

Organisation name	Ardmore Language Schools: seasonal centres, head office Maidenhead, Berkshire
Inspection date	3–5 August 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence should be submitted within three months to demonstrate that weaknesses in W1 and S5 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Ardmore seasonal centres in August 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private teaching organisation offers residential courses in general English for adults (18+) and under 18s.</p> <p>The inspection report noted a need for improvement in the areas of strategic and quality management and academic management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Ardmore Language Schools (ALS) was founded in 1984 and has been running short, seasonal general English courses for many years. Since 2018 ALS has been owned by Cognita Ltd and is part of their Active Learning Group (ALG). Most Ardmore students come in groups with group leaders. Courses did not run in 2020 or 2021. Courses are run in the summer only at all the centres except at Shiplake College, where courses also run at Easter. At the time of the inspection three of the 12 centres operating in 2022 were still running, Shiplake College, Brunel University and Royal Hospital School. Shiplake College and Brunel University were chosen for the inspection.

The inspection was carried out by two inspectors and lasted three days spread over four days. One day was spent at each of the two centres, and one day, spread over two days, was at head office, which was partly conducted face-to-face and partly remotely. Meetings at head office were held with the managing director (MD), the operations director (OD), the academic director (AD), and the recruitment manager. Meetings at each centre were held with the course director (CD), the director of studies (DoS), and the head of sports and activities (HSA), and the head of pastoral care (role only at Brunel). Focus group meetings were held with students, group leaders, teachers, and activity leaders. All teachers timetabled at the time of the inspection were observed. One inspector visited the student residences in both centres.

Address of main site/head office

Ardmore Language School, Berkshire College of Agriculture, Hall Place, Maidenhead SL6 6QR

Description of sites visited

Shiplake College (Henley-on-Thames, Oxfordshire RG9 4BW). A traditional boarding school on a closed site. Lessons took place in the teaching block, accommodation was in the boarding houses and meals were taken in the dining hall. There are common rooms in the boarding houses. Ardmore had the use of sports fields, a sports hall, an outdoor swimming pool and tennis courts.

Brunel University (Uxbridge, Middlesex UB8 3PH). A large, open university campus. Teaching rooms were located in one block and the residential blocks were a ten-minute walk away. The canteen, some shops and coffee bars were located just outside the teaching block. Ardmore had the use of tennis courts, sports pitches and an indoor sports centre.

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

Comments

The courses are offered to under 18s and 18 year-olds. 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 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 subjects. Brunel offers coding and robotics, future world leaders and super London discovery, and Shiplake offers rugby. At the busiest times of the summer, centres operate a zig-zag programme with lessons and activities being run both in the morning and afternoon for different groups.

Management profile

The MD, the OD and the AD oversee the management of the seasonal English courses. Each centre has a CD and a DoS. Larger centres and at busier times the smaller centres have a head of pastoral care (HPC) and a head of sports/activities manager (HSA). At smaller centres or at less busy times, these two roles are combined. At Brunel the two roles were combined, at Shiplake there were both roles. Centres are visited whenever possible by head office staff.

Accommodation profile

The organisation offers residential accommodation on both sites. During the summer at Shiplake, Ardmore used five different boarding houses, most with multiple occupancy rooms and shared showers and bathroom facilities. At the time of the inspection, they were using one house, with boys and girls accommodated in different parts of the building. All of the accommodation in Brunel was in one large accommodation block with single ensuite rooms in flats with shared kitchens.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and largely in accordance with the provider's stated goals, values and publicity. However, continuity and effective communication were not always maintained. There is a need for improvement in *Strategic and quality management*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a generally comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students, although these were not always fully accessible or utilised. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Courses are generally structured and managed to provide the maximum benefit to students. However, teachers were not being sufficiently guided or observed. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic management*.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are largely well met. Students benefit from well-managed pastoral care, appropriate activities and excursions and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. There is largely appropriate provision for the safeguarding of students under the age of 18 within the organisation, in lessons, on activities and excursions and in the accommodation provided. Staff training is of a good standard. However, the monitoring of 18 year-olds on the summer under-18s courses is inadequate and supervision arrangements are not always suitable.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Not met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M2 ALS has detailed plans for achieving its strategic objectives which are continuously reviewed and appropriately updated. There are detailed action plans for all objectives.

M3 Continuity was not always maintained due to various staffing issues, with some managers having to move between centres to fill gaps in local management teams and head office staff not always able to visit centres when required.

M4 There was little evidence of regular meetings taking place at Shiplake College, and the meetings template provided had not been completed. In Brunel there was a breakdown of communication between management and teachers, who were unaware of 18 year-olds in their classes.

