

Organisation name	St Clare's, Oxford
Inspection date	30 July – 3 August 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.

Summary statement
<p>The British Council inspected and accredited St Clare's, Oxford in August 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see http://www.britishcouncil.org/education/accreditation for details).</p> <p>This boarding college offers courses in general and academic English for adults (17+), vacation courses for under-18s and adults (17+) and residential vacation courses in general English for under-18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management and development, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

St Clare's Oxford is an independent educational charity. It was founded after the second world war in 1953 with the aim of providing opportunities for overseas students to develop contacts with Britain.

There are two main campuses, which are open all year. The International College (IC) offers English language, university foundation and other academic courses for adults aged 17+. The International Baccalaureate (IB) college offers preparatory IB and English language courses for teenagers aged 15–17. Both centres run summer courses in English and other academic subjects. There is a summer programme at Rye St Antony boarding school for juniors aged 10–15.

The inspection took place over three full and two half days; all three centres were visited. During this time the inspectors met together or separately the principal, the bursar, the director of the international college and summer programmes, the directors of studies (DoS) of the adult courses and the summer teenagers and junior programmes, the senior teacher at the junior site, the operations managers of the adult and teenager programmes, the junior course director, the directors of activities for the adult, teenager and junior courses, the accommodation and welfare manager of the adult and teenager programmes (AWO), the facilities and premises manager of both the adult and teenager sites, a residential warden at the teenager site, welfare officers at both the teenager and junior sites, the permanent boarding manager and head porter at the teenager site, and the nurse based at the teenager site.

There were focus group meetings with students at all three centres, with activity staff at the teenager and junior sites and with group leaders at the teenager and junior sites.

Thirty-eight teachers were observed. One inspector visited nine of the 16 houses accommodating the teenagers, all three adult houses, and all three junior houses. Two homestays were also visited: one hosting two adults, and one with a student aged under 18.

Address of main site/head office

18 Bardwell Road, Oxford OX2 6SP

Description of sites visited

The International College (18 Bardwell Road, Oxford OX2 6SP) incorporates two older style buildings on opposite sides of the road. Number 18 houses the reception, offices, 13 classrooms and self-access facilities. Number 3 includes a student residence on the upper floors, but also contains the student dining room, a teachers' work room and lounges for staff and students on the lower floors. It is located a short bus ride away from the centre of Oxford. All adult English language courses take place on this site.

The International Baccalaureate site (139 Banbury Road, Oxford OX2 7AL) incorporates several older-style and some new buildings with classrooms, offices, dining rooms and a large library. The centre of Oxford is easily accessible and it is ten minutes' walk away from the IC. Summer English language courses for teenagers take place on this site.

St Clare's occupies 27 buildings on the two campuses and 17 of these buildings are used as student residences.

Rye St Antony School (Franklin Road, Oxford OX3 0BY) is a small independent boarding school for girls founded in 1930. It is set in 12 acres of grounds in east Oxford with a wide range of modern sporting facilities. There are three boarding houses. The junior programme takes place at this site.

All three sites were in use at the time of the inspection.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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"/>
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Comments

At the International College the main courses include English combined with academic subjects for students aged 17+. There are different combinations of academic English and subject teaching, depending on the level of the student and their aims, which may include enrolling at a British university. Many students are entered for the IELTS test as part of their preparation for entering higher education. The basic programme consists of 19.25 hours a week in groups no greater than 12. In the summer, the English for Life programme focuses more on general English.

At the International Baccalaureate site the all-year courses are geared to success in the IB examination through a combination of English and selected academic subjects. During the summer there are two main courses that focus on general English with project work or English for examinations. In both courses there is a strong focus on the content of the topic chosen as well as on the structure of the language used to express it. Classes are supplemented by visiting speakers, activities and visits usually related to the weekly theme. The courses run for 19.25 hours a week in groups no greater than 15. Students can also follow full-time English medium courses in special subjects such as business or art. Teachers provide English language support as required.

