

Organisation name	St. Clare's, Oxford
Inspection date	2-3 October 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited St. Clare's, Oxford in October 2014. 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).

This private language school offers courses in general and academic English for adults (17+), vacation courses for under-18s and adults (18+) and residential vacation courses in general English for under-18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, care of students, accommodation, leisure opportunities and care of under-18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	December 1984
Last full inspection	August 2010
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 schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	University foundation programmes, a Liberal Arts programme for American undergraduates completing a Study Abroad semester and preparation courses for the International Baccalaureate (IB)

Private Sector

Date of foundation	1953
Ownership	St. Clare's Oxford
Other accreditation/inspection	ISI BAC

Premises profile

Address of main site	18 Bardwell Road, Oxford OX2 6SP for adults during academic year (17+) and adults (18+) on summer courses
Details of any additional sites in use at the time of the inspection	3 Bardwell Road (as above)
Details of any additional sites not in use at the time of the inspection	139 Banbury Road OX2 7AL for teenagers (15-17) during the summer and Rye St Anthony, OX3 0BY for juniors (10-15) during the summer
For inspectors' use: profile of sites visited	<p>Both of the academic year sites are beautiful Victorian buildings, which are extremely well-maintained. The site at Bardwell Road incorporates two buildings: number 18 houses the reception, some offices, 13 classrooms and self-access facilities; and number 3 is a student residence, but also has a dining room, a teachers' work room and lounges for staff and students on the lower floors. Adult vacation courses take place on this site.</p> <p>The Banbury Road site incorporates several buildings with classrooms, offices, dining rooms and a library. Very recently a new building was opened. Although a modern building it has been designed to relate to the existing structures. More classrooms, laboratories and storage space are now available. This building is used for the summer courses for teenagers aged 15-17.</p> <p>One inspector also visited the Rye St. Anthony campus where the summer junior courses for students aged 10-15 take place. This independent boarding school is set in 12 acres of grounds with a wide range of sporting facilities. There are two boarding houses on the site.</p>

Student profile	At inspection	In peak week (7-11 July)
Of all international students, approximate percentage on ELT/ESOL courses	79%	95%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	68	458
Full-time ELT (15+ hours per week) 18 years and over	65	66
Full-time ELT (15+ hours per week) aged 16-17 years	3	209
Full-time ELT (15+ hours per week) aged under 16	0	183
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	17	10
Typical age range	18-20	10-25

Typical length of stay	15 weeks	3 weeks
Predominant nationalities	Dutch & German	Russian, Argentinian, Italian & Spanish
Number on PBS Tier 4 General student visas	8	1
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	11	30
Number on child visitor visas	0	137

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	40
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10-19 hours/week	3	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	9	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	10

These figures include the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Academic year courses running at the time of the inspection

EFL- English for everyday use and examinations for 21 lessons a week. Examination preparation includes IELTS.

University Foundation Course (UFC) for 21 lessons a week. The course has two pathways; the English language programme and the academic subject programme with two entry points, one in September and the other in late October/early November. The first entry point prepares students for the IELTS examination which is taken in October, the second entry point focuses on EAP for 10 lessons a week and academic subjects for nine or ten lessons a week. English plus academic subjects (EAS) for 16-19 lessons a week. 10 lessons a week cover advanced English language skills and preparation for Cambridge English examinations and IELTS. The course is offered as a 14 week semester programme or as a 5/6 week compact programme. Students can select three courses from a range of academic options.

Personal language training – one-one tuition for 10, 15 or 25 lessons a week.

Courses not seen

Summer courses for adults 18+, teenagers 15-17 and juniors 10-15.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	5	3
Private home		
Home tuition		
Residential	54	
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Student's own arrangements	6	

Introduction

St. Clare's Oxford is an independent not-for-profit educational charity. It was founded after the second world war, in 1953. The aim was to provide opportunities for students from the rest of Europe to resume contact with British students. Internationalisation is still a primary goal and over 50 nationalities attend each year.

