

Organisation name	Ardmore Language Schools: seasonal multicentres (HO Maidenhead, Berkshire)
Inspection date	1–4 August and 9–10 August 2017

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 with a spot check next summer focusing on publicity, teaching, accommodation, and C4. This spot check should take place when the centres are operating nearer to peak capacity.

Summary statement

The British Council inspected and accredited Ardmore Language Schools summer multicentres in August 2017. 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 large private language teaching organisation offers residential and homestay vacation courses for under 18s.

The inspection report noted a need for improvement in the areas of publicity and accommodation.

Strengths were noted in the areas of staff management, student administration, quality assurance, academic management, care of students, and leisure opportunities.

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

Organisation profile: multicentre

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	2009
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Study Tour Groups – no lessons or activities just full board and accommodation.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	English language courses in the USA and Outbound trips to Europe, South America and China through Ardmore Educational Travel. School Integration and Academic Year Programme

Private sector

Date of foundation	1984
Ownership	Name of company: Ardmore language schools Company number: 1647636
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Ardmore Language School, Berkshire College of Agriculture, Hall Place, Maidenhead SL6 6QR
Addresses of centres offering ELT at the time of the inspection	Bedales, Church Road, Steep, Petersfield GU32 2DG Brighton College, Eastern Road, Brighton BN2 0AL Brunel University, Kingston Lane, Uxbridge UB8 3PH Teikyo School, Framewood Road, Slough SL2 4QS Jesus College, Turl Street, Oxford OX1 3DW University of Westminster Harrow, Watford Road, Harrow HA1 3TP Liddington, Foxhill, Swindon SN4 0DZ Royal Hospital School, Holbrook, Ipswich IP9 2RX Shiplake College, Henley-on-Thames RG9 4BW St. Edmunds College, Cambridge CB3 0BN University of Bath, Claverton Down, Bath BA2 7AY University of Brighton, Hillbrow, Denton Road, Eastbourne BN20 7SR Croydon College, College Road, Croydon, London CR9 1DX
Addresses of any additional centres not open or offering ELT at the time of the inspection	Leith Academy, 20 Academy Park, Edinburgh EH6 8JQ LeAF Studio, Holloway Avenue, Bournemouth BH11 9JW Franklin-Wilkins Building, Stamford Street, London SE1 9NH
Profile of sites visited:	Bedales School Bedales School is a co-educational, boarding and day independent school near Petersfield in Hampshire. It is set in a rural location, in its own grounds of 120 acres. Ardmore has the use of a purpose-built teaching block with a total of 13 classrooms and a teachers' room. A large course office is situated nearby with several small workrooms adjacent. The 'Main block' has a large dining hall, a theatre-style room for whole course meetings and activities, and a social seating area. Facilities include a swimming pool, tennis courts, a large sports hall/gymnasium, and large playing fields. All students are residential, and are accommodated in

student houses on the site.

Croydon College

This is a college of further education, located close to the centre of East Croydon. Ardmore has exclusive use of rooms on the third floor of a modern building which houses the main college reception. A large course office and a suite of classrooms are adjacent on a quiet corridor. There is a large café area on the ground floor where students can eat their packed lunch (the café is closed), but there is no external relaxation/play space. There are no onsite entertainment/sports facilities in this area except for the dance studio, which is only used for the specialist dance and drama academy option. Sports and games can be played at the Croygas centre, approximately a ten-minute drive away. All students are accommodated in homestays.

University of Westminster, Harrow

This is a modern university campus on the northern outskirts of London, set in a suburban area and with plenty of green spaces on the campus. The site is shared with two other language schools. The course office is situated in a residential block, and the classrooms, dining room and teachers' room are in the central university building a few minutes' walk away. Classrooms are all located on the same corridor. Facilities include a large auditorium, the Forum (a large space for activities or relaxation), a sports hall, a common room with pool table (available to students under supervision), and a large playing field. All students are residential, and are accommodated in student houses on the site.

St Edmunds College, Cambridge

This is a graduate college of the University of Cambridge, situated close to the city centre and all the facilities and tourist sights of Cambridge. It is a self-contained campus, and many areas are out of bounds to Ardmore students. These are clearly marked on a map given as part of the welcome. Teaching accommodation is in the library block and the main building, but only a limited number of group rooms are available in the college. A marquee had been erected in the grounds for use as a social space, and for occasional teaching. There is a comfortable dining hall with plenty of space for the number of students. All students are residential and the accommodation is close to the teaching block and the dining room.

