



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Oxford Spires International

ADDRESS: Unit 25 Bankside
Kidlington
Oxford
OX5 1JE

HEAD OF PROVIDER: Mr Matt Simmonite

DATE OF INSPECTION: 4, 5 & 8 April 2024

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 27 June 2024

1. Background to the provider

Oxford Spires International (OSI/the Provider) is a registered, privately owned company providing junior vacation and year-round short-stay language and academic programmes. OSI is part of a larger education business, Oxford Virtual Education Group, which delivers degree programmes and vocational qualifications in the United Kingdom (UK).

OSI is based in Oxford in the UK. It has a registered office in Kidlington and hires vacant classrooms and accommodation from local independent schools, colleges and university venues during vacation periods for its courses.

The OSI mission is to provide a safe, enjoyable and enriching learning experience for participants. OSI aims to be helpful, efficient, honest and reliable and strives to build participants' confidence in using the English language through meaningful experiences.

The Chief Executive Officer (CEO)/Managing Director (MD) reports to a Board of Governors. The CEO/MD is supported by an Academic Operations Manager, an Operations Manager, an Administration Manager, a Finance Manager, a Head of Marketing and a Head of Payroll/Pensions.

In addition, each centre has a Centre Manager with a senior teacher, senior activity leader and welfare officer, who report to the Academic Operations Manager and the Operations Manager. The Board of Governors has oversight of the business, including strategic decisions, financial investment, governance and operations.

OSI has been providing junior vacation programmes since 2013. It started these programmes as activity camps for the children of staff at Oxford University. The provision grew into activity camps over the summer and then into vacation courses with accommodation. Since 2013, the number of participants and venues has grown.

2. Brief description of the current provision

OSI offers in-person, short, English language courses during the spring and summer months. In addition, school and private groups throughout the year can book low-season study tour programmes in Oxford. All courses can be tailored to suit individual requirements and budgets. These may include English Language courses, high-school integration or special interest stays.

Participants combine their academic studies with an organised programme of on-site sports and arts activities as well as off-site cultural excursions. All courses are full time.

At the time of the inspection, there were 38 participants taking part in three school groups. Only one school was being used for the spring programme at the time of the inspection. This school and a further five establishments are used during the summer, one of which is outside Oxfordshire. The total capacity of the courses is 100 participants.

All of the participants were under 18 years old, and the majority were under 16. The majority of participants were male. They were accompanied by four group leaders. During this course, participants were from Italy and Portugal, but in the summer, participants come from Asia, Latin America, Western Europe and Russian-speaking countries.

Participants are usually enrolled through their schools or individually through the website or via partner education agents. Enrolment is continuous throughout the year. There are no entry requirements.

3. Inspection process

The inspection was carried out by one inspector over three days, with two days onsite and one day online. The inspector carried out a tour of the grounds, the teaching building and the accommodation building. He held meetings with the CEO/MD, the Academic Operations Manager, the Centre Manager, the Administrator and the activities team. He observed lessons. He met with a representative group of participants, the teachers and the school group leaders. The inspector scrutinised a wide range of documentation. OSI co-operated fully with the inspection.

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.	The provider is effectively managed	
1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees, advisers or governing body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.6	The provider conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The organisational chart, the detailed job descriptions, feedback from teachers, the activity team and group leaders all indicate that the management structure is clear and fully understood. Consequently, participants benefit from a well-run school.

Curricula Vitae (CVs) show that the senior managers are suitably qualified for their posts. The organisational chart and discussions with the inspector demonstrate that senior managers understand the extent of their responsibilities. Discussions with teachers and participants indicate that senior managers are effective in carrying out their roles. Consequently, the courses are well run.

OSI has numerous effective channels of communication. A schedule is used to provide an outline of the focus and frequency of team meetings. For example, activity groups meet daily, teachers and an operations group meets weekly. Group leaders, teachers and the activity team confirm that it is easy to communicate with the managers and that their contribution is taken into account. As a result, information circulates effectively and staff members feel actively engaged.

