

Organisation name	St Clare's, Oxford
Inspection date	4–6 July 2023

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 July 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> 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, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</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 advancing international education and understanding.

There are two main campuses, which are open all year. The International College (IC) offers English language, university foundation and other academic courses for students aged 17+. The International Baccalaureate (IB) college offers preparatory IB, the IB Diploma Programme, 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 9–15.

The inspection took place over two and a half days; both IC and IB (teenager) centres were visited. The Rye St Antony centre (juniors) had not opened yet. During this time the inspectors met together or separately the principal, the bursar, the director of IC, the director of summer schools and short courses, the director of studies (DoS) of the English language programmes at the year-round IC, the DoS of the summer schools and short courses, the IC activities co-ordinator, HR staff, the IB director of activities, the IB summer accommodation officer, the IC welfare officer, the head of health and security, the admissions registrar, the summer school operations manager, the student recruitment officers, the IC operations director and the acting vice-principal (pastoral).

There were focus group meetings with adult (17+) and teenager students and with activity staff and group leaders at the IB.

## Address of main site/head office

139 Banbury Road, Oxford OX2 7AL

## Description of sites visited

St Clare's is a multi-centre site comprising 23 buildings located on or off the Banbury and Woodstock Roads in North Oxford. Since the last inspection there have been changes at 139 Banbury Road to create a new entrance and reception area, porters' office, admissions and bursary offices as well as new meeting spaces.

The International College (3 Bardwell Road, Oxford OX2 6SP) is a modern teaching environment which houses the International College. It includes classrooms and a student hub on the ground floor and accommodation above. 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. Summer English language courses for teenagers take place at this site.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

At the IC 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 students 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.

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At the IB 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 English medium courses in special subjects such as business or art. Teachers provide English language support as required.

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### **Management profile**

The college principal also oversees the summer programme. He is directly supported by the summer and short courses director who works with the DoS's of the IB (teenagers) summer programme, the IC (adults 17+) and junior English language programmes. The summer and short courses director also supervises the travel and welfare teams and the operations managers. Other senior members of the year-round IC and IB colleges assist as required.

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### **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*. Only two were in use at the time of the inspection. 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, St Clare's has access to three boarding houses close together on campus, the centre had not opened for the summer at the time of this inspection.

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 three students (one of whom was 17) on the adult course, and seven on the course for teenagers accommodated in homestay.

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### **Summary of inspection findings**

#### **Management**

The provision meets the section standard and exceeds it in some respects. The organisation has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is mostly clear. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

#### **Premises and resources**

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive resources available for staff and students. Guidance on the use of these resources is provided where needed. *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. Programmes of learning and learners are well managed by a highly-qualified and experienced academic management team. Course design is regularly reviewed, and students are encouraged to become independent learners. 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*, *Accommodation* and *Leisure opportunities* are areas of strength.

### **Safeguarding under 18s**

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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.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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. It applies to all aspects of the college's work.

M2 There is a wide-ranging college improvement plan with clear objectives and management strategies for successful implementation. This is presented to the governing body at regular intervals. Progress is monitored thoroughly and systematically.

M3 There have been several changes to the management structure since the last inspection. 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. The introduction of a new management information system (MIS) has increased operational efficiency.

M4 There is a broad range of timetabled and documented meetings at all centres and communication with head office is regular and effective. Weekly bulletins are shared with staff, who reported that communication works very well.

M5 The collection of student feedback is regular, systematic and thorough. A weekly digest of feedback with action points is circulated during the summer for juniors, teens and adult courses. All student feedback is analysed in greater detail in review meetings, and forms the basis of recommendations for the following year's courses.

M6 Staff feedback is collected systematically at the end of the summer season as well as throughout the course. Teachers complete questionnaires at the beginning and end of their employment. The use of QR codes has promoted access to and completion of feedback questionnaires for both students and teachers.

M7 The college continuously reviews its systems, procedures and resources with a view to improving all the services it provides. The new MIS assists with this process. The completion of detailed self-evaluation forms is part of 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 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. All staff have access to additional benefits promoting staff well-being as part of their contract.