Student profile at peak at all centres

	Collated totals in peak week: 9–16 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	0
Full-time ELT (15+ hours per week) aged 16–17 years	671
Full-time ELT (15+ hours per week) aged under 16	2687
Part-time ELT aged 18 years and over	0
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
Overall total of ELT/ESOL students shown above	3358
Predominant nationalities	French, Italian and Chinese

ESOL skills for life/for citizenship	<input type="checkbox"/>					
Other	<input type="checkbox"/>					
Comments						

All courses are for under 18s, with specific age ranges at different centres. The youngest students are on a course for eight to 17 year-olds; the oldest age range on a course is 14–17. All courses offer a general English component of three hours a day; this consists of a 90-minute general English class, and a 90-minute project class. Normally these two classes are taught by different teachers. Excursions and a wide range of sports and activities, which vary from centre to centre, are provided. Some centres run 'Academy' programmes with specialist tuition in a range of sports (e.g. football, rugby, golf, tennis) or activities (e.g. London discovery, Oxbridge tours, dance and drama). At the busiest times of the summer, some centres operate a zig-zag programme with lessons and activities being run both in the morning and afternoon for different groups.

2. DATA ON CENTRES VISITED.

1. Name of centre	Bedales School
2. Name of centre	Croydon College
3. Name of centre	University of Westminster, Harrow
4. Name of centre	St Edmunds College, Cambridge
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100		100	100	100	100	
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Full-time ELT (15+ hours per week) aged 16–17 years	0	0	25	27		24	0	73	43	
Full-time ELT (15+ hours per week) aged under 16	45	41	9	8		329	41	121	34	
Part-time ELT aged 18 years and over	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Part-time ELT aged 16–17 years	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Part-time ELT aged under 16 years	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Overall total of ELT/ESOL students shown above	45	41	34	35		353	41	194	77	
Junior programmes: advertised minimum age(s)	8	9	12	14		8	9	12	14	
Junior programmes: actual minimum age(s)	8	9	12	14		9	9	12	14	

Junior programmes: advertised maximum age(s)	17	17	17	17		17	17	17	17	
Junior programmes: actual maximum age(s)	17	17	17	17		17	17	18	17	
Adult programmes: advertised minimum age	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Adult programmes: actual minimum age	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Typical length of stay (weeks)	2	2	2	2		2	2	2	2	
Predominant nationalities	Bedales: French Croydon: French Harrow: Italian Cambridge: Chinese					Bedales: French Croydon: French Harrow: Italian Cambridge: Chinese				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	5	4	4	4		14	2	9	4	
Total number of activity managers and staff	4	3	3	4		11	4	7	4	
Total number of management (non-academic) and administrative staff	3	2	3	2		4	3	3	2	
Total number of support staff (e.g. houseparents, matrons, catering)	3	0	2	0		7	2	5	0	

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	0	1	0	
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	0	1	0	1	
Total	1	1	1	1	

Comments

Academic managers are not normally scheduled to teach, though they may have to cover in the event of teacher absence.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	0	0	
TEFLI qualification	3	2	3	3	
Holding specialist qualifications only (specify)	0	0	0	0	
YL initiated	0	0	0	0	
Qualified teacher status only (QTS)	0	0	0	0	
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	1	1	0	0	
Total	4	3	3	3	

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a	N/a	N/a		0	41	0	0	
Private home	N/a	N/a	N/a	N/a		0	0	0	0	
Home tuition	N/a	N/a	N/a	N/a		0	0	0	0	
Residential	N/a	N/a	N/a	N/a		45	0	34	35	
Hotel/guesthouse	N/a	N/a	N/a	N/a		0	0	0	0	
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a		0	0	0	0	
<i>Arranged by student/family/guardian</i>										
Staying with own family	N/a	N/a	N/a	N/a		0	0	0	0	
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a		0	0	0	0	
Overall totals adults/under 18s	0	0	0	0		45	41	34	35	

Centres	1	2	3	4	5
Overall total adults + under 18s	45	41	34	35	

Introduction

Ardmore was founded in 1984 by the current chairman of the group, and is engaged in a variety of activities in the education and educational travel sector. It has been running short seasonal general English courses for many years. The majority of students come in groups with group leaders.