Scrutiny of OSI's website, the staff handbook and publicity material shows that OSI has a clear mission statement. In discussion, staff members were able to link their roles to the mission statement. The mission statement effectively guides the OSI's activities. It is kept under regular review to ensure that it remains current at all times.

Discussions with senior management and a scrutiny of the risk register indicate that OSI has an effective, written risk management strategy that includes financial planning. OSI seeks to identify, assess, mitigate and monitor risks against all aspects of its operations, including operational, compliance, Human Resources (HR), commercial and regulatory risks.

A process of forward planning is used effectively to identify possible problems in key markets and to identify strategies to deal with these. As a result, OSI effectively reduces risks to its operations.

OSI has established clear financial policies and procedures. It implements a transparent budgeting process that entails regular financial reporting with an independent auditor and board oversight. Consequently, financial matters are conducted in a professional manner with suitable probity.

2.	The administration of the provider is effective	
2.1	Administrators are suitably qualified or experienced, understand their specific responsibilities and duties, and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administration team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its staff, participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

OSI's administration is effective. In discussions with the inspector, the administrator demonstrated appropriate qualifications, suitable experience in similar roles and a full understanding of their duties. In addition, OSI receives valuable administrative support, such as for its HR and financial management functions, from the wider company. Group leaders, teachers and participants confirm that the courses are well administered.

Effective use of technology such as the customer relationship management software has reduced the day-to-day administrative needs of the programmes so that these are efficiently administered by a small team.

The administrative support available to management is appropriately documented in the job description of the administrator. This comprehensively sets out the wide range of her duties. As a result, administration of the Provider is efficient and effective.

All administrative policies and procedures are maintained and reviewed by the wider company. This includes the online registration system. These policies and procedures are disseminated via established internal systems. As a result, all staff are aware of the procedures, and OSI's administration runs smoothly.

An admissions system is in place that registers, processes and protects participant data securely. This data is effective in tracking admissions, gender mix, age mix, nationality and attendance.

Teacher and participant files show that records are suitably detailed. Teacher files are stored securely in the wider internal HR systems. A scrutiny of files shows that these are updated regularly, for example, if there is a change of address. This ensures reliability of the information and also facilitates efficient access when needed.

Scrutiny of the data systems shows that all data collection is maintained securely. The systems are appropriately maintained and fit for purpose in providing management information as required.

3.	The provider recruits appropriate staff	
3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff, which include for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes an online interview with cameras turned on.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which for trainers includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	All staff are treated fairly as per the provider's own published policies, and they have access to an appropriate grievances and appeals procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.6	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A scrutiny of documents and discussions with managers and teachers confirm that there is an established and effective procedure for the recruitment of staff. Detailed job descriptions outline the requirements and responsibilities of the roles. An interview process in which a selection of applicants is interviewed is in place. Appointees are appropriately inducted into their posts. All self-employed staff receive a suitable signed performance level service agreement.

Staff files contain copies of suitably verified qualifications and records of reference checks. These are appropriately verified prior to the confirmation of employment. Records are accurately maintained within secure systems.

There are no teachers working remotely.

Discussions with staff, teachers and management confirm that the system for reviewing staff performance, including that of teachers, is effective. The teachers are employed for up to five weeks at a time and their teaching is observed during that time. The observations are scheduled and are conducted against agreed standards outlined in suitable documentation. A professional dialogue takes place, and teachers receive appropriate feedback. As a result, teachers find the process supportive. Inspection findings confirm this to be the case.

Staff, in discussions with the inspector, confirm that they are treated fairly. A grievance procedure is outlined in the employee handbook. Steps within the process are suitably set out. An appropriate timeframe for resolution is included. Arbitration is available if required. Consequently, the procedure is open and fair.

Staff, in discussion with the inspector, confirm that they receive appropriate Continuing Professional Development (CPD). All staff receive a comprehensive induction. Recent CPD has been focused on additional safeguarding training, anti-radicalisation training and first-aid training. As a result of this CPD, staff have the opportunity to develop their skills and knowledge.