There are two main campuses which operate during the academic year. The Sixth Form College offers International Baccalaureate (IB) courses, a preparatory IB course and teacher training courses for IB teachers at the Banbury Road site. The International College (IC) offers a Liberal Arts programme (which is not eligible for inspection), "University Pathways" programmes and EFL at the Bardwell Road site.

St Clare's owns 26 buildings in North Oxford and leases three more. The majority of these buildings are used as student residences. For the summer junior courses a third site at Rye St. Anthony boarding school is used.

About 50 percent of the EFL students are recruited through the school's agents, the rest have often had the school recommended by friends or family, or have found information on the school website. The majority of students on all courses make individual bookings, but some groups attend the summer courses for teenagers and juniors. They are fully integrated into the classes and the activities programme.

The inspection focused on the academic year provision, but the inspectors had the opportunity to visit the two campuses used in the summer for the junior and teenager courses. They were also able to discuss teaching and learning with the summer DoS.

The inspection took place over two full days and one evening. During this time the inspectors met together or separately:

the principal of St. Clare's
 the director of English language and short courses
 the DoS EFL

the summer DoS for junior and teenage courses
the bursar
the facilities controller
the estates manager
a member of the HR team
the office manager
the admissions registrar
the sales coordinator
the accommodation officer
the activities coordinator

Focus groups were held with students and teachers.
One inspector visited three homestays and two residences.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is very clear. All academic and administrative managers in the EFL and university pathways section of the International College (IC) report to the director of English language and short courses. He and the other four members of the senior management group (SMG) report to the principal of St. Clare's. Continuity of the structure within the IC is ensured as there are sufficient staff with substantial experience to deputise for their colleagues if necessary.

M3 Job descriptions are in place for administrative and academic staff.

M4 In addition to ongoing informal communication between staff members working closely together, there are regular scheduled meetings. The IC team holds weekly meetings for all staff and there are also weekly EFL teachers' meetings. The teachers reported that communication was effective and they also stated that they found the IC management team very approachable. The director of English and short courses attends weekly SMG meetings which ensures an appropriate flow of information between the IC and the wider St. Clare's organisation. All meetings have action minutes. Email is used regularly to up-date staff on academic and administrative matters.

M5 Recruitment and appointments procedures are thorough and apply to all staff, whether the post applied for is permanent or temporary.

M6 Copies of staff qualifications are kept in staff files held in the HR department. All reasonable steps had been taken to verify the qualifications.

M7 All new staff are given an induction by staff in the HR department and by their IC line manager. The DoS is responsible for teachers' inductions. An induction check list is used to ensure all essential information is provided. Inductions are backed up by staff and teacher handbooks.

M8 An appraisal scheme, involving staff self assessment, is in place. Appraisals for all staff take place annually,

usually in the autumn term or during the summer courses. Teachers on all courses are observed during their first two weeks of employment and thereafter at least once a year. In the case of unsatisfactory performance staff are initially given one-to-one support and guidance, but if no improvement is shown the St Clare's disciplinary procedures are followed.

M9 St. Clare's has a strong policy for continuing professional development (CPD) which includes allocating two days during the Christmas period to staff development for staff in the IC. Financial support is available for upgrading qualifications e.g. the DELTA and an MA in Chartered Institute of Personnel and Development (CPID) and for attending external events. A wide range of appropriate training is available for teachers (see T10) and administrative staff e.g. food hygiene, first aid qualifications, employment law and the use of the database. Summer school staff, both administrative and academic, are given staff development opportunities.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The academic year full-time office manager, admissions registrar and office administrator, work closely as a team and there is a sufficient number of experienced staff to handle the volume of work. There is also an additional full-time member of staff to deal with summer school enrolments and two additional staff who work during the summer.

M13 Local addresses and next of kin/emergency contact details are collected on a personal information form on arrival and then entered on the college database. The information is held on the staff intranet and available out of the IC opening hours. Students are not asked to state their relationship with the next of kin and are not asked to indicate whether or not that person speaks English and if English is not spoken then to give the mother tongue.

