

Organisation name	Oxford International, London Greenwich
Inspection date	17–20 July 2018

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. However, evidence must be submitted by June 2019 to demonstrate that all recruitment and suitability checks on summer staff have been completed.

Summary statement
<p>The British Council inspected and accredited Oxford International, London Greenwich in July 2018. 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 large private language school offers courses in general English for adults (16+) and under 18s, and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, academic management and learner management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Oxford International Education Group (OIEG) has three schools in the UK, Brighton, Greenwich and Oxford, all accredited by the British Council. The junior summer schools have separate accreditation.

The current principal was appointed to the post 18 months ago and was previously director of studies for six years. He is supported by an academic management team of four: a director of studies (DoS) and assistant director of studies (ADoS) for the adult courses, and a DoS and ADoS for the junior courses. A new head of welfare and safeguarding has been in post for 18 months, bringing extensive experience of school management to the team.

In 2016 the school took over the management of an off-site summer centre for juniors at St Dunstan's college in Catford, south-east London. The centre manager/DoS returns each summer to run the courses, and she reports to the principal in the Greenwich school. The juniors are all in homestay accommodation.

The inspection took place over four days with two inspectors and with a third inspector for one day. In the Greenwich school the inspectors talked to the managing director, language division, the principal, the DoS (adult courses), the DoS (junior courses), the ADoS (junior courses), the head of student services, an admissions team leader (groups), the welfare and safeguarding manager, the head of accommodation, the head of the social programme, and the senior activity leader. The two inspectors spent one day at the off-site summer centre where they talked to the centre manager/DoS, and the director of business enterprise of the host college. In both centres focus group meetings were held with adult and junior students, teachers, activity staff, and group leaders. All the teachers timetabled to teach during the inspection were observed. One inspector visited two residences and telephoned the two accommodation agencies used by the school, both of whom are registered with the British Council.

Address of main site/head office

259 Greenwich High Road, London SE10 8NB

Description of sites visited

The school occupies all three floors of part of a modern building which, in turn, is part of a square on Greenwich High Road, close to a range of transport links. On the ground floor there is a reception area, and an open-plan office area for staff working for other parts of the OIEG operations. There are ten classrooms on the first floor, one of which is also a computer room, the school office with workplaces for the management team, and a break-out area with computers for student use. There are a further five classrooms on the second floor, as well as the teachers' room, a social area where students can relax and eat food, and offices for other parts of the organisation's operations, including admissions and the teacher training department. There is a lift. The office and some of the classrooms have air conditioning.

Classes were taking place on four other sites. Six rooms were being used for junior morning and afternoon groups at a business school premises (AMOS, 142 Greenwich High Road, London SE10 8NN), and five rooms for junior morning groups at a training centre (Philip Training Centre, 144 Greenwich High Road, London SE10 8NN). Both premises are a five-minute walk from the main school. AMOS is used throughout the year, and the Philip Training Centre at Easter and during the summer. Two rooms were being used for morning junior and adult classes at a community centre (Greenwich West Community and Arts Centre, 141 Greenwich High Road, London SE10 8JA). The community centre is a ten-minute walk from the main school, and is used only in summer. All three premises have outside spaces where students can relax during break times.

Twelve rooms are used for morning and afternoon junior groups for four weeks in July/August at an independent school in Catford, about 30 minutes from Greenwich (St Dunstan's College, Stansted Road, London SE6 4TY). The organisation has use of rooms for the centre manager/DoS, the teachers and for activity staff. Students have access to outside space for breaks, and sports facilities, including a swimming pool, as part of the activity programme.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 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 runs adult (16+) and junior closed-group courses (9–17 years old) year round. Individual enrolments for junior courses are accepted in July only. Year round the balance is typically 60 per cent adult, 40 per cent juniors.

Adult courses comprise general English (15, 22.5 and 30 hours per week), preparation courses for external English examinations and IELTS (15 and 22.5 hours per week), and business English (15 hours per week). One-to-one is offered but none was running at the time of the inspection.

Junior closed-group courses are tailored to the needs of each group and typically include lessons in the morning, and a programme of visits and excursions in the afternoon.