The head office staff support the commercial director, who oversees the management of the seasonal English courses, and in turn each centre. Each centre has a centre director (CD), a director of studies (DoS), a head of pastoral care (HPC) [at residential centres only], and a head of sports/activities manager (HSA). Larger centres also have a centre administrator. The HPC is supported by senior welfare leaders and the HSA heads a team of activity leaders. There may be some local variations to this pattern to take account of specific local circumstances. Centres are visited frequently by head office staff, who are also on hand to troubleshoot if necessary.

Four centres and the head office were visited, and the inspection took place over five and a half days with a weekend break in between. The visit to the first centre (Bedales School) was unannounced. Distance from head office, size of centre, homestay and/or residential, previous inspection history, and how long in use by Ardmore, were all factors taken into account when choosing which centres to visit of the 13 operational at the time of the inspection.

At each centre, meetings were held with the CD, DoS, HPC (except at Croydon, a homestay centre where this post was not required), HSA (except at Cambridge where the focus of the course meant this post was not required), and, where available, with a representative of the host institution. Meetings were also held with groups of students, teachers, activity and welfare leaders, and international group leaders.

The set-up and execution of the on-site activity programmes were seen. All teachers were observed in class. The residential and homestay accommodation was inspected by one inspector. At the end of each centre visit, a briefing was given to the centre director. At head office, meetings were held with all available staff responsible for the Ardmore course centres, and relevant documents were examined. A full round-up was given to the commercial director, the operations manager, and the assistant operations manager.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is clear and transparent at both head office (HO) and at the centres. It is clearly documented in an organogram included in the role-specific staff handbooks, and is covered during induction as relevant. All members of the teams at the centres visited were clear about lines of responsibility and reporting.

M4 Communication is excellent across the organisation. The CD is immediately responsible for maintaining effective channels of communication at the centre; meetings are minuted and social media groups are used effectively. Inevitably in an organisation of this size and complexity, there were very occasional instances of mis- (or missed) communication between HO and centres, but great, and overwhelmingly successful, efforts are made to keep fast-changing information up to date.

M5 Human resources policies are set out in staff handbooks and addressed at pre-course management training; managers introduce applicable policies to their centre teams. External consultants advise on human resources policies and ensure they are up to date. There are comprehensive procedures, checklists and templates for each stage in the process of the central recruitment of managers and staff to work at the different course centres; a full and thorough interviewing process is followed; there are good records demonstrating consistent implementation. However, see C4 in relation to the recruitment of homestay hosts by the local organisers.

M6 Originals of qualifications are verified at centres, and scanned copies are uploaded to the central information management system.

M7 Staff receive the core staff handbook and role specific handbooks in advance of their employment. An online training platform is also used to introduce prospective employees to the work of the company through a tested learning module, and it is compulsory for them to complete this before they begin work. An intensive, residential, three-day centre management training session takes place for all management before courses start. Centre staff arrive 24–48 hours before the course starts. On-site inductions are carried out by the centre management team, using materials and resources supplied by HO.

M8 A minimum of two appraisals are conducted over the course of employment, with a confidential reference also submitted by line managers at the end. Appraisals form part of the initial stages of dealing with underperformance or minor concerns with staff. There was evidence of appraisals taking place – and being appreciated.

M9 Teachers are required to attend weekly CPD sessions led by their DoS. This year CPD sessions for all staff are being trialed, and a bank of modules has been developed to be delivered by the CD/HSA/HPC where possible. An important aspect of CPD is internal promotion and progression. Many of the management teams in place at the centres visited had started work with the organisation at relatively junior levels, and had been trained to take on additional responsibilities in following years.

Student administration

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

Comments

M10 Staff at all centres visited were seen to be friendly and approachable, and willing to help students and group leaders with any problems or queries. This was confirmed in focus group meetings. Record-keeping, both on-site and at HO, was immaculate, aided by sophisticated and effective use of technology. At centre level, a lot of routine administrative tasks were seen to fall to the centre director; no administrative support was available (in the form of a centre administrator) at any of the centres visited, and the criteria for allocating such a post need to be reviewed.

M11 All student recruitment is handled by agents, and they are provided with a wealth of information on every aspect of the courses, in order to enable them to advise clients.

M12 Student enrolments, and handling cancellations and refunds are carried out by the agents. There is a clear 'agent agreement' setting out their roles and responsibilities.

M13 Emergency contact details for parents/next of kin are collected by agents. Parents' numbers are not always sent to Ardmore as some parents do not speak English. Therefore, the agent is the intermediary, which ensures that all contact can take place in the client's first language. A member of HO staff is available round the clock with regularly checked emergency contact details for all agents. As a back-up, names and contact details of parents are collected on arrival and kept on the centre masterlist.