The English and Activities programme for juniors aged 10–15 consists of 16.5 hours a week divided into four mornings of general English and two afternoons of project work in groups no greater than 15. Excursions and activities are also included.

Accommodation profile

The college owns and manages a number of residences. Those accommodating the IB students during the academic year are used for the students on the teenager courses in the summer. They are situated close together along and just off the Banbury Road within a short walking distance of the dining room and classrooms. They offer a mixture of single, double and triple rooms: *standard* (with a shared bathroom) and *superior* (with ensuite bathrooms). There are three separate residences accommodating adult students, offering single and twin rooms, *standard* and *superior*. One is within the same building as the IC dining room, one is a few minutes' walk away and the third is a short bus ride away. All houses are segregated by gender and have resident staff. Within the houses there are kitchens, relaxation areas and laundry facilities.

At Rye St Antony there are three boarding houses close together on campus, two of which were in use at the time of the inspection. The houses are segregated by age and gender and contain small dormitories (three to six beds); singles and twins, all with shared bathrooms. There is staff accommodation within each house and there are common rooms where the children can gather. The children's personal laundry is done by Rye St Antony school staff on a daily basis.

Homestay accommodation is offered to students on the adult courses throughout the year and on the teenager summer courses. At the time of the inspection there were seven students (three of whom were 17) on the adult course, and four on the course for teenagers accommodated in homestay.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Documentation and procedures are in place to disseminate the college's values. Communication is effective and human resources procedures are very well managed with staff feeling supported. Student administration is carried out effectively. Publicity generally provides a clear picture of the college although there are still problems. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a range of learning resources available to benefit the students. Teachers and students receive good advice on how to make full use of the resources available to them. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has a professional profile that meets the needs of the students. Teachers receive good support and guidance to ensure that they assist the students effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Very good arrangements are in place to ensure that the students' needs for security, pastoral care, information and leisure activities are met. Students on all three sets of courses benefit from well-managed student services including out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s.

The provision meets the section standard and exceeds it in some respects. The arrangements for the safeguarding of students aged under 18 within lessons, activities and excursions, during any free time, and in their accommodation are of a very high standard. *Safeguarding under 18s* is an area of strength.

Evidence

Management

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

Comments

M1 The goals and values of the organisation are contained in a clear, all-encompassing mission statement, which is communicated to staff during recruitment, induction and in a variety of documents.

M2 There is a wide-ranging college improvement plan with clear objectives and management strategies for successful implementation. Monitoring of progress and outcomes is systematic and very thorough.

M3 The staff structure is clearly documented and individual photographs with job titles are available and displayed in all centres. This is also clarified to students during induction. Continuity is assured at all times and cover roles are clear.

M4 There is a broad range of timetabled and documented meetings at all centres and communication with head office is regular and effective. Staff reported that communication works very well.

M5 The collection of student feedback is regular, systematic and thorough. Effective software provides detailed summaries of student ratings allowing issues to be identified and dealt with as required. All student feedback is analysed in greater detail in end-of-season review meetings, and forms the basis of recommendations for the following year.

M6 Staff feedback is collected systematically at the end of the summer season as well as through established HR procedures throughout the year. Managers write reports about specific aspects of their work and recommendations are acted upon and recorded in writing.

M7 The college continuously reviews its systems, procedures and resources with a view to ongoing improvement of all the services it provides. A very thorough and detailed self-evaluation form is one tool in this process.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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

M8 Policies and company handbooks give comprehensive information on recruitment and the terms and conditions of employment. Staff feel valued and spoke positively about the supportive approach of management.

M10 Recruitment procedures are thorough, with documentation and clear guidelines on all procedures to be followed. Staff involved have received training in safer recruitment and recently recruited staff were very positive about the professionalism and fairness of the process.

M11 Induction procedures for managers and staff are extremely detailed and thorough. These are supported by comprehensive notes, containing useful guidelines and advice.