Accommodation profile

Accommodation in private student residences is available for students aged 18 and over, but the majority of students year round and in summer, including those at St Dunstan's, are accommodated in homestays managed by two agencies registered with the British Council. During the academic year, shared student accommodation is also available. All homestays are within 45 minutes of the school. One of the residences used most frequently is within ten minutes' walk of the school; this offers single, twin and double rooms, with ensuite rooms with kitchenette also available. The other residence, which has single rooms with shared facilities or ensuite rooms, is some 30 minutes away. An overseas agent is responsible for the homestay arrangements for the students at St Dunstan's who are all from the same country.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students. Strategic and quality management and student administration contribute to an efficiently run school. Staff management is generally sound, but some aspects of recruitment need attention. The publicity materials are attractive and mostly accurate, with a few issues needing amendment. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The main school premises are of a very high standard and provide students and staff with a comfortable and professional environment for work and relaxation. Off-site premises in Greenwich are satisfactory, and the summer school premises are entirely suitable. There is an appropriate range of learning resources, suitable for the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the school's learning context. Teachers receive effective guidance to enable them to support students effectively in their learning. Courses are structured, and students' progress is monitored well. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are well met, and students benefit from well-managed student services, including out-of-class activities and 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 the leisure activities and accommodation provided; however, recruitment procedures for teachers are not sufficiently rigorous.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which	Met

is made known to all staff.	
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.	Strength
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

M2 The organisation's business plan is thorough and covers all aspects of the organisation's operations, with specific and realistic objectives, and progress logged and reviewed quarterly. The Greenwich school has a quality improvement plan with objectives derived in part from the business plan, with details of planned works, and outcomes and progress. The business plan involves senior staff from all OIEG schools; the school's plan involves key management staff.

M4 Communication is good. Formal communication is facilitated by regular meetings at all levels in the school, as well as by cross-organisation meetings for senior staff. Meetings are minuted. The senior management team work closely together in the same office, and their accessibility encourages informal communication, which works well in the busy school.

M5 The comprehensive feedback collected from students at regular intervals is analysed promptly to identify any issues that can be passed to relevant staff to be addressed. Monthly management meetings discuss summaries of student feedback to identify any trends or patterns that can inform developments in the work of the school.

M7 The organisation's quality assurance procedures are generally good. The school's improvement plan is reviewed and updated regularly. Two issues identified at the last inspection were unresolved at this inspection. See M10 and M29.

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.	Not 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.	Strength

Comments

M10 The school's selection and recruitment policy includes safer recruitment guidelines. In the teachers' files sampled there were two missing teaching qualification certificates, and several instances of missing copies of Level 6 qualifications. There was only one reference on file for one teacher in the Greenwich school, and no references for any of the teachers working at the off-site junior summer school. Inadequate following up of references was a point to be addressed at the last inspection. For suitability checks see S4.

M13 Staff benefit from a continuing professional development (CPD) policy which includes management, academic and administrative staff. Training for all staff has been provided in key areas such as safeguarding and the General Data Protection Regulation (GDPR). Two INSET days per year are provided for teachers, and regular workshops take place, with topics often linked to appraisals and observations. Five teachers are currently studying for a diploma-level qualification, funded by the school, and topics of CPD sessions are sometimes tailored to be particularly relevant to these teachers.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Students spoke positively about the helpfulness and approachability of school staff, particularly in reception. Staff have access to good IT systems which enable them to retrieve information about students very efficiently.

M15 Comprehensive and prompt pre-course information is provided by the multi-lingual admissions staff, with teams dedicated to dealing with agents, and with individuals. While in school students are given advice and information by the academic management team, by the student support adviser who is available for one-to-one appointments every afternoon, and by their class teachers during tutorials.

M19 The attendance policy is known to all staff, and is made known to students in pre-arrival information, at induction and on posters in classrooms. Records are kept and staff can track attendance easily. Daily registers are taken, and attendance of under 18s is checked at the start of every lesson, and any absences followed up efficiently.

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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Strength
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.	Not met

Comments

The school's publicity comprises a website, and printed brochures for adult courses and for year-round group courses for under 18s. The school also has a presence on social media.

M22 The website is attractive and easy to navigate. Almost all the information is accurate and gives rise to realistic expectations, with clear descriptions and captioned photographs. However, on the Greenwich school overview page the facilities listed include air conditioning, but this is only true for some classrooms. The fact that students may be taught off site is mentioned but the claim that off-site premises are 'of a similar quality' to the main school is not entirely true. See P1.

M24 The information on costs is easy to find, and presented consistently across courses. The minimum and maximum ages for junior courses are not accurate: the year-round group brochure says 'from the age of 10', but the terms and conditions state students 'under the age of 8' cannot be accepted. The off-site summer centre factsheet says students aged nine to 15 are accepted, but there were 16 and 17 year-olds in classes there at the time of the inspection.

M26 Separate sections of publicity give clear and comprehensive information about arrangements for pastoral care.