M14 A robust system of recording and monitoring student attendance is in operation. Electronic and paper registers are kept and attendance requirements are given to students in writing in the student handbook. Students are expected to attend all classes, both morning and afternoon, in order to receive a certificate of attendance and a progress report. The punctuality policy is also very clear and lateness is recorded on the register. If a student is more than five minutes late they must wait until the next full hour to enter the lesson. In the case of persistent absence or lateness a formal four stage follow-up procedure is in place to support the student initially and then to discipline them if necessary. The policies are mentioned briefly in the adult student handbook and students are advised to check the full, detailed policy on the student portal of the intranet. During the summer students are given information sheets detailing what is expected of juniors and teenagers on summer courses and the absence and punctuality policies are included. The summer deans follow up any lateness or absence immediately.

M15 The adult student handbook contains a code of conduct for students in homestay and residences. Residences have house rules which students are asked to sign to indicate their agreement. The information sheets for juniors and teenagers (see M14) also include very clear guidelines about the expected standards of behaviour. It is made clear to students that failure to follow the rules may result in expulsion.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The annual IC development plan includes points to be addressed contained in the previous inspection report. It was clear from the detailed summary of the action taken that all issues had been addressed.

M17 The process of developing the annual IC development plan provides an opportunity for the regular review of systems and processes. It is clear that progress has been made in standardising procedures across all the IC English language courses.

M18 Students on all courses, year-round and summer, are given a first week “How are you getting on?” questionnaire. This gives them an opportunity to comment on academic and welfare issues. Students on the longer University Foundation Course (UFC) and the English plus Academic Subjects (EAS) courses are given mid-term interviews when they are asked for feedback. End of course questionnaires are also completed. Feedback is analysed and any action taken is recorded in staff meeting minutes.

M19 Feedback from staff is obtained informally on a continuing basis and they have opportunities to give feedback during appraisals and at staff meetings. Summer school staff and staff on fixed term contracts are given a feedback questionnaire at the end of their contract.

M20 A simplified version of the complaints procedure is included in student handbooks and a fuller version is available through the student portal. All serious complaints are dealt with by the director of English language. Email correspondence provides a record of complaints and action taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website is the predominant medium of publicity. A number of other social media platforms provide information. Printed brochures are also available.

M21 The publicity is written in clear and accurate English, but contains a few vocabulary items which would not be accessible to EFL students at the lower levels.

M22 Prospective students are given very clear and accurate information about the services offered. Students in the focus group reported that the college met their expectations.

M24 The requirements for this criterion are met. However, although it is now made very clear that all lessons are 55 minutes in length, the exact number of taught hours is not provided.

M25 A general, broad approximate cost for a range of examinations is given, but approximate costs are not given for specific examinations.

Management summary

The provision meets and in some areas exceeds the section standard. Staff management is effective, and communication within the EFL section and the wider St. Clare's organisation is of a good quality. The college has put into place a supportive infrastructure for student administration, which ensures the systems are sensitive and responsive to students' particular needs. Quality assurance procedures are sound and students' views are sought effectively and inform the work of the IC. Generally the management works to the benefit of its students and in accordance with its publicity. *Staff management and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The three main buildings where EFL takes place provide very comfortable and attractive environments for staff and students. The internal and external premises are more than adequate in size and number.

R2 The premises on the Bardwell Road and Banbury Road sites have undergone major refurbishment since the last inspection and are in an excellent state of repair, cleanliness and decoration. External areas are very well maintained.

R3 The classrooms at Bardwell Road are of an appropriate size for the maximum number of students and the configuration of the new classroom furniture is conducive to effective teaching and learning.

R4 Students at Bardwell Road benefit from a comfortable student lounge, where a TV and newspapers are provided. The dining room is also a pleasant area where students can relax and have meals or snacks.

R5 Signage on the Bardwell Road site (where the inspectors were based) is clear and notice boards are well-organised and give useful and up-to-date information.

R6 The teachers' work area is adequate in size with sufficient space for teachers to prepare lessons. There are pigeon-holes, lockers for possessions, access to computers and a kitchen. Some of the teachers' resources are kept in a nearby room. There is also a staff common room/lounge for relaxation.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The IC has developed a cross-course thematic approach to course design and therefore course books are not routinely given to students, although class sets of course books and examination practice books are sometimes used in class. Teachers use a range of published printed and electronic materials, and materials they have created themselves.