M12 All permanent staff are appraised in writing with professional development targets being set. Temporary staff also receive feedback on their performance, which forms the basis of references or re-employment offers. Any unsatisfactory performance is dealt with sensitively and effectively.

M13 The college has a strong policy of continuing professional development, which includes financial support for upgrading teaching qualifications and a policy of developing staff careers within the summer schools. Teachers have a high number of opportunities for professional development and training. Centres are provided with useful in-service teacher training guidelines using the Scheme's criteria.

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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Students and group leaders commented very favourably on the efficiency, helpfulness and friendliness of all staff, who also reported they felt very well supported in their work.

M15 Pre-arrival information on courses is provided both by language travel agents, who provide mother tongue support, and the college's publicity. As well as the college's registrars, there are regular counselling sessions when staff are available to advise students on course choices. All students and group leaders reported they felt well informed before they arrived.

M19 There are robust systems in place for monitoring and recording student attendance. Students are made aware of these at induction and in the student handbooks. Detailed records of follow-up action for poor attendance were seen. The punctuality policy is also very clear.

M20 Detailed information is included in staff and student handbooks. At induction students are made aware of the college rules, the student code of conduct and the different sanctions that apply. Posters and displays reinforce these regulations.

M21 The complaints policy is available in student handbooks and on the website. Guidelines are provided during induction. In addition, college-wide posters invite students to report any problems. There are records of complaints made and any action taken. Evidence showed that complaints had been handled fairly and procedures are compliant with current legislation on data protection.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about	Not met

the premises, location, and the extent and availability of the services and resources.	
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.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The principal means of publicity is the website. There are printed brochures for the IC and summer schools including a price list and summary of terms and conditions. Some brochures can be downloaded from the website. Flyers for individual courses are also available.

M22 The summer school brochure makes claims about the course's effectiveness in 'improving school grades' and 'ensuring rapid progress in English' without reference to any objectively verifiable evidence.

M28 The website refers on one occasion to teachers as being 'fully qualified', which was not the case at the time of the inspection.

M29 There is still the occasional inaccurate use of an older Accreditation Scheme marque both on the website and in printed publicity.

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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	Met

Comments

P1 All sites visited are very attractive locations for students and staff, full of character and interest. They are very well equipped and maintained, and provide a comfortable environment for all students and staff.

P2 Classrooms and other learning areas at all sites are spacious, well equipped and comfortable, providing an environment conducive to effective teaching and learning.

P3 Dining areas are attractively designed and provide a very appropriate location for staff and students to take their meals. There are many facilities for student relaxation and recreation on all campuses, including common rooms in the boarding houses at the junior centre.

P4 Full-board is provided for juniors and teenagers. Adults have lunch together in the dining room in Bardwell Road with additional self-catering facilities in the residences. In addition, they provide appropriate dietary information about dishes on offer.

P5 Signage is very clear and consistent. There are excellent facilities for the presentation of information, including video and digital displays. All information is presented in a stylish and attractive way.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Students are not given coursebooks, but class sets are available as required. In all centres teachers use a range of published materials, photocopied and digital, together with in-house materials. These were always appropriate to contexts in which they were used. Subscriptions to online facilities ensure that a wide range of textual and visual learning resources is available.

P8 There is a good and well-organised stock of published materials at all centres, including photocopiable resources, skills and methodology books. The college subscribes to professional journals and online resources and the provision of shared digital drives promotes the effective storage and retrieval of materials. Project materials, e-books and tablet computers are available as required.

P9 All classrooms are equipped with appropriate digital projection facilities and equipment, which is used both by teachers and students. Active application of technology in the classroom is promoted and permanent IT staff are available to train teachers and provide support as required. Reliable Wi-Fi provision is freely available to students and staff.

P10 The large college library is situated on the teenager campus and is also available to IC students. In addition to the subject specific books for students on academic courses, there is a selection of English language resources and facilities to promote independent learning.

P11 The IC has its own dedicated learning centre where students can be awarded a certificate if they provide evidence of successful self-access work. Staff are regularly available to provide assistance as required.

