

Organisation name	Kings Oxford
Inspection date	7–9 June 2016

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kings Oxford in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general, academic and professional English for adults (16+) and under 18s, for closed groups of adults (18+) and vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, academic management, course design, learner management, teaching, care of students, leisure opportunities, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	May 2012
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) at this centre	'A' level, GCSE and University Foundation courses (non-ELT subjects); IELTS centre.
Other related accredited schools/centres/affiliates	Kings schools in London and Bournemouth
Other related non-accredited schools/centres/affiliates	EFL schools in the USA

Private sector

Date of foundation	1976
Ownership	Kings Oxford is owned by Touchload Limited (company number 02163412). The parent company is Prime Education and Training Limited (company number 06198271).
Other accreditation/inspection	OFSTED

Premises profile

Address of main site	Kings Oxford St Joseph's, St Joseph's Hall, Temple Road, Oxford OX4 2UJ
Details of any additional sites in use at the time of the inspection	Kings Oxford St Michael's, 21 St Michael's Street, Oxford OX1 2EB Kings Oxford Alfred Street Annexe, Alfred Street, Oxford OX1 4EH
Details of any additional sites not in use at the time of the inspection	None.
Profile of sites visited	<p>Kings School Oxford is located on three sites: St Joseph's, St Michael's and the Alfred Street annexe.</p> <p>The main school premises, St Joseph's, are located in a residential area in the south-eastern outskirts of Oxford. There are retail outlets and other facilities close by, in addition to a public library and sports centre, and there are bus services to the city centre.</p> <p>On the ground floor, there is a reception area and off the main corridor a number of offices, including those of the principal and student services staff; the library and learning resource centre; the kitchen and the student cafeteria and recreational area. There are also two science labs. Beyond the cafeteria, on the lower ground floor, there are teachers' rooms and a staff kitchen, and the academic administration office. A separate basement area has an additional classroom and a computer lab.</p> <p>There are two sets of stairs, one next to reception and one beyond the cafeteria, leading to the first and second floors. On the first floor there are twelve classrooms, the IT office and medical room, and the offices of the vice principal and the registrar. On the second floor are the offices of the head of EAP (English for academic purposes) and the directors of the A Level and Foundation courses.</p> <p>During the academic year two additional classrooms are erected in the courtyard area between the cafeteria and the road. In the summer months this courtyard has tables and seating so can be used as additional eating and recreation space.</p> <p>There are separate toilets for staff and students.</p> <p>In a building adjacent to the school, Manor House, Kings has had an informal arrangement to use one of the ground floor rooms as an art room. This was in</p>

	<p>use at the time of the inspection but the plan is to move the art room facilities to the Alfred Street annexe.</p> <p>St Michael's and the Alfred Street annexe (five minutes' walk away) are in the city centre close to cafés, restaurants and a range of retail facilities. Bus access to St Joseph's and residences is easy.</p> <p>At St Michael's, the ground floor is largely open plan with the reception and a student communal area, with soft seating, computers and a TV. To allow for disabled access, the ground floor has one room that can be used as a classroom and an adapted toilet. The director of ELT and the welfare manager also have offices on this floor. There are three classrooms on each of the remaining three floors, accessed by two set of stairs. In the basement area there is a meeting room, staff room, kitchen and areas for storage of teaching resources. The separate IELTS office is also located in the St Michael's building.</p> <p>There are separate toilets for staff and students.</p> <p>At the Alfred Street annexe the premises are on the first, second and third floors and are accessed from the ground floor via a staircase. There are five teaching rooms. Two of the rooms have sliding partition walls which can be opened to provide larger rooms or closed when there are smaller groups. The plan is to use these rooms as an art room.</p> <p>On the first floor there is a reception area which is staffed when the building is being used. There is a small kitchen for staff and a meeting room. There is some soft seating for student use in reception and on landings.</p> <p>There are separate toilets for staff and students.</p>
--	---