4.	Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities, and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.3	Participants are informed of the full cost of all courses, including the costs of any assessments, activities and required materials prior to enrolling at the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

4.4	The information provided ensures that participants are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.5	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials provide an accurate description of the location of the courses on offer. The information on the website includes an accurate depiction of the site, including the main buildings and the accommodation. The facilities and services offered are conveniently listed.

Information on the courses is readily accessible on the OSI website. Information is comprehensive and includes accommodation details, hours of tuition each week, the activities programme, airport transfers, the accommodation and accompanying facilities. As a result, potential participants are able to decide whether the courses suit their own particular needs.

All costs are included in the course fee. This single fee includes the cost of activities and materials. Prospective participants are made aware of the fee before enrolment.

No qualifications are offered at the school, although an attendance certificate is available. A very large majority of participants who study at the school arrive in a school group. The accompanying school group leader is well informed about the status of the certificate.

OSI's key policies are accessible through the website, via the welfare tab found on the bottom of every page. Consequently, all stakeholders have easy access to the policies.

5.	The provider takes reasonable care to recruit and register suitable participants for its courses	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Entry requirements for each course are set at an appropriate level and are clearly stated in the course descriptions that are made available to prospective participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements, and any claimed qualifications are verified.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	Participants receive a proper initial assessment, which includes language ability, to confirm their capability to complete the course on which they are enrolling.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.6	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its courses.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.7	International recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider takes reasonable care to recruit and register suitable participants for its courses. All participants on the courses during the inspection were closed groups from overseas secondary schools and accompanied by their group leaders. OSI engages with the schools prior to registration to ensure that the courses are appropriately tailored to

meet the requirements of the schools. In this way, the Provider ensures that participants' expectations and needs are met.

The courses do not have entry requirements and there is no selection process.

Participants are supported by their schools when they evaluate the suitability of the courses. Participants are provided with all the relevant information, including information about the group presentation at the end of the course.

Participants are able to discuss any concerns through their school group leader, who in turn can direct any concerns to OSI by e-mail. Consequently, participants are able to ensure that the courses satisfy their individual needs.

All participants take an English language assessment before arrival. The information from these assessments is passed to teachers to aid them in their planning of lessons. As a result, participants' capacity to gain from the course is ensured.

Group leaders and participants confirmed in discussions with the inspector that all enquiries are dealt with in a timely fashion, often on the same day. They also confirmed that staff are able to answer their queries fully.

OSI makes extensive use of international recruitment agents. These are identified and recruited through suitable trade fairs. References are taken up. Agents sign formal agreements with terms and conditions specifying OSI's requirements. Agents use appropriate materials supplied by OSI and are monitored by their results.

6.	There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it where appropriate	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and any other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Participant absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it. The attendance and punctuality policy is disseminated via the participant handbook and reinforced at induction.

All participants are advised that they should attend all sessions and be on time. The end-of-course certificate is awarded on the basis of full attendance and can be withheld for poor attendance. As a result, attendance rates are very high.

Lesson registers show that accurate and secure records of attendance and punctuality are kept for each lesson. These are collected and recorded centrally. Management reviews the attendance records regularly to monitor the effectiveness of the attendance and punctuality policy.

A suitable procedure is in place to follow up on any absences. All participants are required to carry their mobile telephones to school so they are easily contactable. Also, school group leaders and welfare staff are available to visit participants in their rooms if necessary. Consequently, participants who are absent through ill-health will be identified and supported.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews and analysis of appropriate data, including participants' progress from their starting points, course completion rates, achievement rates, participants' destinations, participant and other stakeholder feedback and action plans.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7.7	Action plans, including those for improvement, are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.8	Good practice is effectively identified and disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff and participant feedback surveys, end-of-course reports and group leader feedback show that OSI has a variety of effective systems in place to monitor all aspects of the provision. This effectively supports continuous improvement.

OSI systematically obtains feedback from participants, staff and other stakeholders through regular feedback surveys. It seeks out feedback regarding its operations, the venues, the programmes, the excursions and off-site trips and the staff. It asks participants to rate these aspects of their courses and to give an overall evaluation. In this way, OSI is able to monitor the effectiveness of its provision.