P12 Reviews take place on an ongoing basis and at the end of the summer courses. Teachers are encouraged to provide feedback on the resources they have used and inform managers of any new materials they think would benefit the students. Evidence was seen of the effective implementation of this review process.

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

Comments

T1 Two teachers on the teenagers course and one teacher on the junior programme did not have a level six qualification. The rationales for their employment were accepted within the context of this inspection as they either had appropriate professional experience, level five qualifications or were in the process of completing a first degree.

T2 One teacher had an initial TEFL training certificate, which does not fully meet the requirements of the Scheme. However, the rationale for her employment was accepted within the context of this inspection as the TEFL training course she had followed met two of the Scheme's three requirements.

T4 The DoS at the IC is TEFLQ with considerable academic experience. The DoS of the teenager and junior programmes is TEFLQ with appropriate experience within the organisation and elsewhere. She is based mainly at the teenager site but regularly visits the junior programme. She is supported by two TEFLQ senior teachers, on both the junior and teenage courses. The rationale for the ADoS at the IC was accepted within the context of this inspection as he is TEFLI and was expecting a positive result in the recently completed module of his TEFL diploma. He has suitable experience, a successful track record within the organisation and receives appropriate training and support.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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	Met

absent teachers.	
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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.	Strength

Comments

T5 Teaching skills and qualifications are regularly matched with specific programmes. Intensive English courses for teenagers are only taught by TEFLQ teachers, and specialised courses with a strong content focus only use teachers with an appropriate academic profile and background. All EAP and related programmes at the IC are taught by TEFLQ staff.

T9 All teachers commented very favourably on the day-to-day guidance available in planning and delivering the course. Weekly in-service training sessions provide further ideas and are frequently linked to points identified in lesson observations. Academic managers are always accessible.

T10 Observations are focused, regular and effective. Drop-in, informal observations take place soon after new teachers have started and are supplemented with more formal observations for the whole teaching staff.

Course design and implementation	Area of strength
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.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 The course design is regularly reviewed in relation to comments from class teachers and feedback from academic managers. All courses form part of the annual review. There was evidence that this process had led to changes in the design of the syllabus offered to include a wider and more specific focus on topic and content as well as general English.

T14 Off-site cultural visits and activities, excursions and extracurricular project work are a feature in all centres.

T15 Study and learning strategies are embedded in the academic courses, as they are central to the students' future exam success or university studies. The Intensive English course for teenagers has learner training as a specific focus on the weekly course plans, which all teachers are required to complete.

T16 Many students are involved in project work and activities which help them to develop their language skills outside the classroom. In addition, there is a strong connection between the activity programme excursions and the English language syllabus. All students are prepared carefully for external visits using both language and content that will enhance their experience.

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.	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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant	Strength

information and advice.

Comments

T20 As appropriate, all students are encouraged to enter and prepare for external examinations. Expert advice is offered and there are diagnostic tests to identify the most appropriate examination. In addition, there are a number of courses which prepare students specifically for success in examinations.

T21 All students receive a final course report, which evaluates progress in different language skills and reports on the student's application to study. Individual comments on the student's work are also provided and include targets for future study.

T22 Students benefit from excellent guidance with regard to entering mainstream UK education. Specialist counsellors are available on a regular basis to provide advice and assistance in submitting an application.

Classroom observation record

Number of teachers seen	38
Number of observations	38
Parts of programme(s) observed	Teachers were observed at all three centres.

Comments

None of the academic management team were teaching during the week of the inspection.

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.	Strength
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 Teachers showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. The large majority provided accurate and appropriate models of both spoken and written English although some non-standard usage and unnatural pronunciation was noted. However, some teachers talked too much about linguistic rules rather than giving students practice in using the language.

T24 The content of the lessons was generally appropriate for the overall course objectives and the age of the students. The exploitation of the local environment provided relevant additional inputs. Profiling of individual students showed that teachers recognised different learning needs and cultural backgrounds. However, sometimes the content was too easy or difficult, or inappropriate for the course objectives.