Student profile	At inspection		In peak week: July (organisation's estimate)	
	EFL	EAP	EFL	EAP
Of all international students, approximate percentage on ELT/ESOL courses	100%		100%	
ELT/ESOL students (eligible courses)	At inspection		In peak week	
	EFL	EAP	EFL	EAP
Full-time ELT (15+ hours per week) 18 years and over	95	106	100	106
Full-time ELT (15+ hours per week) aged 16–17 years	7	50	75	50
Full-time ELT (15+ hours per week) aged under 16	0	1	20	1
Part-time ELT aged 18 years and over	11	0	2	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Overall total ELT/ESOL students shown above	113	157	197	157
Minimum age	16	15	16	15
Typical age range	18–24	17	16–24	17
Typical length of stay	12 weeks	39 weeks	2 weeks	39 weeks
Predominant nationalities	Korean Japanese Saudi	Chinese Korean	Spanish French German	Chinese Korean
Number on PBS Tier 4 General student visas	6	66	5	66
Number on PBS Tier 4 child visas	0	70	0	70
Number on short-term study visas	52	0	40	0

Staff profile	At inspection		In peak week (organisation's estimate)	
	EFL	EAP	EFL (July)	EAP
Total number of teachers on eligible ELT courses	15	7	20	7
Number teaching ELT under 10 hours/week	3	N/a		

Number teaching ELT 10–19 hours/week	1	N/a	
Number teaching ELT 20 hours and over/week	11	N/a	
Total number of administrative/ancillary staff	4	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection		
Professional qualifications	Total number of teachers	
	EFL	EAP
Diploma-level ELT/TESOL qualification (TEFLQ)	12	6
Certificate-level ELT/TESOL qualification (TEFLI)	2	1
Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	0	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0
Total	15	7

These figures include the academic manager(s)

Comments

The EAP teacher who is TEFLI has just completed his DELTA and is awaiting the result. The figures include the two assistant directors of studies (ADoSs) and the head of EAP; they do not include the director of ELT who is TEFLQ but who is not regularly timetabled to teach.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

There are a number of distinct types of English language teaching offered at Kings Oxford: a) EAP for those students also studying GCSE and A Level courses, or following a University Foundation Programme; b) EFL throughout the year for adults aged 16+; c) general Intensive English plus art (16+); d) summer vacation courses for students aged 14 to 17; e) teacher development courses for closed groups; f) one-to-one classes. Approximately 54 percent of all courses are for general English whilst 46 percent are for EAP.

The EFL courses take place at the central Oxford sites (St Michael's and Alfred Street) whilst the EAP courses are run at St Josephs. Standard EFL classes may also take place at St Joseph's in the summer if there is insufficient space at the central Oxford sites. The summer vacation course takes place at St Joseph's at a time when there are fewer EAP students.

Students following GCSE, A level or Foundation courses at St Joseph's have classes in EAP and in IELTS preparation as an integrated part of their programmes, in groups no bigger than ten.

The main EFL course is the *General Intensive* which is a general English course of 21 hours a week in a maximum group size of 14. This can be combined with a number of special interest group options (SIGs) for an additional six hours a week to form an *Intensive Course*. Different SIGs are available depending on the level of the students, and vary from more general language skills work to specialised options such as *Business English*. An *IELTS* course comprises the *Compact Course* together with six additional hours a week of IELTS preparation classes. There is a 'super intensive' IELTS option comprising 24 hours a week with additional private study assignments. Preparation courses for other externally validated English language exams are available as 15-hour (*Compact*) or 21-hour (*Intensive*) options. These are exclusively examination preparation courses with a maximum group size of 12 students. The *English Plus* course combines the *Compact* course with six hours a week of art and design lessons.

The summer Vacation Course provides 15 hours of English (morning or afternoon), with a maximum group size of 16. Sports and activities are offered every week and there is one weekly full-day excursion.

One or two courses in teacher development are run for closed groups each year. None were running at the time of the inspection.