M14 Attendance is compulsory at lessons and activities; there are checks at the beginning of all lessons and activities. A welfare leader visits classes five minutes after lessons begin. Any absences are immediately followed up.

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 submitted, based on the points to be addressed from the 2013 inspection. A small number of points from the 2013 report were not included.

M17 There is constant review of processes and procedures by the operations team, informed by feedback from students, group leaders and centre staff (see M18, M19). There was evidence of developments in the last few years in a wide range of areas, ranging from the development of CPD modules for non-tutorial staff (M9) to the development of new procedures for handling staff recruitment (M5).

M18 Student feedback forms are issued in class. Early feedback is collected following the first excursion, and final feedback before departure. This is then analysed, logged and added to the group's archive records. Group leader feedback has open questions; it is followed up by the CD and action taken is recorded if necessary. HO staff review feedback through digital archiving to assist in identifying areas for improvement at individual centres.

M19 All staff are invited to complete an online survey at the end of summer to provide anonymous feedback. The management team at each centre provide extensive reports and feedback on the centre, teams and programmes. In addition, senior centre staff are invited to attend an end-of-course debriefing at HO.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input 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 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a website, a brochure, and individual factsheets on each centre. These are in English only, but most agents use their own translations of this material for recruitment. Where possible, the international sales team check these for accuracy.

M21 In general the language used in all types of publicity is clear, accessible, and accurate. Very few typos or inaccuracies were noted.

M22 A lot of information is provided about the courses and the course centres. In many respects, this creates a fair and realistic impression of what is provided. However, a significant claim made by the publicity is: 'Students are grouped according to their English ability and not their age or nationality. This creates the need to communicate in English as a common language, and allows students to develop new international friendships'. In reality, a major issue at almost all centres visited was the limited number of student nationalities, and the fact that a number of classes were virtually, or actually, monolingual. It was also noted that the factsheet for the Croydon centre contained a number of unrealistic claims: 'only minutes by train from Central London'; 'sports fields and pitches' (not on-site); 'dining hall' (closed); 'dance studio' (only available to participants in the specialist Dance academy course).

M25 Costs are available through an agent, or by contacting the sales office.

M26 In general, the description of the accommodation provided is accurate. However, in some cases the number of toilets/showers per student in residential accommodation was lower than advertised.

M28 It is claimed that 'all teachers are CELTA or Trinity TESOL qualified'. This was not true of all teachers working at the time of the inspection.

M29 The Accreditation Scheme marque in use on the website and the brochure does not contain the rider 'in the UK'. As a result, its use on pages which include references to courses taking place outside the UK is potentially misleading.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed and student administration is carried out very effectively at both HO and centre level. Quality assurance procedures are thorough and well administered. Publicity is attractively presented and clear, but needs attention to ensure that all claims made about the courses and the centres reflect the actual situation accurately, and that the correct version of the Accreditation Scheme marque is used. There is a need for improvement in *Publicity*. *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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 In most cases, the course centres visited were based in very attractive, comfortable and spacious premises. At Cambridge, a marquee had to be used for social space, and for some teaching.

R2 All premises visited were clean and in very good decorative order.

R3 In general, classroom facilities were good – at Bedales and Croydon they were excellent. However, at the Harrow centre, large classrooms were full of tables laid out in lecture mode, which made it difficult to create space

for interactive language teaching activities; in Cambridge, the use of the marquee for teaching purposes meant that some classes were held in less-than-ideal conditions.

R4 Most centres had good facilities for student relaxation. However, at Croydon, the lack of an outside area for relaxation and the fact that no relaxation/entertainment facilities were available apart from a seating area in a (closed) café area meant that the site was not entirely satisfactory for juniors.

R5 The quality of signage and display varied from centre to centre. A general feature was the difference in quality between the professional-looking centrally produced notices and signage, and the sometimes rather scrappy material produced locally. Very few classrooms had any ELT-related posters or material on display.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Language work is based on a set of in-house coursebooks at six levels, designed to deliver one unit per day, for ten full teaching sessions of 90 minutes. Students are given a copy of the coursebook for their level. The material is appropriate for all but the very youngest of the students, though in view of the wide potential age-range in classes and the different cultural backgrounds from which students may come, teachers have to be creative and flexible in its use.

R8 A range of supplementary resources is available to teachers, including a set of 'Toolkit' supplementary resources for the coursebooks. At Harrow, there were very limited facilities for teachers to print this material.