M29 The Accreditation Scheme marque appears at the foot of a web page describing the school's provision of award-bearing teacher training courses which are not eligible for accreditation. This was a point to be addressed at

the last inspection.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Strength

Comments

P1 The main school premises are smart and stylish, and offices and some classrooms benefit from air conditioning. All areas are very clean, and an ongoing maintenance programme identifies issues, and logs progress in dealing with them. The off-site premises close to the main school are generally of an acceptable standard, although the community centre premises are quite shabby.

P3 Facilities for breaks are generally satisfactory but access to outside spaces varies from site to site. In the main school there is indoor space where students can gather and eat their lunch, but no outside space. There is an outdoor space with seating at the off-site premises close to the main school, and at St Dunstan's students have attractive gardens to sit in during good weather.

P4 Water is provided in the main school, and adult students receive a water bottle to avoid single-use plastic cups. Water coolers are installed in the off-site premises, and tap water is available in the summer school. There is a very good choice of outlets close to the main school where students can buy food. The hot lunch provided for students in the summer school includes salads and fruit.

P5 Signage is very good in all premises, particularly in the off-site summer school where classrooms and facilities are quite spread out. Noticeboards are well maintained throughout and display useful, up-to-date information on attractively designed posters and notices.

P6 Facilities for the teachers in the off-site summer school are good. The teachers' room in the main school building is sufficient for the numbers of teachers at peak times, and has work spaces with access to technology, and good storage opportunities for everyone. Teachers spoke positively about the facilities available to them.

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

P8 Teachers on adult courses have access to a very good supply of supplementary resources, including skills-related and examination-preparation books, and photocopiable resources. These are well organised and easily accessible in the teachers' room. Teachers on junior courses in the main school benefit from additional resources on a shared drive, including ideas for project-based lessons to supplement the in-house coursebooks. These additional resources are not currently made available to the teachers at the off-site summer centre.

P9 Teachers in the main school were observed using the interactive touch-screen boards in every classroom competently, and confirmed that training had been provided, and IT support was available. They also reported

technical faults with the boards, which means they are viewed as an unreliable classroom resource. Two sets of tablets are popular and used regularly. The rooms used off site for junior classes do not have any technology, which teachers regretted. Students have access to two computer suites and the organisation's online learning platform.

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Five of the 41 teachers do not have a Level 6 qualification. The rationales provided were accepted in the context of this inspection. All five teachers have previous work experience relevant to working with juniors, including being activity leaders, and in youth and community-based work. Two of the five are enrolled on diploma-level courses.

T2 One teacher has an ELT qualification that does not meet Scheme requirements in terms of supervised teaching practice by standardised assessors. The rationale provided was accepted in the context of this inspection as the teacher has participated in CPD sessions and workshops in school.

T3 Teachers have experience of teaching in the UK, and in a range of countries abroad. Most have experience of teaching juniors, and some have expert knowledge of external examinations, and IELTS. Some have professional experience in business and journalism, for example, which is relevant to specialised courses the school runs, such as English plus entrepreneurship.

T4 The academic management team is suitably qualified. One ADoS is TEFLI and does not have three years' full-time relevant teaching experience. The rationale provided was accepted in the context of this inspection. She is deployed on appropriate tasks, including teacher support, but does not carry out observations. She was appointed to cover a period of ADoS absence as she has a thorough knowledge of the junior syllabus.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 Cover arrangements are good and proved to be robust in the peak week during the inspection. In addition to a pool of local teachers, the DoSs are able to call on TEFLI and TEFLQ staff working in other roles in the organisation, and who are based in the Greenwich school.

T8 A range of measures related to course design, timetabling and classroom management ensures that all new students are integrated effectively into their new classes.

T9 Teachers spoke positively of the support they receive from the academic management team. The DoSs have desks in the teachers' room and are available outside lesson times; they run weekly teachers' meetings to focus on practical teaching issues. The ADoSs provide further practical support. In the summer school the DoS is a year-round teacher trainer and guides her teachers well; they spoke positively of her creative support with supplementary materials.

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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T14 Specialist courses are run at certain times of the year which offer students excellent opportunities for developing language skills in specific contexts. Courses in journalism and entrepreneurship, for example, are taught by teachers with relevant experience who plan related language work in class, followed by a range of professional visits.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Strength

Comments

T18 The results of regular progress tests and end-of-course tests contribute to careful monitoring of the progress made by adult students. Progress is recorded on the online learning platform and discussed in tutorials. As juniors are mostly on one-week courses, their progress is monitored in terms of participation and effort, and this is recorded on their end-of-course report.

T19 Good learning support is provided by the academic management team, by teachers in fortnightly tutorials, and by the learning support adviser who is available every afternoon for one-to-one appointments. The procedure for students who wish to change class is clearly explained and carefully monitored.