Three one-to-one classes were being held at the time of the inspection, but were not observed as they did not coincide with the designated observation slots at St Michael's. They are usually for students who want individual tuition in addition to group classes.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)				
	EFL	EFL	EAP	EAP
Types of accommodation	Adults	Under 18s	Adults	Under 18s
Arranged by provider/agency				
Homestay	33	5	22	33
Private home	0	0	0	0
Home tuition	0	0	0	0
Residential	35	2	46	18
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
Arranged by student/family/guardian				
Staying with own family	0	0	0	0
Staying in privately rented rooms/flats	38	0	38	0
Overall totals adults/under 18s	106	7	106	51
Overall total adults + under 18s	113		157	

Introduction

There has been little change in personnel since the last inspection; the exception relates to the post of principal. The long-standing principal left in 2014 and was succeeded by a suitably qualified person who was in post for twelve months; there followed a period of five months when the role was undertaken by the vice principal. The current principal has been in post since January 2016. All other managers and most administrative staff have been with the school a number of years. The managers at Kings Oxford work closely with central staff based in Brighton, notably with the academic development director, the director of college services (policy compliance) and the director of operations.

The inspection took place over three days. The first day was spent at St Joseph's, looking at documentation and having meetings with centre managers and administrative staff. On the second day, at St Michael's and the Alfred Street Annexe, the EFL teachers were observed and meetings were held with managers and administrative staff

based in the centre of Oxford. The third day was spent back at St Joseph's where the EAP teachers were observed. At the time of the inspection, although 157 students were enrolled at St Joseph's, there were relatively few English classes taking place as GCSE and A Level students were sitting exams. Further meetings were held and feedback was given at the end of the inspection.

Meetings were held with the following people based at St Joseph's:

principal
 vice principal
 head of EAP/UCAS advisor
 human resources manager
 bursar
 marketing development manager
 assistant registrar
 EFL administrator
 librarian/exams officer
 academic resource and enrichment co-ordinator and exams officer
 welfare manager
 accommodation manager.

At St Michael's:

director of ELT
 two assistant directors of studies
 site and facilities manager
 welfare and accommodation officer
 EFL administrator
 reception manager.

At Wavy Gate residence:

residence manager.

Focus group meetings were held with students and teachers at St Joseph's and St Michael's. Nineteen teachers were observed. One inspector visited three homestays and two residences.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: there is evidence that the CLA (Copyright Licencing Authority) regulations are being breached; the school should seek further advice from the relevant regulatory body.

Staff management

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

Comments

M2 There is a clear structure of management and administration, and working relationships are well established across the three sites. The change of principal has been well handled and continuity of provision has been ensured at all times. Staff are able to cover for one another. For example, the vice principal was able to step into the role of principal; at the time of the inspection, the senior registrar was on leave and her work was being covered by the assistant registrar.

M4 There are very effective channels of communication between all involved in the ELT operation: within the school across the three sites; between staff at Kings Oxford and those in the Kings schools in Bournemouth and London; and with central staff in Brighton. There are regular meetings which are minuted, and annual conferences. Staff and students reported that they were consulted when appropriate and were well informed about decisions made.

M5 There are exemplary procedures in place for the appointment and employment of all staff, appropriate for a school which has a number of students aged under 18. The HR manager works with the person responsible for compliance in the central office. Training in safer recruitment has been undertaken by relevant staff members.

M7 There are appropriate induction procedures for all staff. Recently appointed staff reported that they had received thorough training before being given full responsibility and, when appropriate, there had been a hand-over period.

M8 An effective appraisal scheme is in place for all staff, which takes into account the development of staff and the requirements of the school. There is ongoing monitoring by line managers and support is available for all staff in the school. Policies on how unsatisfactory performance will be dealt with are clear and fair.

M9 All staff receive training and development as appropriate for their role. Recently there has been a focus on training in safeguarding and Prevent, and in IT systems. Academic staff have weekly planning meetings when newer teachers can be helped by colleagues. There are regular in-service training sessions, and a number of teachers have attended workshops and conferences outside the school during the last twelve months. Support is available for those wishing to further their qualifications. Needs of staff for continuous professional development (CPD) are noted during appraisals, and development programmes are also informed by the needs of the school as identified in quality reviews.