T25 Lessons were planned and learning outcomes usually were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and the course overall. Course coherence was underlined with references to previous lessons and future activities.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction. Mingling and matching exercises, games, competitions and small group activities promoted a lively atmosphere. Some teachers however, relied too heavily on the use of definition to explore the meaning and use of new words. There was insufficient practice overall of new language and inadequate work on the pronunciation of connected speech.

T27 A range of resources was used to facilitate learning. Digital resources were generally used effectively. Pictures and small cards promoted student interaction and interest. Furniture was rearranged to encourage small group work and student interaction. In the weaker segments however, some white board displays were less easy for students to understand and some teachers slowed the pace of the lesson by writing too much on the board.

T28 Some effective correction of errors was noted, including prompted self-correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccuracies, a limited range of correction techniques and a failure to exploit student mistakes as a source of teaching and learning.

T29 Teachers sometimes used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers mainly had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Several teachers used novel ways of nominating and involving students. However, some classes were less dynamic and a few teachers could have talked less and involved students more. Sometimes small group tasks could have been prepared more effectively, with clear examples and the provision of useful language.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to satisfactory with the majority being good to satisfactory. One unsatisfactory segment was observed. Teachers displayed an appropriate knowledge of English and generally presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers generally had an appropriate presence in the classroom and managed their classes in a satisfactory way although some teachers could have involved their students more.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Safety and security policies and procedures are managed centrally by specialised staff, with devolved responsibility for day-to-day management of risk assessments, fire drills and first aid provision on all sites.

W2 An overall contingency plan has been devised which covers a wide range of potential events. The plan has been discussed with, and training provided to, staff within the departments. Information and advice is given, as appropriate, to temporary members of staff during their induction and to students during the 'Life Skills' section of their first day orientation.

W3 Pastoral care is excellent on all three sites with support appropriate to the age range. There are named persons for adults (the AWO), for the teenagers (the deans) and for the juniors (a welfare officer). There are also wardens in each residence. Particular care is taken of the students aged under 18 on adult courses. For more serious pastoral issues students studying during the academic year can be referred to a college counsellor.

W4 Codes of conduct for students and staff outline the policies and procedures as appropriate to the age group. Information is conveyed to students in appropriate language on the microsite (a website available to enrolled students and their parents), during orientation, in handbooks and on posters. Staff are particularly alert to any children who may be lonely or excluded from friendship groups.

W6 Transfers for the majority of young students are arranged through St Clare's. A logistics coordinator manages transfers for juniors and teenagers, and oversees travel days and the arrangements for unaccompanied minors. The microsite for adults has information and individual travel advice is given by email.

W7 Information is provided pre-arrival on the microsites for the different age groups. Student handbooks and welcome packs, with content dependent on the age group and location, are given out during the orientation sessions, and important information is reinforced through role plays and quizzes in the first lessons. Medical and travel insurance is included in the fees for all students.

W8 There is a college nurse who holds surgery hours every weekday, and also on Saturday during the academic

year. Medical information given about students is checked prior to arrival and the nurse liaises with welfare staff on all three sites. There are established arrangements with a local medical practice, where long-stay students are registered. First aid provision in the teaching centres and in the residences is good.

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

Comments

W9 The accommodation in the adult and teenage residences and in the homestays sampled is of a very high standard. All bedrooms are spacious, clean, comfortable, and appropriately furnished; there is good access to bathrooms facilities. The boarding accommodation at Rye St Antony school is also of a good standard, as appropriate for the age of the students.

W10 The college house-keeping team is on site every day to ensure a good service of cleaning and maintenance. There is a similar level of service in Rye St Antony, provided by the school staff, and in homestays, monitored by the AWO.