R8 There is a good stock of published materials for all teachers; these are well maintained and organised. Online resources are recommended by the DoS; many of these are linked to the cross-course themes. Teachers reported that they are satisfied with the resources provided. Photocopying and printing facilities are available.

R9 WiFi access is available in all St. Clare's own buildings including residences and classrooms. Every group teaching classroom is equipped with a TV and digital projector or large TV screen. The TV allows staff and students to stream content to the projector through a compatible tablet. All teachers have an iPad; permanent staff are issued with one and hourly paid temporary staff can borrow one. Classrooms also have BluRay DVD and CD players. One-to-one classrooms have TVs and audio equipment. Students also have access to iPads. There are a few PCs for student use in the activity hub (where students sign up for leisure activities). Technical support is readily available, in the first instance from the office staff and for more complex problems from the IT department. Teachers were very appreciative of this service.

R10 The study zone on the Bardwell Road site is a small self-study area with graded readers, dictionaries and DVDs for students' use. Students can also visit the library on the nearby Banbury Road site, where they can use

EFL software in the language centre and borrow books from the ELT section.

R11 The study zone is staffed by two teachers for four afternoons a week. Teachers can take their students to the library on the Banbury Road site where they will be given an induction.

R12 Resources are reviewed on a continuing basis throughout the year. It was very clear that the review process had led to relevant changes to meet the needs of the current students and to provide a range of electronic equipment to facilitate the use of online resources for students both inside and outside the classroom.

Resources and environment summary

The provision meets the section standard and exceeds it in many respects. The premises, the learning and teaching resources and the educational technology support and enhance the studies of students enrolled and offer a professional environment for staff. The self-access facilities are adequate. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher did not have a level 6 qualification but the rationale for his employment was accepted in the context of this inspection. He has nearly 10 years' ELT experience as a teacher, a CELTA qualification and experience as an FCE oral examiner. He has recently enrolled for a DELTA course.

T4 The DoS, who has appropriate qualifications as well as varied and relevant teaching and academic management experience, is also a published EFL author. The acting DoS and the summer courses DoS are both TEFLQ. The principal and the director of English language and short courses are TEFLI.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Deployment of teachers for the year-round provision is carried out by the DoS in consultation with the teaching staff. It is a negotiated process, taking teachers' preferences, specialisms and availability into account. Teachers are also encouraged to develop the range of courses they are able to teach. Some permanent teachers teach on the summer courses and the summer school DoS aims to employ additional temporary teachers who have experience of working with young learners.

T7 The year-round EFL courses all take place on the Bardwell Road site, which is shared with the liberal arts programme. There are sufficient classrooms for both areas and normally EFL uses 13 designated rooms. Classes are usually shared by two teachers. Breaks are staggered to ensure that there is no overcrowding in the common areas at these times. Timetabling procedures are effective.

T8 Emergency cover teaching is usually provided by the DoS or acting DoS. When a teacher absence is known in advance, hourly-paid teachers are available. Only in extreme circumstances are classes merged. The class register and the record of work provide information about what has been recently taught. Staff absence and substitution

records are kept.

T9 The IC does not enrol new students each week; instead there are clearly publicised “entry points” for each course. This minimises disruption for the existing students and enables the teachers to prepare for the new in-take. The course design, which is based on cross-course themes rather than a course book with a linear structure, is particularly well-suited to the “entry point” system, and teachers receive practical guidance on introducing new students into their classes. Teachers know which students to expect and are given information about test scores for each element of the placement test, nationality, current employment or studies, future plans and length of stay.

T10 New teachers receive a thorough induction and a very good level of ongoing support from the DoS and from their peers. EFL CPD takes place every Wednesday afternoon and offers a wide-ranging programme dealing with relevant, practical topics e.g. cross cultural awareness, the use of new technology, online resources and academic word lists. Training also takes place over two days during the Christmas break. The teachers’ handbook contains summaries of some of the recent CPD sessions and a section giving useful tips for the EFL classroom. Teachers wishing to upgrade their qualifications are encouraged to do so and receive financial support.