Student administration

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

Comments

M10 Students reported that administrative staff are friendly and helpful. There are sufficient staff and resources to handle the volume of work, even at peak times, and there are arrangements for staff to cover for one another.

M11 A great deal of care is taken to ensure that students enrol on suitable courses. This is of particular importance for the students enrolling on courses at St Joseph's; they have the longer-term goal of progressing to higher education. During their stay they receive specialist advice about their programme of study at Kings and beyond.

M12 The bursar works closely with the admissions and registration personnel to ensure that enrolment, cancellation and refund procedures are carried out efficiently and sensitively. Students reported that enrolment procedures were well managed both before and on arrival at the school.

M14 There is a clearly stated policy on attendance which is rigorously enforced. Attendance is checked at the start of each set of lessons and any unauthorised absentees contacted immediately. Students aged under 18 at St Michael's report in individually.

Quality assurance

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

Comments

M16 An action plan was presented detailing how points from the previous inspection had been addressed.

M17 There was ample evidence that the school regularly and systematically reviews its policies and practices with a view to continuing improvement. Documents detailing a recently conducted self-assessment review and school development plan were made available to the inspectors.

M18 Feedback is gathered from students in a variety of ways: initial, mid- and end-of-course surveys; student councils; face-to-face. Students reported that they could express their views and that they were well informed about action taken as a result.

M19 Staff have opportunities to provide feedback during their appraisals; teachers have a weekly planning meeting in which they can report any problems; administrative staff can give feedback in their regularly-held meetings; temporary summer staff have an exit interview at the end of their employment. All members of staff reported that they felt their views were sought and valued.

Publicity

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

Comments

The school has printed brochures with information about all Kings schools both in the UK and in the USA; these are supplemented by leaflets and flyers on specific courses. The main audience for this marketing literature consists of agents through which the great majority of students are enrolled. There is a website which includes downloads of the paper documents; social media is also used to publicise the offering.

M21 All publicity is written in clear and accurate English, accessible to non-native speakers. It is translated into Russian, Chinese, Portuguese and Spanish. However, because the publicity includes information about all courses at all schools, both in the UK and USA, the amount of information can be overwhelming. It is not easy to access full information about a particular course in a specific school without referring to a number of pages within the printed material or on the website.

M22 Overall, this criterion is met. Students reported that they found the publicity and information received to be accurate and to give rise to realistic expectations, with one exception: a number thought that the school premises would be more extensive. This misconception may arise because of the use of the word 'campus' which implies some outdoor space. Also, in the photographs of St Joseph's, Manor House is prominent; the impression is given that this is the main building of the school.

M24 All the required information is included somewhere on the website but it is not always easy to find (see M21, above).

M25 Most of the required information about costs is included on the website and in the printed fees sheets; however, it is not always easy to find (see M21, above). The approximate cost of examination fees not included in the course fees (i.e. for IELTS) is not given. Although it is clearly stated in publicity that the cost is not included, no further information is given.

M29 Selective quotations from the last full report were included in publicity on the website. These were removed during the inspection and this is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students, and in accordance with its publicity. Sampling of documentation revealed an issue in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The premises are adequate in size and number to provide a comfortable environment throughout the year. At St Joseph's during the summer, students have access to a paved courtyard with tables and seating, where they can have lunch. This space is occupied during the academic year by two temporary classroom buildings.

R2 The premises in all three sites are in a very good state of repair, cleanliness and decoration. However, the building, Manor House, where the art room was located is not in a good state of repair or decoration. For this reason it is planned to vacate this building and convert two rooms at the Alfred Street annexe into a new art room before the next art students start their course.