Feedback is obtained, recorded and analysed during and after each course. The feedback is used to inform an appropriate end-of-course report. These in turn inform quarterly centre reports. These then inform the quality improvement plans in which action points are identified and addressed.

OSI responds directly to participants regarding the actions taken as a result of their feedback if they are still on the course. Otherwise, management informs the school group leaders or the agents of any changes that have been made.

Each centre produces appropriate end-of-course and quarterly reports. These contain comprehensive reviews of the feedback data and action points.

7.6 OSI does not consolidate its centre reports into one overarching report for the organisation as a whole. As a result, OSI may be missing the opportunity to compare and contrast the operations at the different centres and in so doing may be missing development opportunities.

Each centre regularly produces appropriate action plans that are informed by feedback data. These plans have identified development points assigned to individual members of staff to be completed within a given timeframe that is monitored by management. OSI thus has capacity to review its own performance and has a mechanism for continuous improvement.

Teachers confirm that they have CPD opportunities every week, which includes the dissemination of best classroom practice.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.	Course management is effective	
8.1	There is a suitably qualified and/or experienced course manager or course management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	The curriculum offered meets the needs of a range of relevant stakeholders, such as employers and members of the wider community, such as chambers of commerce, local authorities and charitable organisations, where applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Training sessions are timetabled, and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.5	The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.6	There are appropriate policies and procedures for the acquisition of training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.7	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the participants' learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Scrutiny of CVs and discussions with teachers and school group leaders show that OSI has a suitably qualified management team with the necessary skills, qualifications and experience to take responsibility for the delivery of the courses and the management of the teachers. As a result, the courses are well managed.

The curriculum appropriately focuses on a range of skills, such as teamwork, communication and delivering presentations, that are considered important in the wider community.

Course schedules show that all teaching sessions are held in suitable rooms at appropriate times. Classes are usually held in the same classroom for the duration of the course. All lessons are during normal working hours.

Programme schedules show that teachers are assigned to classes according to their experience and expertise. They stay with the same class for the duration of the course. As a result, participants benefit from a consistent learning experience.

Scrutiny of the classroom materials show that they are standardised in terms of the content and style of presentation.

Teachers, in discussion with the inspector, indicated that they have all the learning resources they need before lessons begin. This supports effective lesson planning.

Discussions with teachers, a scrutiny of teacher induction materials and an examination of the CPD schedule show that teachers are appropriately supported in their CPD. All teachers have CPD in safeguarding, prevention of radicalisation and first aid. They also have CPD sessions focused on pedagogical issues.

9.	The courses are planned and designed in ways that enable participants to succeed	
9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed, and revised and take into account input from relevant stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

9.2	The content of the courses enables participants to develop the knowledge and skills required to meet the learning outcomes, in the case of vocational courses, to develop the behaviours and attitudes required for employment and to be successful in any final examinations and/or assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Courses maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.7	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.8	The provider has appropriate methods in place to encourage and measure participant engagement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.9	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course outlines and course materials show that the courses are based on general English syllabi that are aligned with the Common European Framework of Reference for Languages (CEFRL). The courses are reviewed at end-of-course meetings, which include feedback from the participants, the teachers and the school group leaders. As a result, courses are planned and designed in ways that enable participants to succeed in meeting their study aims.

The courses are appropriately focused on English language skills acquisition, using topics suitable for the age and language levels of the participants.

The course materials including support materials aligned to the CEFRL levels. The materials have specific and realistic learning points and are supported in the classroom by relevant activities.

Lesson observations confirm that teachers are effective in presenting the course materials. These materials are comprehensive and detailed and sufficient to enable participants to achieve the lesson objectives.

The courses are not formally assessed.

Discussions with teachers, participants, school group leaders, a scrutiny of the website and observations of lessons indicate that OSI has a keen focus on encouraging independent learning skills. This includes asking good open-ended questions, making use of effective visual thinking and reciprocal teaching as a means to encourage enquiry, critical thinking and process-based learning. As a result, the independent learning skills of the participants are suitably supported.

