> <p>T20 Detailed lesson plans were provided by all teachers and in better segments student profiles were included. Topics and activities reflected the age and interests of the learners based on a suitable coursebook.</p> <p>T21 Learning outcomes were presented in all lessons. In better segments they were referred to throughout the lesson. The outcomes were realised through an appropriate sequence of activities.</p> <p>T22 In better segments, instructions were modelled and checked and techniques included effective nomination and concept checking. Elicitation, prompting and a good use of gesture and mime were also demonstrated. A minority of lessons were teacher centred and opportunities were missed to provide meaningful practice.</p> <p>T23 Technology was used effectively and efficiently in all lessons. Whiteboards were generally well organised and in better segments the coursebook was used imaginatively.</p> <p>T24 Examples of on the spot, peer and self-correction techniques were observed and teachers provided appropriate positive feedback. In a minority of lessons feedback was somewhat cursory and lacked rigour.</p> <p>T25 Lessons had a logical flow and short assessment activities were included to enable teachers to evaluate learning.</p> <p>T26 Learners were actively engaged in all lessons. Teachers had developed a very good rapport, and materials and activities were personalised to provide further motivation and engagement. Students were challenged but in all cases teachers created a supportive environment appropriate to the age and goals of their learners.</p>	

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 A very thorough set of policies and procedures is in place, which is made known to staff, to group leaders and, as appropriate, to students. A flowchart outlines practical procedures for handling a security or safety emergency on the premises, in the vicinity, or on excursions.

W2 Pastoral care is provided to a high standard. Sources of advice and support are well advertised. There is a pastoral focus in the academic tutorials held for long-stay students. The principal leads the provision of mental health first aid throughout the organisation.

M3 Tolerance and respect is part of the ethos of the organisation and there are clearly expressed policies which are effectively promoted to all students during induction meetings and on posters throughout the school. There is a prize awarded each month to a student nominated for their contribution to the school community.

W5 Detailed information is given pre-arrival about travel to and life in the UK. On the first day, the AM (adults) conducts a tour for new students to introduce them to Oxford and its facilities.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength

W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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.	Met

Comments

W9 The agency carries out regular inspections of the homestays. The SSC carries out a thorough weekly check on the adult residences in use. At Harcourt Hill, a resident member of OIO staff checks the accommodation before the arrival of each group.

W10 Clear information is given about the accommodation booked. Confirmation of the homestay booking gives very full information, including a detailed pen portrait of the household, information about transport links and costs, and photographs of the accommodation.

W11 There are very effective procedures for identifying any issues students have with their accommodation. There is evidence that the agency, managers of the residences and school staff work together to resolve promptly any problem raised by students or group leaders.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	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

All criteria in this area are fully met.

Accommodation: other

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.	N/a

Comments

The applicable criterion in this area is fully met.

Leisure opportunities

	Area of strength
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.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 All new adult students have an orientation tour of Oxford on their first day, led by the AM. Students are given regular updates about what is happening in Oxford and the local area, and staff are available to help with booking tickets and advising on transport options to locations further afield.

W21 The leisure programmes for both the adults and juniors are well organised and resourced. Teachers often lead activities for adult students. Activity leaders on junior courses are well prepared: for example, with maps and detailed information about the venues being visited.

W22 Risk assessments are very thorough and updated for each event, with relevant information about the individual students taking part in the activity. Accompanying staff and group leaders are well briefed and clear procedures are in place to cover different circumstances that may be encountered.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged 16 and 17 on adult courses. It also runs courses for closed groups for juniors aged 12–17 staying in homestay accommodation year round, and in residential accommodation from September until June.

At the time of the inspection there were three students under 18 on the adult programme. There were 37 students aged 16–17 on closed group courses.

S1 There is a set of clear and comprehensive safeguarding policies and procedures, with evidence of expert input into its framing. The policy is supported by relevant practical documents.

S4 Recruitment policies for all roles within the organisation are in line with safer recruitment good practice. There is evidence of their rigorous implementation.

S5 There are well-considered arrangements for the supervision and safety of all under 18s, including those aged 16 and 17 attending adult courses. The risk assessment for each scheduled leisure activity takes the welfare of individual students into account.

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	August 2012
Last full inspection	October 2021

Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Oxford International Pathways Course & City & Guilds Adult social care
Other related accredited schools/centres/affiliates	Oxford International Greenwich, Brighton, Edinburgh, Oxford International Junior Programmes,
Other related non-accredited schools/centres/affiliates	OI Canada (Vancouver, Toronto, Halifax) & OI USA (New York), Australia (Melbourne), Oxford International Digital Institute

Private sector

Date of foundation	1991
Ownership	Name of company: Oxford International Education & travel Ltd 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	International Fellowship of Evangelical Students, 5 Blue Boar Street, Oxford OX1 4EE (5 minutes' walk from the school with up to 4 rooms available. Used for overspill classrooms in peak periods). Wesley Memorial centre, New Inn Hall St, Oxford OX1 2DH (10 minutes' walk from the school with up to 4 rooms available. Used for overspill classrooms in peak periods).

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	55	100
Full-time ELT (15+ hours per week) aged 16–17 years	40	12
Full-time ELT (15+ hours per week) aged under 16	0	165
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	95	277
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	20–30
Adult programmes: typical length of stay	4 weeks	2 weeks
Adult programmes: predominant nationalities	Turkish, Saudi Arabian	Turkish, Saudi Arabian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian	Italian, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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	1
Total	2

Comments

Neither of the academic managers are 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	4
ATEFL registered 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	3
Total	8

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	11	40
Private home	0	0
Home tuition	0	0
Residential	19	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	4	0
Staying in privately rented rooms/flats	21	0
Overall totals adults/under 18s	55	40
Overall total adults + under 18s	95	

Items requiring early action

None.

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

Teaching and learning

T19 In a small minority of lessons, unnatural models of speech were provided.

T22 A minority of lessons were teacher centred and opportunities were missed to provide meaningful practice.

T24 In a minority of lessons feedback was somewhat cursory and lacked rigour.

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.
