

Organisation name	Oxford International Junior Programmes, Head Office London
Inspection date	11–13 July and 7 September 2023

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 within three months to demonstrate that weaknesses in safeguarding under 18s will have been addressed by the time of the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Oxford International Junior Programmes in July and September 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of safeguarding under 18s and academic management was noted.</p>

Introduction

Oxford International Junior Programmes (OIJP) is a part of the UK English Language (UKEL) division of the Oxford International Education Group (OIEG). The group underwent a change of ownership in 2019.

OIJP operates residential courses for juniors in the summer, as well as spring and winter programmes, at a range of centres across the UK.

This compliance-only inspection, part of which was conducted remotely, took two days, two half days and a part day. Two centres, Bradfield College and Sparsholt College, were visited in July, and the head office (HO) inspection took place remotely in September.

At both centres, meetings were held with the centre manager, the activity manager, the welfare manager, the director of studies (DoS), the host college liaison person, activity leaders and group leaders. Focus groups were held with students and with teachers, and residential accommodation was visited. All teachers timetabled during the inspection were observed.

At Head Office, meetings were held with the head of UKEL, the UKEL operations and product development director (UKEL OPDD), the OIJP academic manager, the OIJP recruitment manager, the UKEL admissions manager, the OIJP operations manager, and the OIJP operations coordinator. A range of documents was viewed.

Address of main site/head office

259 Greenwich High Road, London SE10 8NB

Description of sites visited

Bradfield College is a co-educational, independent school for pupils aged 13 to 18 which occupies a large site in Berkshire, close to Reading. The OIJP centre is located in a clearly designated area over three floors, with two offices in the ground floor corridor, a teachers' room, and classrooms across all floors. There are extensive sports and leisure facilities as well as ample outdoor space, including appropriate areas for gathering/assembly points. All meals are taken in the college dining hall, and residential accommodation is on site.

Sparsholt College is a specialist further education college providing education in land and environment for adults and young people from the age of 16. It is located on a large site in Hampshire, close to Winchester. The OIJP centre occupies a well-defined area of the campus, with offices in two buildings, a short walk away from a dedicated teaching block with a separate teachers' room. There are extensive facilities for sports and leisure, as well as plenty of space, both indoors and outside, for gathering and circulation. There is a restaurant for all meals, with an adjoining coffee outlet and a shop. Residential accommodation is on site.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

All courses are vacation courses for juniors, with general English and activities.

Management profile

The head of UKEL has responsibility for OIJP as well as OIEG's year-round schools. He reports to a member of the wider OIEG senior management team. The UKEL OPDD and the UKEL admissions manager both report to the head, and manage OIJP teams in operations and admissions respectively. The academic manager has a reporting line to both the UKEL OPDD, and the OIEG academic director. Centre staff all report to the centre manager in the

first instance, and teachers are managed by the centre DoS. HO staff teams oversee the relevant staff in centres.

Accommodation profile

All students are accommodated on-site. At Bradfield boarding house accommodation is provided, either multi-bedded ensuite or single standard accommodation separated by gender. Five boarding houses were being used at the time of the inspection. At Sparsholt twin ensuite rooms in eight accommodation blocks are provided, in flats with six to eight bedrooms or along corridors. Accommodation is separated by gender. On both sites students have access to common rooms or communal areas to relax in.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values, and most aspects of its publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, generally appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff 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 generally well structured and managed but some aspects of academic management have been adversely affected by class sizes. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic management*.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Student services, including the provision of suitable accommodation, are of a good standard.

Safeguarding under 18s

Overall, the provision meets the section standard. Although there is a detailed safeguarding policy in place, it does not contain any information about how delayed suitability checks will be managed and there were not two suitable references on file for all staff. Teachers were not aware of the need for risk assessments when students aged under 16 and over 18 were in the same class. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
Goals and values have been revisited under the organisation's new CEO; they are effectively communicated at all levels and form part of induction and appraisal processes. Organisational plans are clear, and there are good practical systems for tracking progress against objectives. The management structure is appropriate, and communications are effective, both within head office and across centres. There are good systems for the collection, collation and analysis of feedback from both staff and students, all of which feed into wider planning processes.	
Staff management and development	
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.	Met
Comments	
HR processes are generally clear. Staff recruitment has been a particular challenge for OIJP this year, and although systems, including requests for references, are appropriate in general, references have not been obtained for the majority of staff. A very good induction process is in place for all staff, and procedures for appraisals are clear and effectively implemented. Arrangements for continuing professional development are good overall, and at one centre there had been some input to reflect the issues actually being faced by teachers.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
Student administration is appropriately staffed and generally well managed. The majority of bookings are through agents, who also act as emergency contacts, with clearly established contact procedures and records. The student code of behaviour is made clear from the beginning of each course, and the complaints policy is clearly displayed in centres.	
Publicity	
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website, with a brochure and fact sheets on different courses/venues. In general, publicity is comprehensive and very clearly laid out, with all requisite information as well as photographs and videos of actual locations and facilities. Potential departures from the specified age range are made clear. Publicity also states that the maximum class size may be exceeded in exceptional circumstances; in fact it was clear that this has been frequently and significantly exceeded.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

Premises and facilities at both centres were of a high standard and provided very comfortable environments for both staff and students. Classrooms were generally appropriate and of sufficient size even for some very large classes. The food provided was appropriate and portions sufficient. Signage and display were well organised and managed on both sites, and there were suitably equipped and furnished areas for staff.