T22 Students who are interested in university entrance are directed to the pathways team based in the Greenwich school, where information and expert advice is available.

Classroom observation record

Number of teachers seen	41
Number of observations	41
Parts of programme(s) observed	General English morning and afternoon, juniors and adults; skills classes, IELTS and external general English examination preparation.

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not 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 Most teachers demonstrated sound knowledge and awareness of the use of English, and their explanations were generally clear and relevant. Connotations of some new vocabulary were not always explored sufficiently. Written models were accurate but rarely written up with helpful information for learners, such as parts of speech or stress marks. Spoken models were mostly clear, but some teachers' own spoken language did not provide accurate models of English.

T24 Most lesson plans were closely based on coursebooks being used. In adult classes topics were mostly appropriate, but not always challenging enough. The in-house junior books were being used in classes across the age range and topics were not always appropriate or accessible to all age groups. There was little planning for differentiation and little attention given to L1 differences in classes made up of only two nationalities. Some teachers did not provide lesson plans and/or materials or class profiles.

T25 Lesson plans were often expressed in terms of what the teacher planned to teach in the lesson, rather than in terms of learning outcomes for the students. In-house lesson plan templates refer to objectives, but not learning outcomes. Lesson objectives were made known to students, and some teachers checked them at the end of the lesson. Most lessons contained a coherent sequence of activities. Weekly plans were on display in classrooms.

T26 The range of teaching techniques seen included nomination, even though many students were new in class, some effective elicitation, pair and group work, and some good concept checking. In better segments, teachers allowed students time to process new language and produce longer utterances. Some choral drilling and individual repetition was observed, although practice was at word level only. Some teachers approached new vocabulary by asking for definitions, which students found difficult to engage with; some accepted one-word answers when fuller sentences would have allowed much-needed practice at lower levels.

T27 In adult classes teachers managed their classrooms well, interacting closely with their students, whereas in junior classes students were often sitting in rows or horseshoe layouts in large rooms, which affected student-student interaction. Handouts were used to bring some variety to lessons, and video was used in adult classes to good effect. Teachers used the interactive whiteboards to access the digital coursebook materials, but very little authentic material to increase variety was seen.

T28 Some correction techniques, including self- and peer-correction, were seen in better segments, and all teachers were very encouraging, praising their students for good performance and participation. Opportunities for correction were missed in many segments, and sometimes the content of the answer was corrected, rather than the language.

T29 Some teachers used concept checking, and longer productive tasks provided opportunities for checking learning.

T30 In better segments, both adult and junior classes, there was evidence of students clearly enjoying being challenged by tasks, of teachers using their energy and humour to good effect, as well as their knowledge of the students' interests, setting up competitive activities and generally creating a positive learning environment. In some junior classes where the pace was slow, class work was focused on grammar exercises, and teachers demonstrated no ability to exploit student-student interaction, there was evidence of many students being disengaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory in a few instances, with the majority of segments observed judged to be satisfactory. Knowledge of the use of English was generally good, and most teachers produced accurate models of written and spoken English. In adult classes topics were appropriate, but topics in the junior materials did not serve all age groups well. Lessons were largely based on coursebooks. A range of teaching techniques was seen, and some teachers used a selection of resources to introduce some variety into their lessons. Some teachers corrected students, but opportunities for correction were often missed. In classes where pace was slow and lesson content was unchallenging, students were not engaged. In better segments there was clear evidence of good teacher-student rapport, and a positive learning environment.

Welfare and student services

Care of students	Met
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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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength

Comments

W2 There is a clear and very comprehensive critical incident plan. This is summarised in a flowchart for the benefit of all staff, including activity leaders.

W3 In both the Greenwich school and St Dunstan's named members of staff, whose photographs are displayed, provide pastoral care. Tutorials also provide an opportunity for students to discuss any concerns, which are referred to welfare staff when necessary. One of the classrooms at the main school can be used as a prayer room at lunchtime and in the afternoons. At St Dunstan's, students who are not accompanied by a group leader (GL) are treated as a group with their own activity leader(s) for off-site activities.

W8 Information on NHS services and entitlements is comprehensive and clear. There are several staff with first aid training, records of accidents are conscientiously maintained, and evidence was seen of a prompt and appropriate response to student accidents and effective communication with parents via GLs.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Homestay placement is arranged by two agencies registered with the British Council.

W12 Information on homestays includes pen portraits of hosts and photographs of the accommodation. Time of travel is not specified in booking confirmations, but publicity makes it clear that all homestays are within 45 minutes of the school and is specific about the time of travel from the residences in use at the time of the inspection.