R3 Overall, classrooms are adequate in size and number, although some are rather small for the maximum class size, so that flexibility of layout is difficult. They are adequately lit, heated and ventilated and generally free from disruptive noise; however, there is some traffic noise at St Michael's, especially in warm weather when windows are open.

R4 At St Joseph's there is a spacious cafeteria where food for breakfast and lunch is provided at a reasonable price. At the time of the inspection, when student numbers were low, choice was rather limited and students reported that they would like a wider range of healthy options such as salad, fruit and vegetables. At St Michael's and the Alfred Street annexe, a choice of appropriate food at affordable prices is available locally and drinking water is provided. Students can eat brought-in food in the reception areas/common areas but there are no tables so the arrangement is not ideal.

R5 Signage in all buildings is clear and helpful. There are attractive and well-organised displays, including students' work, in classrooms and common areas. Up-to-date information is conveyed via plasma screens.

Learning resources

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

Comments

R7 Students have the use of class sets of coursebooks; often photocopies are made of some parts of the books so that students can write on them in class or for homework.

R8 There is a good stock of appropriate materials and resources for teachers. Suitable coursebooks and supplementary books are available and there are packs of material prepared for particular lessons and study visits. At St Joseph's there are well-organised files of photocopied materials which teachers can draw on to prepare their lessons. However, the quality of some of these copies is not good.

R9 All classrooms have interactive whiteboards (IWBs) and sets of tablets are available for use in class. Staff have received training in their use and a network and IT systems manager is available to support teachers in their use of technological resources. Students have access to computers on all sites.

R10 At St Michael's there is a collection of simplified readers, books and DVDs which students can borrow, housed in reception. In St Joseph's there is a library and a learning resource centre where students can work and from which they can borrow books and other resources. These resources are also available to students based at the city

centre sites. Online resources are available to students at all sites, during and after the end of their their course. R11 All students receive an introduction to resources and assistance in their use. At St Joseph's the academic resource and enrichment co-ordinator is available in the library to help students. R12 There are procedures for the continuing review and development of teaching and learning resources. For example, teachers are asked to write a report on the coursebooks used. However, the collection of photocopied materials at St Joseph's needs reviewing and up-dating.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled at the school and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

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

Comments

T1 Two teachers do not have Level 6 qualifications. Rationales were provided which were accepted within the context of this inspection. Both teachers have completed several years of higher education.
T2 Most teachers are well qualified and several also have PGCEs. However, one teacher does not have an appropriate ELT qualification. He is also one of the teachers for whom a rationale was provided for his lack of a Level 6 qualification.
T3 A rationale was provided which was accepted within the context of this inspection. The teacher has completed a training course which took place face-to-face over a number of weeks, was externally validated and which contained a number of hours of teaching practice, four of which were assessed.
T4 The director of ELT, the head of EAP and the two assistant directors of studies are all well qualified and experienced. In addition to diplomas in ELT one has an MA and two have PGCEs.

Academic management

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

Comments

T6 Care is taken to draw upon the expertise and experience of teachers to meet the demands of the different courses on offer. EFL students have two teachers for their morning classes; they work together to deliver a coherent programme. Teachers of the special interest classes (SIGs) in the afternoon are deployed according to their expertise in the area.
T9 The EAP students join the school at set times of the year. The ELT students can start on any Monday. Their course design takes this into account: each week is self-contained. Newly-arrived students join the main course on Tuesday, which represents the first day in the next weekly module. Guidance is given to teachers on how to manage continuous enrolment.
T10 There are formalised arrangements to ensure guidance and support for teachers appropriate to their experience, led by the four members of the academic management team. For ELT teachers there are meetings held

on Mondays to plan the week and on Fridays to discuss any changes to classes. In-service development sessions take place on Wednesdays, often led by the teachers themselves but sometimes with outside speakers. There are conference days held with other Kings schools and teachers are encouraged to attend external workshops and conferences. Teachers reported that they felt well supported.

T11 Any new teachers (for example in the summer) are observed within the first two weeks and all staff are formally observed at least once a year; the observations usually take place after their annual appraisal. Written feedback is helpful and supportive. Peer observation is also arranged, with the observer's lesson covered by one of the academic managers.