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. There is a policy of collecting three references for each new member of staff, which are all checked with a follow-up telephone call.

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. Job descriptions are reviewed as part of this process and suggestions for further related training are explored.

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. Continuous professional development is regarded as key in improving the quality of the provision.

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.	Strength
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.	Met

#### Comments

M14 IC office staff know their students very well and can name many of them. Students and group leaders commented very favourably on the efficiency, helpfulness and friendliness of all staff, who also report they feel very well supported in their work. There is a high level of customer service which is monitored on an ongoing basis by management.

M15 Pre-arrival information on courses is provided both by language travel agents, who provide mother tongue support, and the college's own 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.

M16 Procedures and terms and conditions are comprehensive, fair and very clear.

M19 There are robust systems in place for monitoring and recording student attendance. Students are made aware of these at induction and in 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. The final right of appeal is with the principal. Displays on corridors and in classrooms reinforce these regulations.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The 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.

M22 The brochure makes a claim that 'the school attracts over 60 nationalities', and there were 68 different student nationalities across the summer school students as a whole. However, more than one student complained about the dominance of two nationalities.

M26 There is detailed information on the college's website and in the brochures about the extensive range of welfare and medical care provided to summer school students.

M28 The criterion is met in the college's publicity; however, the student handbook states that teachers are 'experts' with no objectively verifiable evidence that this is the case.

M29 There is an occasional inaccurate use of an older Accreditation Scheme marque both in publicity and internal documentation. The summer brochure declares that the school is a British Council Accredited Centre without use of the marque.

#### Premises and resources

<b>Premises and facilities</b>	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.	Met
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.	Strength

#### Comments

P1 All premises are in a good state of repair, cleanliness and decoration and provide a very comfortable environment for students and staff. Any defects and malfunctions are reported and dealt with extremely quickly.

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.

P4 All meals are provided for teenagers with a very good variety of tasty dishes available. Adults and teenagers have lunch in the dining room at the IB college campus in Banbury Road, and there are additional self-catering facilities in the residences. Appropriate dietary information about all the dishes on offer is provided. Drinking water is routinely available at all locations.

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.

P6 Staff have access to work rooms and lockers for storage of personal items or work materials as well as access to common rooms where tea, coffee and biscuits are provided. These also serve as spaces for teachers to relax.

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

#### **Comments**

P8 There is a good and well-organised stock of published materials, including photocopiable resources, skills and methodology books. One of the year-round teachers is responsible for monitoring usage and tidying the resources, while all teachers are encouraged to feed recommendations to the academic managers who respond quickly to any relevant requests.

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. Courses sometimes require students to give presentations using classroom IT facilities as well as personal mobile phones.

P10 Newspapers and magazines are readily available in student common rooms. The large college library is situated on the IB 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. Two computer rooms are also available where students can edit videos created during classroom projects.

P11 The IC has its own Open Learning Club 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. Independent learning is an essential feature of the course for teenagers and juniors.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### **Comments**

T1 Three teachers on the teenagers' course did not have a Level 6 qualification. The rationales for their employment were accepted within the context of this inspection as there was some evidence of appropriate post school training and education.

T3 There is a clear and very well managed policy of recruiting teachers with knowledge and skills appropriate to the different courses offered, including the specialist courses with academic subject content.

T4 The DoS at the IC is TEFLQ with good academic experience. The DoS of the teenager and junior programmes is TEFLI and has successfully completed the first module of a DELTA. He has suitable experience, a successful academic management track record and receives appropriate support. His rationale was accepted within the context of this inspection.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Strength

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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 routinely 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.

T6 Timetabling is managed overall by the centre DoS but there is assistance from administration, especially with the implementation of the new MIS. Timetables for teenager and adult courses ensure that two afternoons per week (Mon and Fri) are free from classes. This allows time for settling in on Mondays and Muslim students to attend the mosque in the early afternoon on Fridays.

