

Organisation name	Basil Paterson Edinburgh
Inspection date	9–10 July 2019

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 must be submitted within three months to demonstrate that weaknesses in M18, W2, W26 and S4 have been addressed.

Summary statement

The British Council inspected and accredited Basil Paterson Edinburgh in July 2019. 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).

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

Strengths were noted in the area of academic management.

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

Introduction

Basil Paterson Edinburgh is part of the OISE group owned by Instill Education Ltd and is classed as a 'unique' school within the group, trading under its brand name in the UK. There are general management and academic support structures available from the head office in Oxford. Publicity and marketing are also managed centrally.

There are three separate divisions in the Edinburgh premises and they operate independently of each other: the school of English and its teacher training and external examinations centre, another accredited school and the tutorial college/secondary school.

The school management team is relatively new. The principal was appointed at the start of 2019 with experience of working in welfare in another OISE school in Edinburgh, the academic manager started in September 2018 and the accommodation and welfare officer at the start of 2018.

The inspection took place over one and a half days, and one part day, with two inspectors. They talked to the principal, the academic manager, the accommodation and welfare officer, the social and cultural programme organiser and the sales and marketing officer. Focus group meetings were held with students and with teachers. All teachers timetabled to teach during the inspection were observed. One inspector visited three homestays and one residence.

Address of main site/head office

66 Queen Street, Edinburgh EH2 4NA

Description of sites visited

Basil Paterson Edinburgh is based in one of three townhouses which form part of the terrace of Queen Street in the Georgian New Town area of Edinburgh. All three houses consist of a basement, ground floor and three further floors, some connected internally across the three houses. A tutorial college/secondary school belonging to the same group is housed in number 65 and Basil Paterson is in 66; another accredited school, also part of the same group, is in number 67, but uses the entrance at number 66 and classrooms on the second floor. There is some sharing of classrooms and facilities, also with the teacher training and external examinations departments.

On the ground floor of number 66 there is a reception area and administrative office, the teachers' room, the study centre and the student common room. On the first floor there are three classrooms and a quiet room for study. The third floor is used by the tutorial college year round but in summer up to eight classrooms are available for use by Basil Paterson. There are toilets on each floor.

In the basement there are two self-access rooms and an office for the teacher on duty. There is also a staffroom. There is a lift to all floors but it was not working at the time of the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 school runs full-time (25 hours per week) and part-time (15 hours per week) general English courses year round. Preparation courses for IELTS and external general English examinations are also run. Every year in August a two-week festival course runs during the Edinburgh festival and at Christmas a two-week course is offered. One-to-one is offered but none was running at the time of the inspection.

Management profile

The school is managed by the principal, who also manages the teacher training and external examinations departments. There is a welfare and accommodation officer, and an office manager who has been working from home for some time. The academic manager is responsible for the teachers, assisted by a senior teacher.

Accommodation profile

The school provides half-board homestay year round for adults and under 18s. The school has approximately 50 homestays, located an average of 30 minutes' travel time from the school. All homestays are managed by the school itself. At the time of inspection, 27 homestays were in use.

Three self-catering residences are available for adults in the summer. The residences are a 20–35 minute walk from the school. Accommodation is in single, ensuite rooms with a shared kitchen. There are communal laundry rooms.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Communication is good and student administration efficient. Systems for collecting feedback need attention and there are a number of weaknesses in publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a generally comfortable environment for work and relaxation but, in places, there is a need for repair and redecoration. A range of learning resources is available, appropriate to the age and needs of the students, and good self-access facilities. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff has a professional profile appropriate to the context. Teachers receive good guidance to ensure they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard. Pastoral care is appropriate and measures are in place to ensure the safety and security of students on the premises, although staff are not made sufficiently aware of the emergency procedure plan. Information given to students is appropriate but some travel information is missing. Accommodation is suitable, although some aspects of administration need attention. Students benefit from the leisure programme, but risk assessments are not sufficiently activity specific.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. Some aspects of safer recruitment procedures have not been followed satisfactorily.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
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.	Met
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.	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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
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.	Met

Comments

M4 Communication is good, both within the school and the wider organisation. Regular meetings take place in school and informal communication is facilitated by everyone working in the same office, with an adjoining teachers' room. Regional events present welcome opportunities for staff to learn from colleagues in other schools. Staff reported that support from head office in Oxford was excellent.