W11 The residences which belong to the college are regularly checked by members of the college team responsible for health and safety and maintenance, and by the AWO. The premises at Rye St Antony are checked before each summer's occupancy and throughout the time that students are in residence. Homestay hosts are revisited annually. Feedback from students is rigorously followed up.

W13 The written 'How are you Getting on?' form provides a check during the first week for all students and includes an accommodation section. Teenage students can talk to their wardens or deans; regular formal meetings take place and a written record is kept at the IC for longer-stay students. The welfare of students within their accommodation is closely monitored at Rye St Antony.

W14 Terms and Conditions for homestay hosts are signed before registering and re-issued with every booking. There is a handbook and optional training sessions for hosts have been well attended.

W15 For adults studying during the academic year lunch is served in a dining room near the classrooms and full board is provided during the summer. The teenagers have three meals a day and can also purchase drinks, meals and snacks from the on-site café. Children at Rye St Antony have three meals per day plus drinks and snacks during breaks. The meals at all three sites are of good quality, with healthy options. Clear advice on a balanced diet is included in the homestay hosts' guidelines. Students in the focus groups commented favourably on the food.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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

W16 One of the hosts visited was hosting two adult students from St Clare's, three students who had made their arrangements directly, and one student from another organisation.

<i>Accommodation: other</i>	
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.	N/a
Comments	
All criteria in this area are fully met or not applicable.	

Leisure opportunities	Area of strength
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.	Strength
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments
<p>W23 Information given out at orientation, on noticeboards, and via links to the intranet and social media helps to alert adult and teenage students to the opportunities in Oxford and beyond. There is a year-round activity co-ordinator, working from the 'Activity Hub' who can help the students plan independent excursions and events.</p> <p>W24 On the three sites there is a full and interesting leisure programme which includes a wide choice of activities and excursions. For the adults, much of the programme is free and the costs for paid activities and excursions are clear and kept to a minimum. During the academic year weekend trips are offered. The teenagers have a full programme of free activities but can also choose extra excursions and activities at a small additional cost. The programme for the juniors is all inclusive.</p> <p>W25 There is a team recruited specifically to deliver the activity programme on each site. Staff ratios are generous and programmes are very well planned and resourced.</p> <p>W26 There are well-designed written risk assessments which are completed for every activity and off-site visit. Activity and excursion leaders are required to complete the document and have it checked by their line manager.</p>

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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
<p>During the summer, most students are aged under 18, attending courses for juniors (10–15 years) and teenagers (15–17 years). Parents of children aged 15 can choose the more protected environment of Rye St Antony or the greater independence offered by the courses for teenagers. Students aged 17 years can be enrolled on the year-round adult courses. At the time of the inspection there were four students aged under 18 on the adult course.</p> <p>S1 The <i>Safeguarding and Child Protection Policy</i> applies to all under 18s in the college (from academic year IB to summer short courses). It is authorised by Oxfordshire Safeguarding Children Board (OSCB), comprehensive, and supported by relevant practical documents.</p>

S2 The policy is made known to all staff, and appropriate training is provided. Three new assistant designated safeguarding leads (ADSLs) have been trained by OSCB to specialist level in order to support the designated safeguarding lead for the English language students. They, in turn, train others: for example, temporary summer staff. Homestay providers and group leaders also receive safeguarding policies and advice in handbooks, and attend face-to-face training sessions as appropriate.

S5 Each site has clear age range limits, with their own arrangements for the supervision of students during lessons and scheduled activities, as appropriate for the age group. Staff:student ratios for the scheduled activities are generous at all three sites. On the teenager and junior courses roll calls are held at a number of points throughout the day. The students aged 17 enrolled on adult courses are monitored by the AWO.

S6 Junior students are closely supervised at all times. The teenagers have some limited free time during which their whereabouts is monitored by activity staff and wardens by means of a signing out system; curfews are in place and there are ways to ensure they are adhered to. Students aged 17 on adult courses are given guidelines on appropriate behaviour and keeping safe during a separate induction at the beginning of the course, and they have monthly meetings with the AWO. They are required to be accommodated in homestay accommodation and curfews are set.