R9 Multimedia educational technology was available in all classes visited, and was seen in regular use. On-site technical support was available at all centres.

R12 Review and development of learning resources is on-going, based on feedback from teachers and the DoSs. The coursebooks have been considerably developed since the last inspection, and are due to be extended in terms of the number of units available. It is also planned to produce specific materials for the younger students.

Resources and environment summary

The provision meets the section standard. Overall, centres provide students with appropriate facilities for study and relaxation, and staff with appropriate teaching resources and a professional working environment. There are specific local issues at some centres affecting classroom provision, student relaxation facilities, or access to support materials for teachers.

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 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 managers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic managers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 At the centres visited, two teachers had teaching awards which do not meet Scheme requirements.

T3 Rationales for the two teachers in T2 were accepted because both had had some training in ELT, and were closely supported by colleagues and their DoS.

T4 Academic management is overseen by two TEFLQ academic directors based at HO, who lead the pre-course induction for DoSs and support non-TEFLQ DoSs by regular visits to their centres. Rationales were presented for

six DoSs (out of 13 working during the time of the inspection) who were only TEFLI; two of these were at centres visited.

T5 The rationales presented for the two non-TEFLQ DoSs at centres visited were accepted on the basis of the post-holders' training and long experience in the sector – including experience of Ardmore courses. Their duties did not include formal observations of teachers, as these were carried out by the visiting HO academic managers.

Academic management

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

T7 Timetabling can be complex, sometimes involving a zig-zag structure (lessons and activities alternating between morning and afternoon on different days) and groups sometimes arriving and leaving on different days during the week. However, in all centres visited the DoS (and the HSA) had organised their programmes effectively to ensure a minimum of disruption to the students.

T8 In the event of unsignalled absence, the DoS covers in the short term. For lengthier absences HO is called to help find a replacement or temporary agency cover. It was noted that at the Cambridge centre, the DoS had undertaken a considerable amount of teaching, contrary to the specification of duties in his job description.

T9 As noted in T7, groups may arrive and leave on almost any day of the week. This places strain on the DoS in terms of arranging placement tests and inductions, and in terms of re-grouping, but at all centres visited, this had been well handled. The coursebooks for the general English classes are designed so that units do not necessarily need to be sequential in terms of ability, and so midweek arrivals can pick up at the unit of the day. Teachers are supported in dealing with changing group compositions in their inductions, and in CPD sessions.

T10 CPD sessions are organised every week by the DOS, focusing on areas which have been identified as being weak from previous years' end of course reports and from teacher appraisals. As well as this formal support, there was evidence in all centres of a very close working relationship between teachers and their DoS, and among the teachers themselves.

T11 A programme of observation is drawn up for each centre, and is carried out by an academic director, or the local TEFLQ DoS. In addition, each teacher is appraised twice during the course.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The in-house coursebooks are based on themes/topics selected to be of interest to the students. The table of contents in each level describes the breakdown of units and language targets.

T13 As noted in M17 above, there is constant review of processes and procedures by the operations team, informed by feedback from students, group leaders and centre staff. The in-house materials, and the overall structure of the teaching programme, are an integral part of this.

T15 Individual teachers may pass on tips and advice about ways to improve language learning, but there is no specific focus on study and learning strategies in the in-house material.

T16 Excursions task sheets have been revised and updated to encourage the students to use English more. All staff are encouraged to facilitate and promote spoken English. However, as noted in M22, a major issue at almost all centres visited was the limited number of student nationalities, and the fact that a number of classes were virtually, or actually, monolingual.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 All students do a placement test with a grammar and a speaking component. However, placement opportunities at all the centres visited were restricted by the limited range of classes available.

T18 Level changes are possible if requested by the student or group leader, and approved by the teacher. An exit test is designed to show what has been learned throughout the course and pinpoint improvement in any of the four skills.

T19 An externally validated graded spoken English examination is available at some centres, if requested by an agent on the basis of student interest.

T20 Students entering for the examination are given full information about the format of the exam and the assessment criteria.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English; projects

Comments

None.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 In general teachers had a sound awareness of the use of English and provided appropriate models of the spoken and written language. However, there were instances where the teacher's L1 interfered with the pronunciation of English to the extent that it was very difficult to follow; occasionally the models provided by the teacher to illustrate a language point, while grammatically correct, were very uninspired and had no relevance for the students.

T24 The content of the language classes was based on the workbook topics. In general, this was appropriate, but some teachers were not able to adjust the topic to the age range and background of their students.