T7 The class weekly plan is made available to cover teachers so that there is continuity and avoidance of repetition. Cover is generally provided by the academic management team. At very short notice, a pre-arranged cover lesson may be used. At peak times an additional floating cover teacher is appointed, to be shared across the centres as required.

T9 Teachers commented 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 and daily meetings for summer teachers before class, provide useful coaching and sharing opportunities.

T10 Observations are focused, regular and well-managed. Drop-in, informal observations take place soon after new teachers have started and are supplemented with more formal observations for the whole teaching staff. If there is negative student feedback in in-course questionnaires, this will spur an earlier observation. Formal observations are carried out only by TEFLQ members of the management team.

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

T11 The criterion is met, although there is insufficient guidance for teachers on the building of weekly teaching plans and the selection of appropriate resources.

T12 Course design is reviewed in relation to feedback from students, class teachers and academic managers. All courses form part of the annual summer programme review. There was evidence that this process had led to development of the thematic syllabus.

T14 Off-site cultural visits and activities, visiting speakers, excursions and extracurricular project work are a feature in all centres and often relate specifically to the theme of the week.

T15 Study and learning strategies are embedded in the academic courses, as they are central to the students' future 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 Active language projects and activities are an integral part of the English programmes for teenagers and juniors and 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.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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 information and advice.	Strength

#### **Comments**

T17 Students are accurately and appropriately placed not only based on assessment of language level, including speaking and listening, but also on other factors such as age and gender.

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	23
Number of observations	23
Parts of programme(s) observed	All

#### **Comments**

None.

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

#### **Comments**

T23 Teachers showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. Useful linguistic information about words were sometimes added to the white board. The large majority provided accurate and appropriate models of both spoken and written English although some non-standard usage was noted.

T24 The content of the lessons was generally appropriate for the overall course objectives and the age of the students. However, on occasion, there was insufficient profiling of individual learner needs. The exploitation of the local environment provided relevant additional inputs. However, sometimes the content was a little easy or the lesson focus was too geared to subject rather than language content.

T25 Lessons were planned and learning outcomes usually were made known to students although some teachers confused them with lesson content. There was mainly a logical progression through the segments observed and teachers signposted the different phases of the lesson and the course overall. Some teachers however, appeared to lose focus.

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 using, games, mingling exercises and competitions. However, overall there was insufficient practice 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 with some being used very imaginatively. 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 whiteboard displays were less easy for students to understand.

T28 In general there was insufficient corrective feedback with more advanced students, a limited range of correction techniques overall and a failure to exploit student mistakes as a source of further teaching and learning. However, some effective correction of errors was noted, including prompted self-correction and delayed feedback. Teachers regularly praised students' successful contributions.

T29 Teachers sometimes used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking place. However, a few 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. Students were engaged and involved particularly in segments where there was more student interaction. However, a few classes were less dynamic and too teacher-led.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to unsatisfactory against the criteria with the majority being satisfactory. 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 overall to help students and to promote learning. Generally, students were engaged and teachers had an appropriate presence in the classroom. Classes were managed in a satisfactory way although in some segments there was an insufficient involvement of students.

### 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. Very comprehensive risk assessments are available for all buildings.

W2 There are very comprehensive plans to respond to any emergency both on and off-site, and staff and students are made aware of the relevant parts of these. Information and advice is given, as appropriate to all staff, including temporary staff, during their induction and to students during the 'Life Skills' section of their first day orientation.

W3 Pastoral care is excellent with appropriately differentiated procedures to support students in the different age groups. There are named persons for adults and under 18s supported by a very effective system of welfare managers, house parents and wardens. A college counsellor is available during the academic year and one of the summer welfare managers has a mental health nursing background.

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 via the website, 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 website provides accessible information for adults and under 18s. Individual travel advice is given by email.

W7 Information is provided pre-arrival on the website 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. 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 provides training and support to the house parents. 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.

<b>Accommodation</b> (W9–W22 as applicable)	<b>Area of strength</b>
<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 bathroom facilities.