T11 Lesson observation for all staff, both year-round teachers and summer school teachers, usually takes place within the first two weeks of a contract. For year-round teachers this is followed up by annual observations. Constructive oral and written feedback is given by the relevant DoS. Teachers, both permanent and hourly-paid, are either appraised in the autumn or at the end of a contract. The appraisal focuses on self evaluation, identifying training needs and setting targets. During the appraisal, lesson observation feedback is discussed. Teachers in the focus group felt that they benefited from both the observation and appraisal process.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The EFL syllabus is based on the CEFR ‘can do’ statements and descriptors, to which language and skills objectives and learner outcomes at each level are linked. Two years ago a thematic approach to course design was introduced; course books no longer provide the structure of the course. Each week a new cross-course theme is introduced for the EFL and academic courses UFC and EAS. Every three or four weeks there is an overarching modular theme and within that theme there are weekly themes e.g. during the inspection the module theme was “values” and among the weekly themes were topics such as human rights, business ethics and personal values. This approach means that language components and skills are recycled in different contexts. Teachers have detailed information about the course content and structure, and guidance on teaching the cross-course theme is very practical with links to appropriate printed and online resources.

T13 The new cross-course thematic approach to course design is an example of review having taken place and changes implemented. The review is on-going as new appropriate and relevant themes are developed. Feedback from students and teachers is taken into account.

T14 Teachers prepare and display weekly plans which cover study areas e.g. vocabulary building, grammar development, skills improvement and pronunciation practice. Each area has learning objectives.

T15 The teachers’ handbook reminds teachers of the importance of learner training and this is included on the weekly plan template. Students are encouraged to work towards a certificate of learner independence by completing a self-study log/diary which could include vocabulary storage techniques, a diary and a section on “mistakes I always make”. An open learning and homework club is held four afternoons a week and teachers are available to support students.

T16 The cross-course themes provide a framework not only for classroom activities, but also for events outside the classroom such as study visits, excursions and special cross-college events. These activities provide opportunities for students at different levels and on different courses to practise their English together. EFL, EAS and UFC students at higher levels can also join some university level seminars on a range of academic topics thus fostering integration with other students at St. Clare’s.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students’ progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The placement test, which consists of three components: grammar, listening and a structured oral interview, is usually effective. Teachers marking the tests give a grade based on CEFR descriptors and students are placed into homogeneous groups.

T18 Teachers give regular homework and progress tests and marks are recorded. Targets and progress are discussed with students during tutorials. Students who experience difficulties with their studies are placed "on report"; this involves extra support to encourage progress.

T19 Students can prepare for Cambridge English main suite examinations and IELTS. Those who want to take an examination are usually asked to take a filter test to ascertain which would be the most appropriate examination for them. The DoS advises students.

T20 EAS and UFC staff and students are given information about the course assessments in writing.

T21 Reports and certificates are available for all students.

T22 Teachers can give initial advice about mainstream HE. This can be followed up by an appointment with the careers and higher education adviser who visits the Bardwell site one afternoon a week.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	EFL, EAS and UFC and one one-to-one lesson

Comments

One teacher was only scheduled to teach a One-to-one lesson during the inspection week This class could not take place as the student was absent.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Generally teachers presented accurate oral and written models of the language, but there were a few occasions where a teacher spoke unnaturally, de-contracting and distorting stress patterns.

T24 All teachers were able to adapt their language to the level of the learners and were aware of their differing needs.

T25 Plans were informed by class profiles and the placement test. Aims and learner outcomes were usually expressed clearly. A varied sequence of activities and tasks to practise the four skills was planned. Interesting and motivating materials related to the cross-course theme were chosen.

T26 A coherent sequence of activities was planned in all lessons, progressing from easier to more complex tasks.

T27 Teachers used the educational technology with confidence and competence to provide stimulating visuals e.g. film clips, photographs and posters. The conventional whiteboard was used to good effect. Handouts and worksheets, some of which were teacher-prepared, contained useful, relevant activities and tasks.