M5 Although end-of-course feedback is collected, action taken is not recorded consistently. Systems for collecting initial feedback had been in place for only two weeks.

M6 There are opportunities for staff to provide feedback in meetings and appraisals, but action taken is not recorded.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not 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.	Strength

Comments

M9 Job descriptions are neither comprehensive nor up to date. There was no evidence that they are reviewed regularly.

M10 Safer recruitment procedures are in place and relevant staff have received training. However, not all recently appointed staff had two references on file; not all copies of certificates were signed and dated.

M13 A good range of training opportunities is available and taken up by staff. This includes useful regional training with other schools in the group, relevant training for managers and administrative staff, including with external providers, and regular in-house teacher-development sessions with a practical focus.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	Not 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	
M14 The principal and her team have worked hard to achieve and maintain excellent levels of customer service. Training has been provided to ensure there are robust systems for covering office staff. Students spoke positively of the helpfulness of school staff.	
M15 A comprehensive range of information is available to students both pre-arrival and during the course, including during tutorials. The school places great emphasis on collecting as much information as possible about students' needs before they arrive to support effective course choice and placement.	
M18 The emergency contact details sampled in student records were not complete on the school's database. The transfer of emergency contact details to a second document for use by the emergency phone-holder were also, therefore, not complete.	

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.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	

The school's publicity comprises a website, which is the main medium, a printed brochure which can also be downloaded, and a presence on social media.

M22 The website does not mention that the school accepts closed groups of under 18s year round. At the time of the inspection 29 of the 67 students in school were in a group of students aged 15–19.

M24 There was no information about non-teaching days within the courses. This information was added immediately following the inspection so is no longer a point to be addressed.

M25 Costs are generally clear but the one-week course fee is awkwardly expressed as being 'a £90 supplement to the 2–3 week price'.

M26 Information relating to the level of care and support for under 18s is available only by locating and consulting the policies listed at the foot of the homepage. This is not user friendly, also because the language is quite difficult in places.

M28 On the website teachers are described as 'experienced' but this was not true of all the teachers at the time of the inspection.

M29 The version of the Accreditation Scheme marque used on the homepage was not correct. The marque was removed from the website immediately following the inspection so this is no longer a point to be addressed.

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.	Not 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 Although the building is spacious and students and staff have a reasonably comfortable environment in which to study and work, the premises are, in places, quite shabby and in need of repair and decoration. This is particularly true of stair carpet on upper floors, the student common room and the staffroom in the basement.

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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Most courses are based on core coursebooks and this requires teachers to make photocopies from the published versions. See D1. No class sets are available.

P8 There is a good range of well-organised and up-to-date supplementary materials for teachers, including examination preparation resources, and an excellent range of reference books and resources related to methodology.

P10 There are two self-access rooms with a good stock of appropriate resources, including examination practice materials, graded readers and DVDs. Students receive individualised advice and support from the teacher on duty there every day.

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

All the criteria in this area are fully met.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 Cover arrangements are good. A teacher is always on call, with support from the academic manager who does not have a teaching timetable. In busy periods the senior teacher does not teach and is also available for cover. Lesson plans and work completed are recorded daily on a portal and thus available to support cover teachers.
 T9 The academic manager and senior teacher deliver excellent support for teachers. They encourage sharing of ideas and provide individualised support for less experienced teachers. Teachers spoke positively of this support.
 T10 Teachers are observed regularly. Feedback notes on file were seen to be perceptive and constructive; teachers draw up their own action points based on the feedback, and these are approved and then monitored by the academic manager. Less experienced teachers are observed and monitored closely.

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.	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.	Met

Comments

T12 Course design is reviewed regularly in the light of student feedback and in consultation with teachers. There was evidence of some lesson types and scheduled timings having been adjusted to improve the cohesion and coherence of the programme.
 T13 Although there is a generic course overview in students' files, students do not receive written course outlines and intended learning outcomes for the specific course they are taking.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	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.	Met
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.	Strength

Comments

T22 Students who need advice about progressing to mainstream UK education are referred to staff with expert knowledge in the tutorial college in the same building.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English for adults and under 18s, IELTS and examination preparation

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.	Not 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 produced generally accurate models of written English but few wrote models on the board supported by helpful information such as context or stress marks. Models of pronunciation were provided mostly for individual words, rather than for words in connected speech.