T25 There was very little evidence of a focus on learner outcomes. In general, the approach was to go through the workbook activities in sequence, without identifying outcomes.

T26 With rare exceptions, teachers made use of a very limited range of techniques. There was very little nomination of students and little effective questioning or elicitation. In many classes, there was excessive teacher talking time, with little space for the students to contribute.

T27 There were some instances of re-arrangement of the classroom furniture to facilitate groupwork, and multimedia technology was generally used effectively. In some instances, use of the whiteboard was poor, with spidery writing, little attempt to organise the board – and very faint pens being used.

T28 The best teachers collected student answers on the board, and gave useful feedback; some picked up student errors and invited the student to self-correct; some used concept checking effectively. However, there were many missed opportunities for students to be helped to correct or extend their contributions.

T29 Teachers who followed the coursebook structure were often able to use one activity to evaluate the learning that had taken place in the previous one.

T30 Teachers generally adapted their language well to the level of the students in the class, and many made efforts to interest the students in the activities, leading to positive student engagement. However, in the general English part of the programme, the lack of 'presence' of some (often inexperienced) teachers resulted in a low-key learning atmosphere. The project classes were rather better in this respect, but, given the limited range of nationalities in most classes, these were characterised by a lot of L1 discussion among the students.

Classroom observation summary

The teaching observed just met the requirements of the Scheme; a few segments observed were good, and the majority were satisfactory, but several were less than satisfactory. Teachers generally had enough knowledge of the systems and structures of English to plan relevant classes around the material in the in-house coursebooks, but there was little focus on learner outcomes. Delivery was hampered by the limited range of techniques many teachers used. Classroom management was variable. There were instances of good feedback to students, but some teachers missed opportunities to support the students in this way. In many classes, the teachers made efforts to involve and engage the students, but in others, the learning atmosphere was low key. In project classes there was a lot of L1 discussion among the students.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed for the benefit of students. The teaching observed just met the requirements of the Scheme. *Academic management* is an area 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 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Robust systems are in place to ensure the safety and security of students, implemented effectively at each of the centres visited. There are clear, documented procedures for monitoring and supervising students. Residences either have key pad entry systems or students have their own keys or cards for entry. Areas that are out of bounds are made known to students, and careful supervision ensures that students do not wander. Ardmore staff conduct late night patrols at all centres. The Harrow site, which has public access, is well served by a vigilant university security team and 24-hour CCTV. Appropriate premises risk assessments are up to date and reviewed every two weeks. There are weekly fire drills at Bedales and Cambridge. At Croydon, the college does not hold fire drills while, at Harrow, only one fire drill was held but new students at both of these centres are walked through the fire escape routes as a part of their induction. Fire lists are available in each residential block with details of all students, staff and group leaders housed in the block.

W2 A dedicated welfare team, headed at each centre by a head of pastoral care (HPC), ensures that all students receive excellent care. Pastoral care is also seen as the duty of every member of Ardmore staff. Individual students, who do not have the support of group leaders, are the responsibility of the HPC, who appoints a member of the

welfare team to hold a daily meeting with each individual. A record of each meeting is kept. Provision for religious observance is available on request.

W3 Each centre has clearly labelled photographs of all staff, including the HPC and welfare staff. These staff are identified at induction and wear white T-shirts – the Ardmore welfare colour. This colour theme is echoed in each centre’s prominent *Welfare in White* posters, which provide clear details of the centre’s welfare provision. Students are given welcome packs while individual students and group leaders receive a welcome letter, all giving details of the staff who provide pastoral support.

W4 Policies and procedures are made known to staff, students and group leaders through clearly written handbooks. Rules and regulations for students are written in accessible language, with an additional section on ‘*what is expected of you*’ giving guidelines on acceptable behaviour. Ardmore has engaged well with the issues related to the Prevent strategy. A clear strategy is in place and key staff have received appropriate training. The online training which all staff complete includes a section on Prevent and each centre displays *Core British Values* posters.

W5 The Ardmore emergency number is on the wristbands and student identity cards carried in lanyards which all students wear. In addition, at induction, students are told to write their centre emergency number on their ID card.

W6 Effective and appropriate arrangements are made for the arrivals and departures of both groups and individuals. These arrangements are the responsibility of the Ardmore transport team. The team members, supported by staff drawn from each centre, are present at airports and train stations on arrival and departure days.