T28 Teachers used a range of interaction patterns and activities. In most lesson segments there was clear nomination and useful elicitation of ideas and language. Occasionally there was insufficient nomination which led to

uneven student participation. Vocabulary was not well presented in some of the lesson segments, relying mostly on definition as opposed to illustrating in context and checking concepts. Opportunities for the correction of grammatical and phonological errors and for subsequent practice were sometimes missed and in most lesson segments there was little peer or self correction.

T29 Teachers monitored and supported students working individually and in pairs and groups. In most segments there were clear instructions and checking of students' understanding, Generally a good pace was maintained, but when there was too much teacher talking the pace dropped. In the majority of segments students were engaged in the interactions and activities.

T30 It was clear that the teachers were aware of their students' likes, dislikes and interests, and were aware of cultural differences. There was a positive learning atmosphere in all lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from good to satisfactory, with the majority of lesson segments judged to be satisfactory. Lesson plans had been carefully prepared, teaching techniques were appropriate and resources were used to good effect. In particular the educational technology was very skilfully used to enhance the students' learning experience. Generally teachers handled classroom management effectively and established a positive learning atmosphere. Students were very positive about the teachers and the teaching. Weaknesses in a few segments observed included ineffective vocabulary teaching and missed opportunities for correction.

Teaching and learning summary

The provision meets the section standard and in some areas exceeds it. The teaching observed met the requirements of the Scheme. Teachers have appropriate qualifications and the academic managers (year-round and summer courses) are well-qualified with sufficient relevant experience. Teachers are given a very good level of support to ensure that their teaching meets the needs of their students. Lesson observation and appraisals take place annually. Course design is well-developed and addresses the needs of students who join courses at different entry points during a term. Student placement and monitoring of student progress is handled efficiently. Programmes of learning are managed for the benefit of students and *Academic management Course design and Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is a security card system for all St. Clare's buildings, including the residences. The main premises of the international college building has a staffed reception desk at the front of the building. The premises used for the junior course, Rye St. Antony, provide a secure location.

Fire safety and first aid provision are in place, in the main building and in the residences. A nurse is based in the main premises on Banbury Road. The accident and emergency department of the John Radcliffe hospital is a short distance away.

W2 The pastoral care given is appropriate and sensitive to the needs of the young adults (17+) studying at the time of the inspection. The teenagers and juniors who study on the summer courses are also given pastoral care appropriate to their age groups. Allowance was made during the inspection for students who were observing Eid.

W3 The student services officer is the named welfare officer, but it is clear that all staff share the responsibility for ensuring the well-being of students. Students in the focus group said that all staff were very friendly and helpful.

Summer deans take on the welfare role for the teenagers course, and on-site welfare provision is made for the

juniors at Rye St. Antony through the DOS and other staff.

W4 The ethos of the college is to foster international communication and the policy on abusive behaviour is embedded in this context.

W5 Responsibility for holding the emergency mobile phone is shared between key staff on a rota basis.

W6 Information about travel to the college is available to students on enrolment. Transfers can be booked and are automatically included for all juniors.

W7 Relevant pre-arrival advice and information is made available to students on enrolment. On the first day, an orientation session gives students the opportunity to meet key members of staff. They are also given a very useful student handbook which summarises all the information. There is an additional induction session for under 18s.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited two residences and three homestays. The residences visited were Bardwell, the building opposite the main international college, which has a capacity of 16 beds, and Logan, just over a mile away on the Banbury Road, which has 48 beds. The residences provided a high standard of accommodation in single and twin rooms, either standard or superior. Both residences had comfortable common rooms, kitchens, lounges and laundry facilities. The college provides all bedding and towels. The three homestays were also of a very good standard and offered pleasant and comfortable accommodation. All hosts clearly offered a warm welcome to their overseas guests and understood the needs of young people.