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.	Not 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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There are sufficient learning resources for students and materials are helpfully organised for teachers with lesson plans and written guidance. However, teachers reported a number of mistakes and inconsistencies in these materials, and some resulting issues were seen in class. Educational technology is suitable and well maintained, and staff are trained in its use. Resources are reviewed each year as part of the overall feedback and planning cycle.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6	Met

qualification on the Ofqual register of regulated qualifications.	
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

In general the academic staff profile was satisfactory at both centres. A policy rationale was provided. This was accepted in the context of this inspection; all recruitment had followed the policy and the majority of both teachers and academic managers held qualifications that met the requirements of the Scheme.

Academic management	Need for improvement
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Academic management staffing, systems and procedures are all very sound; however, issues with very large student numbers and insufficient teachers made many processes difficult or impossible to implement effectively. Timetabling choices and criteria were naturally compromised, as were cover arrangements. Senior teachers, normally allocated a reduced teaching load in order to provide cover, were teaching full-time. In addition, the frequent need to combine new groups with existing students in large classes affected teachers' ability to integrate new students. Despite these difficulties, academic managers managed to maintain support for teachers and keep up with observations effectively, and teachers expressed their appreciation of this.

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.	N/a
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

The course syllabus has stated aims and is effectively organised, with appropriate guidance for teachers. Review takes place at the end of the programme and aims to incorporate feedback from all available sources. Course outlines are available and were clearly displayed in teaching areas at both centres, and students' books include space for them to make "can do" assessments of their learning at the end of each unit. Some lessons include learning "tips" as well as activities which encourage students to reflect on their learning. The overall organisation of these immersive programmes means that students have good opportunities to gain the maximum linguistic benefit from their time in the UK.

Learner management	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Placement procedures are clear in principle, but large groups made appropriate placement challenging, and some classes included wide age ranges and mixed levels. There is a self-evaluation component for students, who are otherwise not assessed during their stay – normally two weeks or less. Learning support is available through the DoS and, where available, the senior teacher, with appropriate arrangements for level changes where possible. Certificates of attendance and brief reports are issued at the end of the programme, with details of the course and dates. The wider OIEG is well placed to provide support to any student wishing to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers generally demonstrated sound knowledge and awareness of language systems, and provided appropriate examples. In stronger lessons, teachers were able to provide clear explanations and accurate models.
T24 Plans and materials reflected student interests in general and content was mostly appropriate for the course type. Many lessons focused helpfully on communication.
T25 Planned learning outcomes were very clear and students were aware of them. Lessons were logically sequenced.
T26 Teachers generally made use of a reasonable range of appropriate techniques, including monitoring and elicitation. Stronger lessons demonstrated a wider range, often including the use of checking and personalised examples rather than explanations, and enabling the teacher to work effectively towards stated outcomes.
T27 Classrooms were generally managed appropriately, and some teachers varied student activity and interactions effectively. Technology was confidently used in a number of lessons, and boardwork was mostly clear and helpful.
Despite the obstacle of many class sizes, some lessons noticeably benefited from the teacher's attention to seating

arrangements and classroom dynamics.

T28 Some teachers provided praise and encouragement as well as monitoring and prompting, but few made use of specific techniques to provide feedback and correction, and opportunities were often missed, particularly with unintelligible pronunciation.

T29 The majority of lessons included opportunities for review, and relevant short tasks to evaluate learning.

T30 A number of teachers maintained a helpful pace and made good use of movement to engage students. Where activity and interaction patterns were varied, students were generally more involved and offered more contributions. In general, many teachers were able to create a positive and friendly classroom atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers generally demonstrated appropriate language knowledge and planned lessons which were relevant to course objectives. The staging of lessons was generally helpful, and most teachers made use of a range of appropriate techniques. The classroom environment and resources were often effectively managed. Although generally appropriate where used, feedback techniques were not frequently observed. Tasks were selected to evaluate learning, and there was a positive learning atmosphere in many classes.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Procedures and risk assessments are in place to ensure the safety and security of students at both centres visited. An emergency plan with various useful supporting documents detailing action to be taken in specific circumstances is available; relevant aspects are made known to staff and students. Students receive appropriate welfare support, in most cases in the first instance from their group leaders. Students and their parents receive a 24-hour emergency contact number in writing. Practical information about travel, health provision and relevant aspects of life in the UK are made known to students, as are policies to promote tolerance and respect.