W7 The student handbook gives appropriate information with additional information provided at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students at Bedales stay in one of four residential blocks. At the Croydon centre, all students stay in homestays. At Harrow (the University of Westminster campus), all students stay in residential blocks, as do students at Cambridge. At all residential centres, the residences are within walking distance of classroom and leisure facilities. At Croydon, hosts drive students to a pick-up point, and from there a coach takes them to school, accompanied by group leaders. At the time of the inspection, only one residence was in use at Bedales and Cambridge. At Harrow, the majority of rooms are single occupancy, though some are twin. All the rooms are ensuite. At Bedales and Cambridge, the rooms are single, twin or multiple occupancy. One inspector visited the residences in use at the three residential centres and two homestays at the Croydon centre, accompanied by the homestay local organiser (LO). He also interviewed the LO.

Accommodation: all types

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

Comments

W9 The bedrooms at Bedales and Harrow are spacious and comfortable but the number of beds placed in some rooms at Cambridge, all of which were designed for one occupant, resulted in overcrowded rooms and insufficient provision of bathrooms and toilets for the number of students on some corridors. It is made clear in publicity that towels are not provided both in residential and homestay accommodation, although towels are provided at Harrow. The two homestays visited at Croydon, both of which had two students staying at the time of the inspection, provided a generally comfortable environment.

W11 The LO in Croydon claims to re-visit homestays every year but poor record-keeping provided insufficient evidence that these visits take place, and gave limited information as to what is inspected.

W12 Although the school provides an excellent template on which to record inspections, re-inspections and details about DBS clearance, fire risk assessments and Gas Safe certificates, the LO was not using this and inefficient record-keeping meant that it was difficult to ascertain whether inspections had taken place, when new visits were due, and whether information about CRB clearance, fire risk assessment and Gas Safe certificate was in place.

W14 Students know that they should contact the HPC, their group leader (or the individual student’s welfare contact) with any problems with their accommodation. They complete an initial feedback form, which includes questions about accommodation. Feedback on accommodation is dealt with promptly but it is not automatically

passed on to the LO.

W15 The inspectors had lunch at the three residential centres and found the quality of food and choice offered to be reasonable. Homestay students at Croydon commented positively on the food they received in their homestays, but were less happy with the quality of their packed lunches. As was pointed out in the last report, students stay at the centre two evenings a week to participate in social activities, and on these days students are given two packed meals, one for lunch and one in place of an evening meal. This is not sufficient and, on hot days, is potentially unhealthy, with students carrying the second packed meal with them all day until it is time to eat it around six o'clock in the evening.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 The organisation provides a thorough handbook of homestay guidelines, which is given to all hosts.

W18 The Japanese group attending the Croydon course at the time of the inspection were all staying in pairs at their homestays.

W19 The Japanese group leaders had requested that their students be placed in homestays together.

Accommodation: residential

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

Comments

W22 Very good arrangements for cleaning bedrooms and public spaces are in place at all residential centres, with daily clearing of rubbish and cleaning of public spaces and regular cleaning of bedrooms.

W23 Security staff at Harrow have all received first aid training. At the two other residential centres, where only Ardmore staff are present at night, there were just sufficient Ardmore staff with first aid training to cover all of the residences in use at peak.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W26 Students at Bedales and Harrow have access to a range of social, sporting and cultural events through the three-choice afternoon activities programme, the evening entertainments and the weekly half-day and full-day excursions. At Cambridge, students join the Oxbridge Tour programme, with one week in Oxford and one week in Cambridge following a timetable of visits and activities linked to the university, including two presentations by Oxbridge undergraduates. Croydon has no facilities at the college but students use a local sports centre, with a large playing field and a small hall for sports and activities twice a week. They also have weekly swimming sessions and the standard half-day and full-day excursions each week.

W27 Activities, evening entertainments and the half-day and full-day excursions are generally well organised and carefully planned. Each centre, with the exception of Cambridge, has a head of sports and activities (HSA) who helps activity leaders (ALs) to plan sessions, with the support of a very useful activities handbook. The handbook includes session plans. The HSA checks ALs' plans daily and observes each AL at least once during their employment. At Cambridge, the HPC, who is in her fourth summer as HPC at Cambridge, doubles as HSA. There are good wet weather alternatives at Bedales and Harrow and staff at Croydon have the use of the classrooms for afternoon activities in wet weather as well as the small hall at the sports field which they use twice a week. At Cambridge, Ardmore has regular use of a large college room, as well as the exclusive use of a marquee. The range of activities available is limited on smaller courses; when numbers fall below 40, the three afternoon and evening choices are reduced to two.

