

Organisation name	Centre of English Studies (CES) Oxford
Inspection date	15–16 May 2024

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
<p>The British Council inspected and accredited CES Oxford in May 2024. 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 private language school offers courses in general and professional English for adults (18+) and young people (16+), for closed groups of under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic management, learner management, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Centre of English Studies (CES) Oxford is part of the wider CES organisation. The CES head office in the UK is at the Worthing school. Throughout the year, the school offers courses for adults and young adults (16+) and for closed groups of under 18s. At the time of the inspection, there was a closed group of Mexican teenagers studying on a two-week course, in addition to adults studying on the year-round general English course.

The inspection took place over two days with two inspectors. Meetings were held with the principal, the director of studies (DoS), the registrar, the activities manager, the accommodation and welfare officer, and the two group leaders accompanying the junior group. Focus groups were held with teachers, a group of adult students and a group of junior students. All teachers timetabled during the inspection period were observed. One inspector spoke to one homestay provider by phone and visited two homes.

Address of main site/head office

67 High Street, Wheatley, Oxford OX33 1XT

Description of sites visited/observed

The school is situated in the village of Wheatley, close to public transport and a range of amenities. Wheatley is approximately twenty minutes by road from the centre of Oxford. There are two adjacent buildings, Oxford House and Tudor House. On the ground floor of Oxford House, there is a reception area, the administrative office, a student common room and kitchen, and the teachers' room, which also has a kitchen facility. On the first floor, there are four classrooms and an office. A classroom and a computer room are on the second floor. On the first floor of Tudor House, there are two classrooms, and a kitchen and dining area for student use. A room on the ground floor of Tudor House can be used as a social space or as a classroom; it has a collection of books for student use. A garden extends across the rear of the two buildings, with seating and a table tennis table. There are toilets in both buildings.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Adults and young adults (16+) are offered general English courses: standard (15 hours) or intensive (22.5 hours). Courses to prepare for externally validated general English examinations and IELTS, and English for business courses are offered within the intensive programme. One-to-one tuition is offered in a range of specific areas and can also be added to general English classes. During the summer, vacation courses for students aged 12 to 17 are held in July and August at Ruskin College Oxford, with residential or homestay accommodation offered. Short closed-group courses, mainly for under-18s, are run throughout the academic year.

Management profile

The principal reports to the CES directors and line manages the DoS, the registrar, the accommodation and welfare officer, and the activities manager. Teachers report to the DoS, and activity leaders report to the activities manager.

Accommodation profile

All homestay accommodation is managed by the school. It is available on a half-board basis, with either single or

twin rooms. The school has a register of approximately 50 hosts in Wheatley, the majority of which are within walking distance, and others within a 15-minute bus ride away. Students on the junior summer course stay in residential accommodation at Ruskin College in single or twin ensuite rooms or single rooms with shared bathrooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of its students, and in accordance with the organisation's stated goals, values, and publicity. *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. Premises provide students and staff with a very comfortable and professional environment for work and relaxation. An adequate 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. *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 context. Teachers receive good 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 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 and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are generally well met. Students benefit from very well-managed student services, including a varied programme of leisure activities and suitable accommodation. *Care of Students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
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.	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

M3 The structure of the operation is well documented and clearly conveyed to staff and students. Photographs of staff and their roles appear on noticeboards throughout the school. Management and administrative staff can cover for each other.

M4 Communication is very good, within the school and across the wider organisation. There are both formal and informal channels, including a range of regular and well-attended meetings. Staff with similar roles across the wider organisation have frequent opportunities to communicate and share their experience.

M5 The organisation is extremely thorough in its approach to gathering feedback; issues are addressed locally, with action documented, before feedback is passed on for analysis which is used to inform development.

M6 Staff reported that their views are sought and valued. In addition to informal means of gathering opinions, twice a year a survey is conducted, and action taken - based on staff suggestions, is noted on the staff noticeboard.

Staff management and development	Area of strength
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 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

M10 There are comprehensive and effective procedures for each stage of the recruitment process. Three members of management staff have recently undertaken training in safer recruitment.