The residences used by the teenagers were also sampled and were of a good standard. At Rye St. Antony, all students are accommodated on campus: in dormitories of 4-6 beds for the younger students, and in single or twin rooms for the older ones. This accommodation was also of a good standard.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The accommodation in both residences and in the homestays sampled was of a very high standard. All bedrooms were clean, comfortable and appropriately furnished. Those used by the year-round students had tables or desks in their rooms. The accommodation for the summer courses for teenagers and juniors was also of a good standard.

W10 All accommodation had been inspected by the current student services officer or her predecessor.

W11 The student services officer, although only in post for six months, had already visited a significant proportion of the homestays and had prioritised those who had not been visited in the previous year. All the residences are regularly visited by St. Clare's staff.

W12 There were 80 hosts on the register, about 25 of whom had been recruited by the student services officer.

W14 Students are asked at an early stage if they are happy with their accommodation, and their feedback is carefully monitored to ensure that there are no problems.

W15 Students in homestay accommodation are offered bed, breakfast and dinner, and those in residences are on a self-catering basis. Lunch is available during the week at additional cost, and the lunch package can be bought in advance. The food sampled at lunchtime was tasty, varied and nutritious. In the summer, teenagers and juniors are accommodated on a full-board basis.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts are given clear and comprehensive guidelines about providing homestay accommodation, and all hosts who were visited during the inspection reported that communication about arrangements was efficient.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Residences are cleaned twice weekly: a full clean is carried out once a week, and a 'top-up' clean is also carried out half-way through the week.

W23 All wardens are first aid trained, and have access to emergency medical services if needed.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W25 No other accommodation is offered.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are given plenty of information about activities and events available. They are encouraged to explore Oxford by taking the 'Oxford Passport' challenge which they complete by getting stamps for each place visited.

W27 There is a full and interesting leisure programme which includes a variety of activities and excursions. It includes a mixture of cultural, sporting and leisure activities to offer students a wide choice. The college subsidises the programme in order to keep costs down for the students. The leisure programme includes unusual and interesting activities, such as strawberry-picking which students might not otherwise experience. A weekend trip to Cornwall set off on the last afternoon of the inspection, and other trips have taken place to Valencia and Marrakech. These are organised on a cost recovery basis. The leisure programmes for the teenagers and juniors are separate and tailored to the needs of the particular age groups.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Students are well taken care of, accommodation is suitable and well organised, and the leisure programme is varied and interesting. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 17 years are enrolled on the year-round adult courses and most of these turn 18 during the year. At the time of the inspection there were only three 17 year olds.

During the summer, courses are also offered for juniors (10-15 years) and teenagers (15-17 years).

C1 The safeguarding policy is common to the whole college, and has been carefully refined to meet the needs of all students.

C2 The safeguarding policy is displayed on the welfare board. All staff (including catering staff), wardens, group leaders and hosts are made aware of the policy and are trained as appropriate.

C4 Met, although it would be useful to have all the information provided in one place, on the application form, in a letter or on the website.

C5 All staff and hosts are DBS checked.

C6 Year-round under 18s are not supervised outside lessons, but they are given guidelines on appropriate behaviour and keeping safe. They are given a separate induction at the beginning of the course, and then meet the student services officer once a month to check that all is well. They are also informed they can talk to her at any time if they need help or advice. Written notes are kept of the monthly meetings.

Parents are asked to sign a parental consent form at enrolment to ensure that they understand the nature of the course. They are asked to sign a separate form to give permission for any overnight excursions or visits, and are asked to sign an exeat form if they wish to take their child away from the course.

In summer, teenagers and juniors have a full leisure programme, and are carefully supervised.

C7 As described above, the year-round under 18s are on a half board basis if they are in a homestay or on a self-catering basis if they are in a residence. Lunch is available in the college every weekday and a lunch package can be purchased in advance. Students aged under 18 initially stay in a homestay, and may move into a residence once they have found their feet.

In the summer, teenagers stay in residences on a full-board basis and junior students live and eat on campus at Rye St. Antony.

Care of under 18s summary

The provision meets and exceeds the section standard. The safeguarding of students is paramount and the college ensures the safety and well-being of students at all times. *Care of under 18s* is an area of strength.