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	Met

account any reasonable dietary requirements students may have.	
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Comments

The provider has appropriate systems in place and provides good residential accommodation for its students. All accommodation is inspected by OIEG staff before the start of each summer, and re-inspected before each student intake. Relevant information about their accommodation is sent to students and their representatives in advance. There are effective procedures for identifying problems with accommodation via feedback questionnaires and daily communication with the welfare staff. The meals provided were of a reasonable quality.

<i>Accommodation: homestay only</i>	
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W16 Homestay hosts accommodate no more than four students at one time.	N/a
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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.	N/a
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W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
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W19 English is the language of communication within the homestay home.	N/a
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W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
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Comments

No homestay accommodation is offered.

<i>Accommodation: other</i>	
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W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
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W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
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Comments

None.

Leisure opportunities	Met
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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
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W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
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W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
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Comments

A programme of activities and excursions, entirely appropriate for the needs and interests of junior students is arranged in advance. It is supervised and/or guided by suitably trained and experienced staff and is sufficiently flexible to be able to respond to changes in group needs and requests, and the weather. There are suitable risk assessments in place for all activities and excursions.
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Safeguarding under 18s

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

Comments

OIJP accepts students aged 8–17 at Sparsholt and 9–17 at Bradfield with a disclaimer that slightly older or younger students may be accepted as part of a group. At the time of the inspection there were two students aged 18 at Bradfield and one at Sparsholt. A safeguarding policy is in place; however it does not contain guidance on handling delayed suitability checks. Staff receive guidance and training, and parental consent forms are satisfactory. Although a safer recruitment policy is in place there were not two relevant references on file for all staff. Arrangements for the supervision and safety of students during activities, outside the scheduled programme and in their accommodation, are generally of a satisfactory standard. However, teachers were not aware of the need for risk assessments when students aged under 16 were in the same classes as those aged over 18. There are suitable arrangements to ensure contact between the school and the parents or guardians.

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	1996
Last full inspection	2018
Subsequent spot check (if applicable)	2019
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) by this multicentre organisation	Winter and Easter residential programmes
Other related accredited schools/centres/affiliates	Oxford International English schools in London, Oxford and Brighton
Other related non-accredited schools/centres/affiliates	Oxford International Education Group

Private sector

Date of foundation	1991
Ownership	Name of company: Oxford International Education and Travel

	Company number: 2666738
Other accreditation/inspection	ISI
Premises profile	
Address of Head Office (HO)	259 Greenwich High Road, London SE10 8NB
Name and location of centres offering ELT at the time of the inspection but not visited	University of Greenwich, London Goldsmiths University, London Heriot-Watt University, Edinburgh Oxford Brookes University, Oxford Royal Holloway College, Egham Christ's Hospital School, Horsham
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Bradfield College, Bradfield
2. Name of centre	Sparsholt College, Sparsholt
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	2	1			
17 years and under	288	362			
Overall total	290	363			
U18 programmes: advertised minimum age(s)	9*	8*			
U18 programmes: advertised maximum age(s)	17*	17*			
Predominant nationalities	1 Italian, Israeli, Spanish, Turkish 2 Italian, Turkish				
Comments	* with a disclaimer that slightly older or younger students may be accepted as part of a group				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	8	9			
Total number of activity managers and staff	14	15			
Total number of management (non-academic) and administrative staff	3	3			
Total number of support staff	120+	41			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	1	1			
Comments					

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	2	0			
TEFLI qualification	5	5			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	1			
Teachers without appropriate ELT/TESOL qualifications.	0	1			
Total	7	7			

Comments

The senior teachers (who were teaching are included here).

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay										
Private home										
Home tuition										
Residential	2	1				288	362			
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family										
Staying in privately rented rooms/flats										
	Adults					Under 18s				
Overall totals	2	1				288	362			

Centres	1	2	3	4	5
Overall total adults + under 18s	290	363			

Points to be addressed

Points which must be addressed within three months

Safeguarding under 18s

S1 The safeguarding policy does not contain guidance on handling delayed suitability checks.

S4 There were not two relevant references on file for all staff.

S5 Teachers were not aware of the need for risk assessments when students aged under 16 and over 18 were in the same class.

Other points to be addressed

Management

M10 References have not been obtained for the majority of staff.

M24 The maximum class size has been routinely and significantly exceeded for much of the summer.

Premises and resources

P7 There are a number of mistakes and inconsistencies in course materials.

Teaching and learning

T6 Timetabling choices and criteria were compromised by teacher-student ratios.

T7 Normal cover arrangements could not be effectively implemented.

T8 New students could not be effectively integrated.

T17 Some classes included wide age ranges and mixed levels.

T28 Few teachers made use of specific techniques to provide feedback and correction, and opportunities were often missed, particularly with unintelligible pronunciation.

Action plan

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

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 18 April 2024. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

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