M11 Induction procedures are very thorough. Administration staff have received training from others fulfilling a similar role in the wider organisation. Staff feel they have been well prepared for, and are supported in, their roles.

M13 CPD for all staff is well established and funded. Appraisals effectively identify developmental needs and opportunities. Statutory training is well documented, and support is available for staff members wanting to add to or upgrade their qualifications.

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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 Customer service is delivered to a high standard. Students in the focus groups and the group leaders reported that they felt extremely well looked after and that all staff were very approachable and helpful. There is consistently good feedback from students and their representatives.

M15 Students or their representatives receive personalised information and advice from members of the CES Oxford team. Closed group programmes are bespoke. Group leaders expressed their satisfaction with the pre-arrival communication.

M16 There are very efficient systems to enrol and register students, and to capture all the necessary information about students and their requirements. The CES Oxford staff liaise with the central finance department to ensure the operation of efficient systems for payment.

M20 Complaints are taken very seriously within the school; the clients' views are valued. Noticeboards give clear information about which members of staff to approach about problems. Records are kept of action taken in response to negative feedback and complaints.

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.	Not met

Comments

The main medium of publicity is the CES website. The organisation produces two brochures – one for adults and the other for junior summer programmes. Both can be downloaded from the website. A number of social media sites are also used.

M28 At the time of the inspection, claims to accreditation on the website and some related documents were not in line with Scheme requirements. Immediately after the inspection this was rectified, so it is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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 Excellent use is made of the historic buildings to provide an interesting and comfortable environment for students and staff. There is an ongoing programme of maintenance and refurbishment. The well-maintained gardens, with social spaces, barbecue, fire pit and seating areas, are popular.

P4 The school provides indoor and outdoor areas where students can relax and socialise. Students can prepare food in the fully equipped kitchen, and free tea and coffee are available.

P5 There are clear emergency exit signs and fire evacuation notices in accessible language. Throughout the school, attractive and well-organised noticeboards provide useful advice and up-to-date information.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are fully met.

Teaching and learning

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

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
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

T4 Teachers are carefully matched to courses with teachers' qualifications, experience, professional development needs and preferences taken into account. Timetabling is designed to make best use of the premises, and to take the safeguarding of the younger students into consideration: for example, junior classes take place in a different building from that used by adults and class times are staggered.
T7 There are very effective arrangements for the academic induction of new teachers. Information about the courses they are to teach, and their role and responsibilities are made available in advance. Induction is personalised and leads on to an individual CPD programme.
T8 Teachers in the focus group were very positive about the availability of day-to-day guidance and support. The DoS does not usually have a teaching commitment so has time to give teachers individual assistance. The peer observation system was also cited as a source of mutual support.

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	Area of strength
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.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
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.	Met

Comments

T16 There are effective procedures for evaluating and monitoring students' progress: tests are systematically conducted with marks recorded electronically. Individual progress is reviewed in tutorials.
T17 Online programmes, with input from teachers, help students track their own progress, and individual progress is reviewed and recorded in tutorials.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Adult and young learner programmes. Morning and afternoon classes.

Comments

The DoS is not scheduled to teach.

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.	Strength
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.	Strength
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

T19 Teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were suitable for the students' level and the aims and objectives of the lesson.
T20 Lesson plans were informed by students' level and needs. Detailed class profiles indicated a good awareness of individual learners' needs, strengths and weaknesses. There was provision for students with diverse learning profiles: for example, additional activities were planned to challenge more able learners. Topics were suitable, with preparation for out-of-class activities incorporated in the young learner programme.

T21 In better segments, intended learning outcomes were made known to students at the beginning of each lesson. Objectives were achieved through an appropriate sequence of activities and better plans included a stage to review outcomes.

T22 There was evidence of a good range of techniques to present and practise language and to develop skills. Teachers elicited and illustrated the meaning of target language well. Attention was paid to student pronunciation. Nomination and questioning techniques were used to good effect.

T23 Teachers made competent use of the available teaching and learning resources: whiteboards, slide presentations, coursebooks, handouts and prompt cards. Seating arrangements were appropriate and pair and groupwork was generally handled well.