W28 Risk assessments are drawn up for all activities. Some of these are generic and some specific. They are reviewed every two weeks and occasionally modified. There is a risk assessment for unsupervised time and very clear guidelines about what students may do in free time on excursions. No student aged 12 or under is allowed free time on excursions without a member of Ardmore staff or a group leader.

W29 Lifeguards are always present at swimming pools, whether Ardmore staff or the staff employed by the pool. All academy sports – tennis, horse-riding, golf, and basketball – are led by appropriately qualified coaches. Risk assessments for all of these activities are written by Ardmore staff and are regularly reviewed.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and security are very well met, with excellent provision for students' personal welfare. Their safety and security is taken care of as well as possible, on what are sometimes large sites with public access. Students are given useful information about the excursions they go on. The leisure programme is very well organised. Accommodation is usually appropriate but, in some cases, rooms in residential accommodation are overcrowded with a resulting shortage of bathroom facilities. The homestays visited provided a generally comfortable environment but there are some weaknesses in the homestay accommodation systems. There is a need for improvement in *Accommodation*. *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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input 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 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 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

Ardmore's courses are all for students who are under 18. However, there had been a handful of 18 year-old students at Harrow.

C1 The school's safeguarding policy has been written with the help of expert guidance and is comprehensive, appropriate and accessible. The job descriptions for named safeguarding leads include their safeguarding roles. The policy includes clear safer recruitment guidelines, with guidance on dealing with delayed DBS clearance, and relevant practical documents such as codes of conduct and incident reporting documentation.

C2 The policy – sometimes in a simplified form – is available to all staff, group leaders and homestay hosts through handbooks or staff portals. Staff also encounter the policy at induction, in the excellent online training that all new staff complete, and at senior management training events. All staff complete basic awareness safeguarding training; senior centre managers (course directors, HPCs and HSAs) complete advanced training; and the three safeguarding leads have completed advanced training. Each centre displays a clear, informative poster detailing key safeguarding points.

C3 Although publicity makes some reference to different aspects of the level of care and support given to students under 18, the information is scattered and incomplete. The safeguarding policy is available on the Ardmore website.

C4 Homestay hosts are recruited by local organisers at centres where homestay accommodation is offered. Although recruitment procedures are mostly in line with safer recruitment best practice and with the school's safeguarding policy, checks that all adults in homestays who are over 18 have DBS clearance are inadequate. One member of a homestay visited did not have DBS clearance. No evidence was seen that the measures supposedly in place to ensure that a member of staff awaiting clearance were actually in place – namely, that members of staff awaiting clearance are always paired with a colleague with clearance and that a teacher awaiting clearance always teaches with the classroom door open.

C5 All aspects of this criterion are met. There is a clear and appropriate supervision policy. Staff are well trained to provide appropriate supervision during scheduled lessons and activities, with suitable staff to student ratios maintained at all times, and good systems in place to monitor students at breaks and during mealtimes. Group leaders take responsibility for their own students only. Registers and head counts take place at regular intervals throughout the day. When over 18s were present, appropriate measures were taken to keep them apart from other students, including teaching them and providing activities and excursions for them only with other students from the group they travelled with. All students have a daily programme that occupies them at nearly all times of day. However, at Croydon there was an unacceptably long 90-minute lunch break during which students had their packed lunch in an empty restaurant in the college building with nothing else to occupy them.

C6 Rules about what students may and may not do in unsupervised free time are made very clear, both at induction and throughout their stay. These rules are made known to everyone, including group leaders and homestay hosts.

C7 The school is responsible for providing all accommodation, whether residential or homestay, and all meals. A responsible adult is always present overnight and, on the rare occasion that students aged 18 or over were present, these students were not lodged in accommodation with under 18s. The ratio of supervising staff to students was always appropriate.

C8 Parents, agents, group leaders and students all have the Ardmore emergency number. Group leaders and agents hold details of parents' and guardians' contact details which head office can access at any time. These details are also collected from students as part of the placement procedure.

Care of under 18s summary

The provision just meets the section standard. There is appropriate provision for the safeguarding of students under 18, with a comprehensive and accessible policy and good provision for the care and safety of students during activities and on excursions, as well as in accommodation. However, measures to ensure staff who are awaiting DBS clearance are not put in positions of risk are not always strictly adhered to and not all adult members of homestay households have DBS clearance.