M5 Initial and end-of-course surveys are completed by both students and group leaders and this information is collated and archived. However, records of actions taken in response to comments from students and group leaders were not always evident.

M6 There is an initial staff questionnaire after week one and one at the end of their contracts. The results are analysed at the end of the summer. The questionnaires are delivered through the Cognita online platform. Staff reported that they felt their feedback was acted on.

M7 There is ongoing review of processes and procedures informed by feedback from students, group leaders and centre staff. The review of feedback through digital archiving assists in identifying long-term areas for improvement at individual centres.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 All relevant human resources (HR) policies and procedures are to be found in a detailed employee handbook. Specialised advice can be obtained through the Active Learning group HR services.

M10 Although there are generally appropriate procedures in place, copies of some teachers' degree certificates were missing.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M15 Nearly all students come through partner agents and they receive detailed information through sales staff using brochures and fact sheets for each centre and an agents' area of the website. Individual enquiries receive personalised responses from knowledgeable staff.

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

Comments

Publicity consists of a website with a downloadable generic course brochure, centre-specific factsheets and brochures, and an agents' area.

M22 Although the information given is generally accurate and gives rise to realistic expectations, it is stated that Brunel university is 'a secure university campus'. This is not the case because the campus is open and there are no checks made on entry to it. The publicity indicates that the Ardmore X platform is more integrated into teaching and student learning than it currently is.

M24 This criterion is met overall. However, publicity states that there are 'six levels of classes and workbooks'. This is not the case as there are now only three levels and three workbooks.

M26 Publicity states 'We always divide male and female students in the accommodation'. This was not the case in the first weeks at Brunel university. The Brunel centre specific information divides the ages of students into two groups '9–12 & 13–18', but at the time of the inspection a 12 year-old was in the same class as 18 year-olds.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	

P1 The premises at both centres generally provided a comfortable environment.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
<p>P7 Although the organisation's own coursebooks were being used, the Ardmore X online learning resources were not always accessible or utilised.</p> <p>P12 At the end of the summer input gathered from DoSs, teachers and students feeds into an established review process. There is evidence that steps have been taken to improve and develop teaching and learning resources. The development of an online learning platform is one such development.</p>	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
<p>T4 The DoS at Shiplake was not TEFLQ. The rationale was accepted within the context of this inspection as this was her third year of being a seasonal DoS with Ardmore. The DoS was responsible for timetabling, administrative tasks and day-to-day teacher monitoring and support. The AD was available for support and scheduled to conduct formal observations.</p>	
Academic management	Need for improvement
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
Comments	

T7 The DoS would normally be available to provide cover. However, this was not the case at Shiplake because the DoS had a full teaching timetable for the first three weeks of the course and was therefore unavailable for cover. The use of an agency to provide cover had proved unsuccessful.

T8 Insufficient attention is paid to the academic management implications of continuous enrolment and clear guidance for teachers is lacking.

T9 This criterion is met overall as there were weekly development sessions at both centres and the DoSs held short daily meetings with the teachers. However, at Shiplake, when the DoS was timetabled to teach, the time for day-to-day support was more limited.

T10 At Shiplake there had been no formal observations by a TEFLQ member of the academic management team by week five of the course, and the non-TEFLQ DoS was unavailable to monitor effectively because of her teaching schedule (see T7).

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 There are clear measures in place for reviewing course design annually, based on AD, DoS and teacher feedback.

T13 Students are given the coursebooks but no outline of the units they will be covering during their course, or intended learning outcomes.

T15 The coursebooks and the online resources contain appropriate sections which cover study skills including reviews of work covered and vocabulary recording. However, teachers were not systematically including the online resources and students were not completing the relevant sections in their workbooks.

T16 Courses clearly promote the use of English outside the classroom through preparation lessons for excursions and activities and guided excursion tours.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 There was a very wide range of ages in most classes and in some this was inappropriate (see S5).

T21 Students receive academic reports, which include comments from teachers, activity staff and the DoS. However, there is no evidence to support comments on overall progress.

Classroom observation record

Number of teachers seen	6
Number of observations	6

Parts of programme(s) observed	General English
Comments	
None.	