T24 Teachers monitored students' performance during activities and provided encouragement and appropriate error correction. Lesson plans often catered for delayed feedback/review. In better segments, there was effective use made of self-correction, and feedback on pronunciation was followed by controlled practice of the corrected language.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place and teachers often provided opportunities for students to demonstrate their ability to use recently learned language. In better segments, students were encouraged to evaluate their achievement of their learning objectives.

T26 In all classes, there was a positive, purposeful, yet relaxed and inclusive learning atmosphere. Teachers demonstrated good voice projection and energy. Learners were actively engaged with the topics and activities and were clearly enjoying their lessons.

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.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 A clear detailed policy is in place with a suite of supporting documents such as an emergency plan checklist for group leaders. Staff are fully briefed and understand their roles and responsibilities.

W2 The level of pastoral care provided, from the whole team, is of a very high standard. The welfare and accommodation manager, who is also the designated safeguarding lead, meets all students on arrival and is involved in their induction. Students in the focus groups were very appreciative of the caring atmosphere in the school.

W3 Policy documentation is comprehensive and well-expressed documents include, for example, a specific policy for making the classroom more inclusive.

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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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.	Strength
Comments	
W11 Communication between the school and hosts is very good. The school is very responsive to students' needs and records showed that any issues were dealt with promptly. W13 Hosts are available to cater for different dietary requirements and the standard of food provided by hosts is very good; students commented very positively on the provision.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	
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.	Strength
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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 Students are well informed about access to events and activities. Information noticeboards are attractively displayed. Students were very appreciative of the individual support provided to book particular activities. W20 The daily activity programmes at the school and junior centre are well designed to appeal to students' different ages, interests and genders. Students appreciate a wide range of activities including 'Food Night', where different nationalities cook a meal in the student kitchen, treasure hunts at the school and visits to places of interest in Oxford. W21 The leisure programme is very well organised. Students are often prepared for activities/excursions during lessons. Group leaders are also briefed before trips. Supervision ratios are appropriate and for excursions the lead staff member has comprehensive supporting documents. Feedback from students and group leaders on the leisure programme was very positive.	
Safeguarding under 18s	
Met	
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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

CES Oxford accepts under 18s on adult courses (16+). These numbers are generally quite low and there were none of these students present at the time of the inspection. There are regular closed groups of under 18s throughout the academic year and a two-week course for 17 students was running at the time of the inspection. An off-site summer centre at Ruskin College Oxford operates for six weeks in July and August.

S1 The safeguarding policy is thorough and is supported by relevant practical documents such as notes on supervision for homestay hosts and information for staff.

S4 In the main, safer recruitment is practised and records are generally kept in good order. However, not all files contained two references for homestays in line with the school's own policy and Scheme requirements.

S6 Arrangements for the supervision of students outside scheduled activities is excellent. They include specific procedures for the summer centre at Ruskin and checks with homestay hosts, group leaders, students and senior management to ensure everyone is home safely at the end of each day or evening activity.

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	2012
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	CES Leeds, CES Wimbledon, CES Worthing, CES Edinburgh
Other related non-accredited schools/centres/affiliates	CES Dublin, CES Toronto, CES Vancouver

Private sector

Date of foundation	2012
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Ownership	Name of company: CES UK Company number: 3669269
Other accreditation/inspection	N/a

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	Ruskin College, Oxford, Higher Education College. Use of eight classrooms, residential accommodation, and catering, social and sporting facilities during July and August.

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	26	86
Full-time ELT (15+ hours per week) aged 16–17 years	0	130
Full-time ELT (15+ hours per week) aged under 16	17	200
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	43	416
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–23	16–21
Adult programmes: typical length of stay	4 weeks – 6 months	2–4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Italian	Saudi Arabian, Italian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Mexican	Polish, Italian, Chinese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	25
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The principal and the DoS share the academic management role.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1

TEFLI qualification	5
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	7

Comments

One teacher has an ELT qualification for which a qualification evaluation form was submitted.

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	19	17
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	7	N/a
Overall totals adults/under 18s	26	17
Overall total adults + under 18s	43	

Items requiring early action

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