S7 Students aged under 18 on adult courses initially stay in a homestay on a half-board basis, with lunch provided at the college; they may move into a residence once they have found their feet. In the summer, teenagers stay in residences with live-in staff, on a full-board basis. Junior students live on a self-contained campus at Rye St Antony. The residential accommodation used by teenagers and juniors in summer is fully compliant with government regulations for boarding schools.

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	1984
Last full inspection	October 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) by this multicentre organisation	Undergraduate courses, IB Introduction, IB Diploma
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1953
Ownership	Name of company: St Clare's, Oxford Company number: charity no: 2904085 Registered company no: 196868
Other accreditation/inspection	ISI

Premises profile

Address of Head Office (HO)	139 Banbury Road, Oxford OX2 7AL
Location of centres offering ELT at the time of the inspection but not visited	N/a
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: July, all centres
Of all international students, approximate percentage on ELT/ESOL courses	91
ELT/ESOL students (eligible courses)	
18 years and over	83
17 years and under	375
Overall total of ELT/ESOL students shown above	458
Predominant nationalities	Argentinian, Belgian, Chinese, Dutch, French, German, Italian, Russian, Turkish

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	50
Total number activity managers and staff	22
Total number of management (non-academic) and administrative staff	16
Total number of support staff (e.g. houseparents, matrons, catering)	33

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
None.

2. DATA ON CENTRES VISITED

1. Name of centre	International College - Adults
2. Name of centre	International Baccalaureate - Teenagers
3. Name of centre	Rye St Antony - Juniors
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on	100	96	100			80	92	100		

ELT/ESOL courses										
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	66	0	0			82	0	0		
Full-time ELT (15+ hours per week) aged 16–17 years	4	192	0			3	193	0		
Full-time ELT (15+ hours per week) aged under 16	0	77	52			0	92	88		
Part-time ELT aged 18 years and over	1	0	0			0	0	0		
Part-time ELT aged 16–17 years	0	0	0			0	0	0		
Part-time ELT aged under 16 years	0	0	0			0	0	0		
Overall total of ELT/ESOL students shown above	71	269	52			85	285	88		
Junior programmes: advertised minimum age(s)	N/a	N/a	10			N/a	N/a	10		
Junior programmes: advertised maximum age(s)	N/a	N/a	15			N/a	N/a	15		
Adult programmes: advertised minimum age	17	N/a	N/a			17	N/a	N/a		
Typical length of stay (weeks)	4	2	3			19	3	3		
Predominant nationalities	Argentinian, Chinese, German, Italian, Korean, Russian, Spanish					Argentinian, Belgian, Chinese, Dutch, French, German, Italian, Russian, Turkish				

Staff profile at centres visited

Centres	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	14	19	5			16	26	8		
Total number of activity managers and staff	2	13	7			1	13	8		
Total number of management (non-academic) and administrative staff	6	5	2			6	8	2		
Total number of support staff*	6	20	7			6	20	7		

*Note: Plus college-wide staff including porters, catering, housekeeping, IT, HR, bursary, marketing team, maintenance team and reception.

Academic manager qualifications profile at centres visited

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

years relevant experience					
Total	2	2	2		

Comments

The senior DoS for both the teenager and junior centre is based at the teenager centre. Academic managers were not scheduled to teach during the week of the inspection.

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	7	3	0		
TEFLI qualification	7	15	4		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	1	0		
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0	1		
Total	14	19	5		

Comments

None.

Accommodation profile

Centres	1	2	3	4	5	1	2	3	4	5
Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	4	0	0			3	4	0		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	58	0	0			0	261	52		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
Arranged by student/family/guardian										
Staying with own family	0	0	0			1	2	0		
Staying in privately rented rooms/flats	5	0	0			0	2	0		
Overall totals adults/under 18s	67	0	0			4	269	52		

Centres	1	2	3	4	5
Overall total adults + under 18s	71	269	52		