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments	
T23 Teachers demonstrated a sound knowledge of the use of English, generally produced accurate models of spoken and written English and graded their language appropriately. They were able to deal with students' questions.	
T24 In stronger segments profiles took student needs into consideration and teachers had adapted the coursebook to suit these needs. However, in a few segments teachers stuck more rigidly to the coursebook without due consideration of needs.	
T25 The sequence of activities was coherent and followed the coursebook, and in some segments students were made aware of the learning outcomes. However, learning outcomes were not always made clear to students.	
T26 In most segments there was a good range of teaching techniques, including techniques appropriate for young learners such as quizzes and team games. Concept checking, eliciting and checking instructions were generally effective. In a few cases, teachers asked students to produce language with inadequate input or preparation.	
T27 In most segments, teachers handled the technology well, had produced appropriate supplementary resources and used the whiteboard effectively.	
T28 Teachers praised students effectively to encourage them and corrected errors appropriately.	
T29 Short tasks, the projects and whole class feedback enabled teachers and students to evaluate learning.	
T30 Generally students were very engaged, and teachers ensured that students were communicating well and focusing on and interested in the tasks. However, in a few segments, the pace was slow, and the management of the activities did not facilitate communication between students, who then became less engaged.	

Classroom observation summary	
The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers had a sound knowledge of the use of English, needs were taken into account, and the sequencing of activities was coherent. However, learning outcomes were not always made clear. For the most part teaching techniques were appropriate, and the classroom environment and resources were generally managed effectively. Students were given appropriate feedback and their learning was evaluated. Students were fully engaged in most lessons and teachers had created a positive learning atmosphere.	

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Although the organisation (Ardmore) generally takes robust measures to ensure the safety of students on campuses, at the time of the inspection no fire drills had taken place from the residences on the Shiplake campus.

W2 There is a very comprehensive emergency plan in place, including procedures to follow both on site and during excursions. Group leaders, staff and students are given sensitive briefings on what to do in an emergency.

W3 Pastoral care is well met in centres through student handbooks, effective inductions with slides, photo galleries and the high visibility and availability of relevant staff. Individual students receive additional attention from welfare staff.

W4 There are very clear policies and procedures in place and both staff and students are given detailed guidance about acceptable behaviour during inductions and in posters and their handbooks.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Accommodation on both sites was of a very good or good standard.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

Not applicable.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
Not applicable.	
Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W25 Although written feedback indicates that the programmes were not well organised at the beginning of the course, by the time of the inspection, the programme was appropriately organised and sufficiently resourced. W26 There are very thorough risk assessments, externally audited by the wider organisation. These include generic and specific risks as well as emergency procedures. Staff are given a full briefing before each event and risk assessments are reviewed afterwards.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
Most but not all students on these courses are under the age of 18. At the time of the inspection there were 27 under 18s studying at Shiplake and 31 at Brunel with nine 18 year-olds.	
S2 All staff receive effective and appropriate safeguarding training. At both sites, in addition to the deputy designated safeguarding lead, other managers had received specialist safeguarding training. There is a very useful safeguarding leaflet available to stakeholders.	
S5 In the three afternoon classes at Brunel, students as young as 12 and 13 had been placed in the same class as 18 year-olds. The organisation was not following all aspects of its own risk assessment, and inspectors and teachers were given registers in which all 18-year-olds had been re-classified as under 18s. There was inadequate supervision of girls returning to their residences from the teaching block in Shiplake to access additional toilet facilities.	
S7 For the first few weeks at Brunel, male and female students had been placed in the same flats without always having adequate adult supervision. This has now been rectified and is no longer a point to be addressed.	

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2009
Last full inspection	2017
Subsequent spot check (if applicable)	2019
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	Year-round centre at Berkshire College of Agriculture
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
Name and location of centres offering ELT at the time of the inspection but not visited	Royal Hospital School, Ipswich
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	University of Bath; University of Westminster, Harrow; Brighton College; Cambridge University; University of Brighton, Eastbourne; University of Hertfordshire, Hatfield; Edinburgh Academy; LVS Ascot; Kings College, London.

DATA ON CENTRES VISITED

1. Name of centre	Siplake College, Henley-on-Thames
2. Name of centre	Brunel University, Uxbridge
3. Name of centre	N/a
4. Name of centre	N/a

5. Name of centre	N/a
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Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	9			
17 years and under	27	31			
Overall total	27	40			
U18 programmes: advertised minimum age(s)	8	8			
U18 programmes: advertised maximum age(s)	18	18			
Predominant nationalities	French, Brazilian and Spanish				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	4	4			
Total number of activity managers and staff	5	7			
Total number of management (non-academic) and administrative staff	2	1			
Total number of support staff	1	1			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	0	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	0			
Total	1	1			

Comments

Centre 1 – AM was not scheduled for any teaching.
 Centre 2 – AM was teaching for 3 hours on Monday.
 The totals above do not include the HO Assistant and Academic Director, both of whom are TEFLQ.

Teacher qualifications profile at centres visited

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

Comments

None.

Accommodation profile

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

Arranged by provider/agency	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	0	9				27	31			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals		9				27	31			

Centres	1	2	3	4	5
Overall total adults + under 18s	27	40			