Lesson observations show that teachers encourage full participation in classes. This is reflected in their lesson plans, which plan for pair and group activities, but also in the way in which they nominate participants in question-and-answer sessions to involve those who may be less engaged. As a result, participant engagement is high.

A scrutiny of lesson plans shows that teachers plan additional levels of suitable challenge or support for those participants with particular learning and support needs. Consequently, all participants are able to make progress.

10.	Trainers are suitable for the courses to which they are allocated and are effective in their delivery
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10.1	Trainers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A review of CVs shows that the teachers are suitably qualified and experienced.

Lesson observations and discussions with teachers demonstrate that teachers have the ability to deliver the courses effectively. The teachers plan their lessons thoroughly, with clear learning aims supported by appropriate text and visual materials. They vary the teaching strategies to include individual, pair- and group work in order to engage their participants effectively.

The teachers adjust their own language level to accommodate the different levels of English language competence in the classroom. They make good use of questioning. They have a supportive rapport with the participants. As a result, participants confirmed that they are making good progress, and satisfaction rates are very high.

Lesson observations show that teachers differentiate their teaching approaches to support the particular learning and support needs of the participants. For example, they vary their language level and they vary the level of challenge. As a result, participants engage fully in the lessons.

Participants and lesson observations confirm that teachers use a wide variety of strategies in their teaching to engage the participants. This includes whole-class teaching, individual work, pair work and group work. Teachers make good use of available technology to bring the outside world into the classroom. Teachers actively encourage participants to ask questions, which, in turn, enables them to assess how well the course is being understood.

11.	Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored	
11.1	Participants are provided with an assessment schedule in which required assessments and revision periods are detailed in advance with clear submission deadlines.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring participants' achievement of the intended learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Participants' progress and assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	The feedback provided to individual participants is tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.5	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.7	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.8	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants receive appropriate feedback on their performance and progress, both of which are effectively monitored.

The courses are not formally assessed.

The feedback provided to individual participants is tailored to meet their specific needs and constructive in its nature and delivery. Participants and lesson observations confirm that teachers provide appropriate feedback during the lessons. Teachers circulate to monitor learning while participants are studying. They comment or give individual advice or ask and answer questions. This feedback is very supportive. As a result, participants know how to move forward in their learning.

Participants have appropriate access to teachers during breaks, before and after class, during lunchtime and, often, during activity sessions. Consequently, they are able to ask for additional support if needed.

Work is generally groupwork with no opportunity for plagiarism.

There is no coursework requirement and no deadlines set for any activity or work submission.

12.	The provider offers courses leading to accredited awards granted by recognised awarding bodies	
12.1	For courses leading to awards from the provider's country of domicile, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
12.2	For courses leading to an award from an international educational institution that is authorised to operate in its country of domicile, the provider has a formal agreement in place with the international institution.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13.	There is a clear rationale for courses leading to internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods	
13.1	There is a clear statement of the level claimed relative to the relevant national qualifications framework and evidence that participants who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.3	There is appropriate input to the assessment process from objective specialists who are external to the provider.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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14.	There are satisfactory procedures for the administration of examinations and other means of assessment	
14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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15.	There is appropriate provision of advice for participants intending to proceed to employment or continued education	
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to advice from a designated staff member both on selecting courses and institutions and on the application process.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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INSPECTION AREA – PARTICIPANT WELFARE

16.	Participants receive welfare support appropriate to their age, background and circumstances	
16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.4	Participants receive appropriate information on the pastoral and emergency support available and referral to external specialists, as required, in connection with participants' mental health and well-being.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

16.5	The provider has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.7	Effective arrangements, including a policy, risk assessment and staff training, are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.9	The provider collects contact details for participants and their emergency contact, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants receive welfare support appropriate to their age, background and circumstances. A scrutiny of the organisational chart and CVs shows that each centre at OSI has a designated staff member responsible for participant welfare. These all have certificates in safeguarding at an appropriate level. In addition, each Designated Safeguarding Lead (DSL) has a deputy DSL, who is also suitably qualified. As a result, there is always a suitably trained and experienced member of staff accessible to participants and available to give advice.