Course design and implementation

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

Comments

T12 There is a coherent structure for both the EFL and the EAP courses, with clear and detailed guidance for teachers on its implementation. The EFL courses are based on selected units from published coursebooks with detailed information about how the teaching and learning of language points and content can be supported using other resources. Teachers reported that they felt able to adapt the course to meet the needs of their students within an appropriate framework. The SIGs are taught by teachers experienced in the area; they design the course, but can draw on a bank of material. For the EAP programmes the objectives and course content are specified for each week with reference to a variety of published materials and in-house-produced worksheets.

T13 The course design is continually monitored and reviewed by teachers at the weekly planning meetings and more formally by means of written feedback. Schemes of work require that teachers comment on the success and appropriateness of each unit taught.

T15 Study and learning strategies are integrated into the EFL syllabus and are at the core of the EAP programmes where, in addition to the usual study skills, work is included on referencing and the avoidance of plagiarism.

T16 Courses include strategies which ensure that students can develop their language skills outside the classroom. This is particularly true for the EAP students who are preparing to continue their studies within the UK. The EFL students have regular study visits where they can practise their language outside the classroom, using well-designed materials.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 The progress of EFL students is carefully monitored by means of a weekly test and their completion of homework tasks. Teachers have a meeting each Friday to discuss movement between classes. All students have regular tutorials in which their progress and learning objectives are discussed. At St Joseph's, progress towards the students' goal of attaining a university place is carefully monitored and advice given accordingly.

T19 There is a specialised examinations officer who gives advice on which exams to take, and at which stage.

T20 Assessment criteria and procedures for the EAP programmes are available in writing for teachers and students.

T22 Students wishing to enter mainstream UK education have access to a full information and advice service provided at St Joseph's. The head of EAP is also the designated UCAS advisor.

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	All except one-to-one lessons.
Comments	
Fifteen teachers of EFL were observed at St Michael's and at Alfred Street; four teachers of EAP were observed at St Joseph's; three teachers of EAP were teaching during the week of the inspection but not on the day when observations took place at St Joseph's.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 A sound knowledge was displayed of grammar and lexical systems, and of phonology; for example, in the use of phonemes and stress and intonation marking. Appropriate and accurate models of written and spoken English were provided.

T24 All lessons took into account the syllabus requirements and the needs of the students as described in the detailed learner profiles. The long-term goals, of the EAP students in particular, were reflected in the content of the lessons.

T25 There were clear and appropriate learning objectives. In stronger segments these objectives were made clear to students at the start of the lesson and outcomes were reviewed at the end. Lessons were well staged with coherent sequences of activities, often with reference to previous learning and future goals, such as exams. In the less engaging lessons, students were led through coursebook exercises. In other segments observed, more variety of activity resulted in more enthusiastic participation.

T26 Teaching techniques were appropriate to the lesson objectives and needs of the students (as noted in the profiles), with some attention paid to differentiation. There were some good examples of vocabulary teaching observed, with a focus on context and collocation; there was sufficient attention paid to pronunciation in most segments observed and in some it was integrated very well into the lesson. Students' awareness of the features of the language was raised, using appropriate techniques. There were opportunities provided for students to practise the language in both controlled ways and in activities where the learners were more independent of the teacher: for example, in role play.

T27 Generally suitable materials were used, although some photocopies were poorly reproduced and not attractively presented. Most teachers used the IWB competently and with confidence; in a small minority of cases, however, the handwriting on the IWB was not very clear. A variety of resources was seen in use: video clips, cue cards, teacher-designed worksheets, listening texts. The ability to bring the coursebook to life varied: some teachers were able to make potentially dry material interesting, while others did not take the opportunity to personalise the subject matter, or to make it more topical and culturally relevant.

T28 Feedback was handled sensitively. Monitoring was good; students were often encouraged to self-evaluate and some good examples of delayed and considered correction by the teacher were observed.