W13 Students in Greenwich who have any problems with their accommodation, residential or homestay, are encouraged to speak to reception or their GL about these, and in the case of residences, evidence of follow-up was seen. Issues with homestays are logged and referred to the accommodation agencies. At St Dunstan's, any student complaints about homestay considered likely to have a major impact on the student are passed to the welfare officer, and more minor matters normally dealt with in calls or email messages to the agency concerned. Removal of a student from a homestay is recorded, as is the suspension of hosts in breach of contract, but any other follow-up action taken by the agencies is either not recorded or not noted in insufficient detail.

<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 area are fully met.

Accommodation: other

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.	Not met

Comments

W22 Monitoring of residences is not formal and no records of visits are kept.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	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

W24 There is an optional organised leisure programme for students on adult programmes, with activities which are unsuitable for under 18s clearly indicated. Under 18s on junior programmes follow a daily programme of activities in the morning or afternoon. These activities are varied and appropriate to a range of ages, and student satisfaction levels, as reflected in both written student feedback and focus group meetings of students, are very high. Groups who prefer the school to organise a tailor-made activity programme can choose from a range of options.

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.	Not 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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, the majority of students in Greenwich were under the age of 18, and all students at St Dunstan's were under 18s. In a typical year, some 50 per cent of students are under 18. Individuals on junior courses are only accepted in July.

S1 The safeguarding policy makes no reference to procedures for dealing with delayed suitability checks. In all other respects, the policy, which is reviewed every three months, is detailed and comprehensive. The policy was amended during the inspection to include a paragraph dealing with delayed suitability checks, together with appendices containing a risk assessment template and procedures to be followed. This criterion is no longer a point to be addressed.

S2 The provision of safeguarding training is good. The designated safeguarding lead (DSL) has been trained at specialist level, as have two of the three deputy safeguarding officers (DSO). The third DSO, and several other key members of staff, including the DSL at St Dunstan's, have been trained at advanced level. Certified online basic awareness training is required of all members of staff, and annual updates are provided by the DSL.

S4 Procedures used by the accommodation agencies to recruit homestay hosts, outlined in application forms and information packs for hosts and confirmed in telephone conversations with the agencies, meet Scheme requirements. However, DBS checks had not been completed for all the teachers working at the school in the week of the inspection; references were not on file for a number of teachers; and risk assessments had not been completed for these teachers.

S5 Students aged 16–17 who are on adult courses in the main school building are required to sign in each day, wear lanyards, and are identified to all relevant staff; their ages are also shown on class registers. Students on adult and junior courses in the main building have staggered breaks and lunchtimes. At St Dunstons, attendance checks are carried out three times a day, and an AL acts as group leader for independent students and supervises them during breaks.

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 Sampling identified the following issue: the CLA licence guidelines were not displayed by the photocopier. This was rectified during the inspection and is no longer a point to be addressed.

Organisation profile

Inspection history	Dates/details
First inspection	1993
Last full inspection	2014
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	Externally validated pre-service and in-service teacher-training courses
Other related accredited schools/centres/affiliates	Oxford International Brighton, Oxford International Oxford, Bucksmore Homelinguia, Oxford International Junior Programmes
Other related non-accredited schools/centres/affiliates	Eurocentres schools in Canada (Toronto and Vancouver), Oxford Tutorial College, Pathways Tutorial Colleges at De Montfort, Dundee, Bangor and University of Greenwich, d'Overbroecks Oxford

Private sector

Date of foundation	1993
Ownership	Name of company: Oxford International Education & Travel Limited Company number: 02666738
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	None

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	264	264
Full-time ELT (15+ hours per week) aged 16–17 years	177	177
Full-time ELT (15+ hours per week) aged under 16	483	483
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	924	924
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Chinese	Italian, Chinese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	3 weeks	3 weeks
Adult programmes: predominant nationalities	Russian, Saudi, Thai	Russian, Saudi, Thai

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	41	41
Number teaching ELT 20 hours and over a week	37	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	40	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	5
Comments	

The DoS (adults) and the DoS (juniors) do not have regular teaching commitments but provide cover, and one covered a morning class during the inspection. The ADoS (juniors) was teaching a morning class, and the ADoS (adults) covered a morning class on two mornings. The centre manager/DoS at the off-site summer centre has no teaching commitments on her timetable.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	38
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	41

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	147	631
Private home	0	0
Home tuition	0	0
Residential	70	2
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	18	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	8	27
Staying in privately rented rooms/flats	21	0
Overall totals adults/under 18s	264	660
Overall total adults + under 18s	924	