Discussions with participants and school group leaders, scrutiny of correspondence, the participant handbook and the website all indicate that OSI provides comprehensive information, advice and guidance before participants' arrival. School group leaders are able to provide this information to participants in their first language. Advice includes aspects of life in the UK as well as an explanation of relevant policies, procedures and support services. Consequently, participants are well informed before arrival.

Participants and school group leaders confirm that there is a comprehensive induction on arrival that gives an overview of the course, the centre, key policies, aspects of health and safety, the accommodation and the local area.

During induction, participants receive advice on the welfare support available, including how to access that support. They are all given an emergency contact number. Participants in the discussion group were able to reference the welfare support available and were all able to show the emergency contact number. They all felt that they would be able to ask for help if they required it.

OSI has a published policy to avoid discrimination. This is widely disseminated through the participant handbook and the website. This policy includes a procedure for dealing with any abusive behaviour, including cyberbullying.

A close scrutiny of the safeguarding policy and discussions with the DSL, teachers and the school group leaders confirm that safeguarding policies and procedures are in place and are appropriate and effective. All members of staff, including managers, DSLs and deputy DSLs are appropriately qualified.

Staff recruitment and selection procedures follow appropriate recruitment best practice. All staff have Disclosure and Barring Service (DBS) checks in place. OSI keeps a single central record of all recruitment checks. Staff receive appropriate training during their induction, including training on how to respond to any allegations about a lack of safeguarding or any inappropriate behaviour. A comprehensive and effective code of conduct is in place.

Participants are appropriately aware of how to access support and how to complain. Safe working practice arrangements for off-site activities are in place, with detailed risk assessments. Safeguarding arrangements are reviewed at least annually. As a result, participants under the age of 18 are suitably safeguarded.

Scrutiny of documentation and discussion with teachers indicates that OSI has undertaken an appropriate risk assessment regarding the risks associated with radicalisation and extremism. A suitable policy is in place, and staff have received the necessary training. Consequently, participants and staff are protected from the potential threats posed by radicalisation and extremism.

Scrutiny of the Provider's policy on electronic communications and social media, which is available on the OSI website, shows that it covers participants' use of social media effectively.

Participant data, including next-of-kin contact details, is recorded during enrolment and stored digitally. These details are readily available to appropriate staff should the need arise.

17.	International participants are provided with specific advice and assistance	
17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International participants are provided with specific advice and assistance. School group leaders and participants confirmed to the inspector that they receive suitable advice before arrival in the UK. They are supported with their travel arrangements, visa requirements and accommodation choices and are informed about culture norms.

All the participants are international participants. On arrival, they receive an induction that includes information and advice on the school and its grounds, the facilities available and the local area.

School groups have their own school group leaders in addition to the staff at the school. Together these are able to provide appropriate information and advice throughout the course of study.

The school group leaders have a good understanding of the cultural differences between their home country and those in the UK. This arrangement ensures that participants have access to speakers of their first language.

18.	The fair treatment of participants is ensured	
18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Contractual terms and conditions are clearly outlined on the OSI website. Refund arrangements are clear. There is suitable provision for a cooling-off period.

Scrutiny of the participant complaints policy shows it to be fair. The policy and the complaints procedure are disseminated via the website. These are easy to understand and allow for independent arbitration, should the need arise.

OSI is not yet accredited by BAC and so is not able to advise participants of the BAC complaints procedure.

19.	Residential accommodation that is directly managed by the provider is fit for purpose, well maintained and appropriately supervised	
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.2	Any residential accommodation where participants under 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.4	A level of supervision is provided that meets the needs of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A very large majority of participants stay in the residential accommodation at the school or college. Participants have a suitable choice of single, double or triple rooms with en-suite bathrooms or adjacent bathrooms. In addition, the accommodation has a series of communal spaces, such as common rooms, that are suitable for leisure activities.

A dedicated team cleans the accommodation efficiently on a daily basis. The accommodation is accessed by electronic fob and is effectively guarded by closed circuit security cameras. Consequently, the accommodation is clean, safe and of an appropriate standard.