T29 All lessons observed included activities to evaluate whether learning had taken place, and this was also achieved via follow-up homework. There was evidence in plans that students are encouraged to take responsibility for their own learning and to review their own progress. This was done in some creative ways: for example, students were asked to review the lesson and select new vocabulary to define for other students to guess.

T30 Students were engaged in purposeful activities. Lessons were conducted at a good pace. Teachers graded their language and adopted an appropriate tone: for example, teachers of lower levels or with slower learners demonstrated great patience; with long-term EAP students a relaxed relationship had been established and humour was used to good effect.

Classroom observation summary

The teaching observed met the requirements of the Scheme. In the lessons observed the standard ranged from satisfactory to excellent; the majority were good. Teachers are knowledgeable and lessons were well planned and executed, with good attention paid to students' needs and learning objectives. There was a positive and purposeful learning atmosphere in all classes and students reported that they were benefiting from and enjoying their lessons.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Most teachers are very well qualified and all are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are managed well, for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

Care of students

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

Comments

W1 The safety and security of students is given importance at St Joseph's and the city centre sites. Access to the three buildings is controlled with digital locks and monitored by CCTV. Staff wear badges; visitors wear badges and sign in. Students have photo identity cards. Pre-arrival information and on-arrival briefings stress various aspects of personal safety including fire awareness. There are regular fire evacuation drills on all sites.

W2 A very good level of pastoral care is provided at St Joseph's and St Michael's, primarily by the experienced and suitably trained student welfare officer at St Joseph's and the accommodation and welfare officer at St Michael's. Careful, sensitive account is taken of needs arising from religious observance.

W3 The welfare officers and other relevant staff, with their contact details, are clearly identified at induction and on noticeboards.

W4 There is a Prevent policy and risk assessment and all staff have received online and on-site face-to-face Prevent training. Hosts are required to do training, either online or at sessions at the school. The school's Prevent lead has had more advanced-level training and is in touch with the local police Prevent contact. The extra curricular and enrichment programme promotes British culture and traditions, including values. There is also an anti-bullying policy and accessible notices alerting students to potential problems and outlining what to do.

W7 Students' pre-arrival information and the student handbook give comprehensive relevant advice in clear, accessible English. This is reiterated at their inductions and on noticeboards.

W8 Students are given appropriate information on health care and their rights. All are helped to, and younger ones taken to, register at the local medical centre on arrival.

Accommodation profile

Comments on the accommodation seen by the inspectors

The inspector selected three homestays and two self-catering residences to visit. The three homestays offered pleasant accommodation in the Cowley area of Oxford, within walking distance of St Joseph's. Two were hosting long-stay students, the third had no students at present but had a rather small but adequate bedroom with twin beds available. All the required facilities were provided. The first residence visited, Wyville Court, is a converted period property occupied exclusively by Kings and has six flats with a total of 28 bedrooms. It is 15 minutes' walk from St Michael's, is used for students aged 18 and over, and is supervised by a resident warden trained in Level 2 first aid and fire-warden management. The second, Wavy Gate, is a new purpose-built student residence also used by Oxford Brookes University. Kings has 93 en-suite bedrooms plus a further three for staff. It is about 15 minutes' walk from St Joseph's, is for students aged 17 and over (16 in summer), and is managed by Kings' residence manager, who lives on site and is responsible for all three residences used by the school. Wavy Gate is supervised

by three Kings' staff assisted by four student wardens, who have received suitable training. There is also an overnight security guard. The residences seen provide all the required services and facilities and are safe and secure. Suitable rules, including special rules for under 18s, are clear and enforced.

Accommodation: all types

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

Comments

W11 The school's policy is to revisit all homestays every year and it uses a grading system to assess whether quality is being maintained.

W12 Accommodation registers are comprehensive and up to date. They include records of Gas Safety certificates, fire risk assessments, DBS checks and safeguarding and Prevent training.