W10 The college house-keeping team is on site every day to ensure a good service of cleaning and maintenance. Students commented very positively on the cleanliness of facilities in homestays and on site.

W11 The residences, which belong to the college, are regularly checked by members of the college team responsible for health and safety, and maintenance. Homestay hosts are revisited annually. Feedback from students is rigorously followed up.

W13 In addition to the first week feedback check, there is a mid-course written 'How are you getting on?' form which includes an accommodation section. Teenage students can talk to their designated pastoral staff; regular formal meetings take place, and a written record is kept at the IC for longer-stay students.

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. The meals 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.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this section are fully met.

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

#### Comments

None.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Comprehensive information is shared with students in different formats enabling them to appreciate fully 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. Under 18s are encouraged to make the most of all the trips and activities available to them.

W24 A full, differentiated and interesting leisure programme which includes a wide choice of activities and excursions is available to all student age groups. Most of the activities are free and paid for activities and excursions are clearly signposted and kept to a minimum. 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.

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.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
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.	Strength
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
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#### Comments

During the summer, most students are aged under 18, attending courses for juniors (9–14 years) and teenagers (14–17 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 thirteen students aged under 18 on the adult course.

S1 The *Safeguarding and Child Protection Policy* 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.

S2 The policy is made known to all staff, and appropriate training is provided. Senior staff, at IC, on Teens and Junior courses are fully qualified to advanced and specialist level and several staff hold Lead Trainer Training Certificates from OSBC. Homestay hosts and short contract staff are all included in training.

S4 Recruitment procedures are in line with safer recruitment good practice. References are followed up rigorously and the three written references required are all checked verbally with a telephone call.

S5 Supervision arrangements inside scheduled activities are comprehensive and students' whereabouts are checked regularly throughout the day.

S6 Age-appropriate systems are in place, for example, older students on the teens courses can sign in and out using a QR code but younger students are required to sign in and out in person. Curfews are monitored. The youngest students are never unsupervised. The students aged 17 enrolled on adult courses are well looked after.

S7 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 St Clare's. Homestay accommodation is monitored very closely to ensure arrangements meet Scheme requirements.

#### 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: multicentre

Inspection history	Dates/details
First inspection	1984
Last full inspection	July 2018
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	Preparatory International Baccalaureate, International Baccalaureate, Student Abroad Undergraduate Programme
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: 1986868
Other accreditation/inspection	ISI

**Premises profile**

Address of Head Office (HO)	139 Banbury Road, Oxford OX2 7AL
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Summer Juniors – Rye St Antony, Pullens Lane, Headington, Oxford OX3 0BY

**DATA ON CENTRES VISITED**

<b>1. Name of centre</b>	International College
<b>2. Name of centre</b>	Summer Teenagers
<b>3. Name of centre</b>	N/a
<b>4. Name of centre</b>	N/a
<b>5. Name of centre</b>	N/a

<b>Student profile</b>	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	38	0			
17 years and under	13	242			
<b>Overall total</b>	<b>51</b>	<b>242</b>			
U18 programmes: advertised minimum age(s)	Minimum age 17 for Summer English for Life, English for Exam Preparation and Business and Leadership in Oxford				
U18 programmes: advertised maximum age(s)					
Predominant nationalities	Italian, Argentinian, Turkish, French, Spanish, Polish				

<b>Staff profile at centres visited</b>	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	6	21			
Total number of activity managers and staff	2	21			
Total number of management (non-academic) and administrative staff	6	0			

Total number of support staff	2	0			
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### 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	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1			
<b>Total</b>	1	1			
Comments					

None.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	3	0			
TEFLI qualification	2	18			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	2			
<b>Total</b>	5	20			
Comments					

None.

### Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	2					1	7			
Private home										
Home tuition										
Residential	35					12	234			
Hotel/guesthouse	1									
Independent self-catering e.g., flats, bedsits, student houses										
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family							1			
Staying in privately rented rooms/flats										
	Adults					Under 18s				
<b>Overall totals</b>	38					13	242			

<b>Centres</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall total adults + under 18s</b>	51	242			