A scrutiny of inspection reports shows that the accommodation in all of the schools and colleges used is open to inspection by the relevant authorities. Arrangements through halls of residence and home stays are appropriately managed and registered in accordance with national requirements.

Participants are appropriately supervised by the welfare staff, the teachers and their own school group leaders. As a result, they are safe while in the accommodation block.

All participants are under 18 years of age.

20.	The welfare of participants in home-stay accommodation is ensured, and the provider's relationship with the hosts is properly managed	
20.1	Due care is taken in selecting home-stay accommodation so that it provides a safe and comfortable living environment for participants and is appropriately located for travel to and from the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.5	Clear monitoring procedures are in place with opportunities for participant feedback, and prompt action is taken in the event of problems.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A very large majority of participants stay in the accommodation provided at the school or college. A very small minority stay in home-stay accommodation. The home-stay accommodation is provided by established, registered home-stay providers. As a result, the home-stay accommodation is safe and comfortable. Participant feedback shows the home-stay accommodation to be safe and within a reasonable distance of the site. The feedback indicates high levels of satisfaction with the provision.

All home-stay accommodation is inspected on a regular basis. This includes regularly updating the DBS checks. Home-stay accommodation may also be visited as a result of unfavourable feedback, though this is rare. This ensures that high standards are maintained.

All hosts sign a contract with the host-provider that clearly outlines the terms and conditions of the arrangements.

Prior to placement, hosts are provided with specific information on the participant guest, such as their age, gender, any medical issues, allergies, level of English. Guests receive general rules regarding their rights and responsibilities in home-stay accommodation. Both hosts and participant guests are advised of how to feed back if there is an issue or complaint.

The host-providers have well-established, clear monitoring procedures that include opportunities for feedback, especially if there is a complaint. At induction, participants staying in home-stay accommodation are advised about what to do if there is a problem with their accommodation.

All participants provide feedback about their home-stay experience at the end of their stay, and this feedback is monitored and responded to by management of both the schools and the home-stay provider. This enables continuous improvement and enhances the overall quality of the provision.

21.	Participants have access to an appropriate social programme and information on leisure activities in the local area	
21.1	Participants are provided with appropriate information on opportunities for participation in events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The OSI website, the promotional materials, the daily timetables and discussions with participants show that OSI provides participants with a rich social programme, including sports, leisure activities and local events. This effectively enhances the participant experience and fosters a sense of community.

Participants confirm that they feed back after each activity. A scrutiny of feedback documentation shows that they also feed back on the social activity programme as a whole at the end of the course. Participants and management are able to give examples of changes to the programme as a result of participant feedback. As a result, the social programme develops as it responds to participants' needs.

The social programme is included in the overall course fees.

All social activities are suitably supervised by a qualified or experienced member of staff. There is a suitable ratio of one staff member to a maximum of 15 participants. School group leaders may also be involved as additional supervisors. As a result, activities are supervised effectively.

A scrutiny of the risk assessments shows that all off-site activities are appropriately risk assessed. The risk assessments are detailed and specific to individual activities or visits. Risks are suitably identified and appropriate mitigations are put in place. As a result, the participants are safe during off-site visits.

INSPECTION AREA – PREMISES AND FACILITIES

22.	The provider has secure possession of and access to its premises	
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training or non-training purposes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has secure possession of and access to its premises. OSI has formal contracts for the sole use of a suite of suitable classrooms and a nearby appropriate accommodation building for the duration of its courses. This establishes a stable and safe foundation for courses to take place.

The premises are surrounded by extensive grounds laid out as lawns, gardens and sports fields. These are suitable for training or non-training purposes and offer opportunities for suitable social interaction and recreation.

23.	The premises provide a safe, secure and clean environment for participants and staff	
23.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas, which are readily accessible to participants, staff and visitors.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.5	There is adequate signage inside and outside the premises and facilities for the display of general information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.6	There is adequate circulation space for the number of participants and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe, secure and clean environment for participants and staff. A tour of the premises shows that they are appropriately restricted and secured. The grounds are protected by Closed Circuit Television (CCTV) and both the accommodation building and the teaching building can only be accessed via electronic fob. Consequently, the premises are appropriately restricted and secure.