W13 Although homestays for longer-stay students and the residences are within walking distance of the teaching centres, confirmation of accommodation booked does not include an approximate cost of travel between homestays and the centres where use of public transport is necessary. Information about the cost of bus passes is given at induction.

W14 Students at the city centre sites have a first week questionnaire checking satisfaction with accommodation. Students at St Joseph's are asked informally by welfare staff and also their teachers about their satisfaction with their accommodation, but their responses are not recorded systematically.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts are made aware of the school's requirements, rules, terms and conditions in its 'Homestay agreement', its detailed *UK Accommodation Booklet* and in regular newsletters.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Only over 18s may live independently. Welfare staff will give advice when consulted and provide information notes 'Moving into Private Accommodation'.

Leisure opportunities

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

Comments

W26 Students from St Michael's and St Joseph's have information about and access to a good range of social, cultural and sporting activities available on most days. These range from table football to the Duke of Edinburgh Award. In summer there is a separate programme for younger students. Students studying at St Joseph's during the academic year also have an obligatory Enrichment Programme they participate in after lessons, in subjects ranging from History Film Club to Tennis. Information about what is available is well publicised on noticeboards and display screens, and on social media.

W28 There are well-considered and effective systems to ensure health and safety of students on activities. Activities leaders take registers and are provided with electronic access to risk assessments, participants' contact details and emergency contact details.

W29 All year-round and summer activity leaders and assistants recruited so far this year are first aid-trained and are sports graduates or undergraduates.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met; the accommodation provided is suitable and it is well managed to the benefit of the students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

A significant proportion of students both on summer and year-round programmes are under 18s. Most are 16 and 17-year-olds but a small number are under 16s, either following GCSE courses during the year or on the junior summer programme based at St Joseph's.

C1 There is a well-developed safeguarding and child protection policy with appropriate procedures for reporting and responding to allegations. The student welfare officer is the designated safeguarding lead (DSL) and has three trained deputy DSLs.

C2 The policy is effectively disseminated to adults in contact with under 18s at St Joseph's and the city centre sites. To ensure its implementation, relevant online and face-to-face training is provided to all staff. The DSL and her three deputies have had advanced safeguarding training. Hosts too are required to complete safeguarding training, with the choice of online training or face-to-face provided at the school. The great majority choose face-to-face training at the school. There are also rules, procedures and risk assessment relating to visitors and contractors.

C3 The level of care is clearly described to parents in the *Kings Under 18s Guide*. This explains that 'your child will study in an environment where both adult and junior students share facilities' and goes on to give the rules for all under 18s and additional rules for those aged 16 and under.

C4 The organisation has a clearly-stated safer recruitment policy, which includes links to relevant legislation. All staff and homestay hosts (lead and partner) are DBS checked and required to provide two references. In most homestay families, all the members aged 16 and over have been checked. Foreign group leaders are required to provide police certificates of good conduct or similar before they arrive. These are kept on file.

C5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. Students are placed both for lessons and social activities according to their age; older and younger students are not mixed. For younger students (14–17) there is a supervision ration of at least 1:15. In summer, lessons and social activities for the younger students are based at St Joseph's, which is near their separate student residence. Older students have lessons and most social activities at the two city centre sites.

C6 Suitable arrangements are made for the supervision and safety of students between and outside scheduled lessons and activities. For younger students, participation in social activities is compulsory, registers are taken and managers are contacted immediately if a student is absent. Students, hosts, staff and parents are all made aware of the rules relating to under 18s, including curfew times, and there is appropriate differentiation for older and younger age groups.

C7 Student residences and homestays are allocated to students according to their age and are appropriately supervised. In the summer, under 16s are accommodated in a separate residence and not in homestays.

C8 The staff member on duty with the 24-hour emergency telephone has a laptop giving full access to the contact details of students' parents and legal guardians. Parents, legal guardians or language tour operators are provided with a 24-hour contact number for the school.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is a good provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and the accommodation provided. *Care of under 18s* is an area of strength.