T24 Lesson plans showed some evidence of addressing students' learning needs as outlined in the course profiles, especially in relation to examination preparation classes. Lesson topics and materials were appropriate.

T25 Although lessons were generally well staged, learning outcomes were not identified and so not made known to students.

T26 A range of teaching techniques was seen, including nomination, some confident elicitation and prompting and some checking of meaning. Some teachers explained meaning themselves, rather than eliciting, which led to excessive teacher talking time.

T27 The classroom environment and resources were managed satisfactorily by all teachers, although in some small groups little account had been taken of seating arrangements to facilitate student-student interaction. A range of resources was seen, including teacher-prepared handouts and some varied supplementary materials.

T28 Feedback from teachers was always encouraging and activities were monitored well. Correction was mainly provided by the teacher, rather than students being actively involved.

T29 Most lessons included short evaluation tasks to check understanding. In stronger classes these included quizzes and competitive activities.

T30 Students' obvious willingness to learn helped create a purposeful learning atmosphere in classes. Pair and small group work was used well and stronger lessons moved at a good pace to keep students engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was satisfactory. Teachers generally demonstrated a satisfactory knowledge of the language and planned lessons well, although lesson aims were not expressed as learning outcomes. A range of teaching techniques was seen. Teachers generally managed their classrooms and resources well; they gave encouraging feedback but did not involve students sufficiently. There was a good learning atmosphere in the classes.

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.	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.	Not met
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.	Met
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.	Met
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.	Not 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

W2 A comprehensive emergency procedure plan is in place. However, there is no evidence that it is made known to staff or students.

W6 Students do not receive information on transport between the point of entry to the UK and their accommodation or the school prior to arrival.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Not 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

W13 Although any problems with accommodation seem to be dealt with swiftly, initial feedback on accommodation is not sought by the school.

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

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

Comments

W22 Visits to the private apartments recommended by the school on their website are not logged.

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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W26 Systems to ensure health and safety on off-site activities are not effective. Although a risk assessment for activities is in place, it is overly generic and does not provide clear guidelines on how to respond when students are at risk. There are no specific risk assessments for different activities.	

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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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.	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

At inspection there were seven under 18s enrolled on adult courses. There was also a group of 26 students aged under 18, 14 of whom were attending adult classes. During peak times there may be 15 to 20 under 18s on adult courses. The group of 26 under 18s is the largest group that has recently attended the school.

S2 There is a good level of safeguarding training throughout the school. In addition to the named person, one other member of staff is trained to specialist level, two others to advanced level and all homestay hosts undergo face-to-face training.

S4 Some safer recruitment procedures have not been followed. Some homestay hosts recruited since 1 January 2016 do not have two references on file. Criminal record checks for teachers recruited from abroad are not sought.

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 Sampling identified the following issue: the courses run are heavily dependent on photocopying from published materials and the school may be exceeding the quantity allowed by their photocopying licence. The school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Basil Paterson Tutorial College preparing 14–19 year-olds for mainstream Scottish/British exams and university entrance. Teacher training for externally validated pre-service teaching qualification.
Other related accredited schools/centres/affiliates	School is part of OISE group of accredited schools. Regent Edinburgh share the Edinburgh premises.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1963 (for EFL provision)
Ownership	Name of company: Instill Education Company number: 1293463
Other accreditation/inspection	Education Scotland

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	65 Queen Street: a few additional classrooms sometimes used in summer when Tutorial College courses are not running.
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	30	30
Full-time ELT (15+ hours per week) aged 16–17 years	28	28
Full-time ELT (15+ hours per week) aged under 16	3	3
Part-time ELT aged 18 years and over	2	2
Part-time ELT aged 16–17 years	4	4
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	67	67
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	2–3 weeks	2–3 weeks
Adult programmes: predominant nationalities	Saudi, Italian, Spanish, Mexican	Saudi, Italian, Spanish, Mexican

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

Neither the academic manager nor the senior teacher was scheduled to teach in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	14	34
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	2	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	1	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	15	0
Overall totals adults/under 18s		
	32	35
Overall total adults + under 18s	67	