The school is maintained by full-time grounds staff, site maintenance teams and cleaning teams. As a result, the grounds, the accommodation building and the teaching building are kept to a high standard of repair, decoration and cleanliness.

No hazardous areas are used.

Appropriate general guidance on health and safety is made available to staff, participants and visitors. Staff and participants receive this guidance during induction. Visitors receive this advice on entry to either the accommodation building or the teaching building.

Conspicuous signage guides visitors into the grounds and to reception. Numerous notice boards in the corridors and classrooms of both the accommodation building and the teaching building provide suitable space for the display of general information.

Both buildings are spacious and have adequate circulation space. There are several areas suitable for receiving visitors in both buildings.

Toilet facilities are of an appropriate number in both buildings. The toilets are clean and well maintained. The accommodation building has a suitable number of bathrooms, showers and en-suite rooms.

All rooms in both buildings have adequate heating and ventilation.

24.	Training rooms and other learning areas are appropriate for the courses offered	
24.1	Training rooms and other learning areas provide adequate accommodation for the training sessions allocated to them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are physical and digital facilities suitable for conducting the assessments required for each course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Classrooms are suitable for the courses offered. The training rooms are spacious and can accommodate more participants than are currently attending.

All classrooms are equipped with wide-screen Interactive White Boards (IWBs). This helps teachers to plan for dynamic and engaging lessons.

No assessments are conducted.

25.	There are appropriate additional facilities for participants and staff
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25.1	Participants have access to sufficient space, so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for participants and staff. Participants confirm that they have adequate space in the accommodation building either in their rooms or in the common rooms to carry out private work or study.

In discussions with the inspector, teachers confirmed that they have sufficient space in the teaching building and in the accommodation building to prepare and mark work and relax. Inspection findings confirm this view.

The courses are held in the buildings of a large private school surrounded by extensive grounds that are suitable for relaxation and the consumption of food and drink. All of the participants are under the age of 18 and so are not allowed out of the grounds except on organised activities or excursions.

A good range of local facilities such as restaurants is within easy walking distance for teachers and staff. Food at the canteen is varied, plentiful and of excellent quality.

Both the accommodation building and the teaching building have individual rooms in which teachers and senior managers can hold private meetings. Both buildings also have a choice of rooms of a sufficient size to hold full staff meetings.

A tour of the building shows that administrative offices are suitable for the level of activity taking place. The administrative offices are suitably resourced for the effective administration of the courses.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Managers are suitably qualified and experienced in their posts and this contributes significantly to OSI's overall effectiveness.

OSI has numerous effective channels of communication to ensure that the staff feel fully engaged.

OSI gathers and makes effective use of a wide range of feedback to enable the Provider to develop its provision on a continuous basis.

Actions required	Priority H/M/L
7.6 OSI must compile reports at least annually that include the results of its performance reviews and analysis of appropriate data, participant and other stakeholder feedback, and action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The management team has all the necessary skills, qualifications and experience to enable it to take effective responsibility for the delivery of the courses and the management of the teachers.

OSI has a keen focus on encouraging independent learning skills so that the participants learn how to think and learn for themselves.

Teachers plan engaging lessons with clear learning aims, which are supported by appropriate resources and materials, and this leads to very high participant satisfaction rates and participants make good progress.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's strengths

OSI provides comprehensive information, advice and guidance before participants' arrival so that the participants are well informed and can ensure that the courses meet their needs.

OSI prioritises the safeguarding of participants to ensure that they are safe, happy and well looked after while at OSI.

The residential accommodation is clean, safe and of a standard that meets the needs of the participants.

OSI provides participants with a rich social programme, including sports, leisure activities and local events, to ensure that they have memorable experiences during their time at OSI.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The teaching and accommodation buildings are surrounded by extensive grounds, laid out as lawns, gardens and sports fields, that enhance the participants' educational experience.

The grounds, the accommodation building and the teaching building are kept to a high standard of decoration and cleanliness to provide a favourable environment for learning.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

John Rooney	Lead Inspector
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