

Organisation name	Stafford House Brighton (now Bayswater College)
Inspection date	18–19 October 2021

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 the weakness in S4 has been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Stafford House Brighton in October 2021. 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 language school offers courses in general English for adults and young people (16+) and for closed groups of adults (18+) and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic management, course design, learner management, care of students, accommodation and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Stafford House Brighton (SHB) was first inspected in 2013 and last inspected in 2017. It is one of the four year-round Stafford House International (SHI) schools in the UK which form part of the CATS Global Schools (CGS) group, a wholly owned subsidiary of Bright Scholar UK.

Throughout the year, SHB offers general English and examination preparation courses (16+) and closed groups to young learners and adults. Accommodation is offered in a nearby residence and in homestays.

The CGS group draws upon centralised marketing, admissions, finance and HR functions. At the time of the inspection, the SHI schools were in the process of harmonising and refining a number of additional administrative, academic and safeguarding policies and procedures. This inspection was the second of four to be conducted in consecutive weeks in all of the SHI schools in the UK. Prior to the inspection, the inspectors had spent a day interviewing CGS and SHI head office staff and examining documentation.

The inspection took the equivalent of a day and a half day. Due to the global pandemic, the inspection was conducted remotely. During the inspection, the two inspectors held interviews with the principal, the director of studies (DoS), the student services officer, the accommodation officer, the product marketing manager and the group director of property and operations. Separate focus groups were conducted with teachers and students. The inspectors watched a recorded virtual tour of the premises and asked staff and students specific questions about the premises and resources. All teachers timetabled during the inspection were observed remotely. One inspector conducted a virtual tour of three homestays and interviewed three hosts.

Address of main site/head office

61 Western Road, Hove BN3 1JD

Description of sites observed

The school entrance is accessed through a courtyard which leads out to the street. The premises are a short distance from the seafront with shops, cafes, restaurants and amenities nearby. The school building is on four floors. The basement consists of the student common room and IT suite and storage and maintenance spaces. On the ground floor there is the reception area and the administrative office, as well as the teachers' room and DOS office. There is a library area next to the office, as well as a staff kitchen and two classrooms on this floor. The first floor has six classrooms. The second floor has a further four classrooms, a self-study room and a prayer room. There is one more classroom on the third floor. There are adequate toilet facilities for staff and students throughout the building.

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 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

SHB offers general English and examination preparation courses for adults (16+) and closed group courses for students aged 12 to 17. In the afternoon, students on intensive courses study modules. One-to-one classes are offered throughout the year.

Management profile

The principal, who reports to the general manager of SHI, has oversight for the day-to-day management of the school and its operations. He is assisted by the DoS who has responsibility for the academic programme and the student services manager, who is responsible for student services and accommodation.

Accommodation profile

Homestay and residential accommodation is available all year round for adult students. The residence used by the school is managed by an accommodation agency registered with the British Council. All rooms are ensuite and facilities include a café for the use of residents and their guests.

The school uses approximately 30 homestay hosts of which the majority will accommodate under 18s. Students aged 16 and 17 who are not staying with family or guardians must use homestay accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school is well managed and operates to the benefit of students and staff, and in accordance with its goals and publicity. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are comfortable, spacious and provide a welcoming professional environment for work and relaxation. Learning resources are appropriate for the age and interests of the students enrolled. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate for the context. Teachers are managed and supported effectively. Courses are well structured to the clear benefit of students. Student progress is well monitored. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care and ensures their safety and security in school, in accommodation and on activities. The school offers good, friendly accommodation, and accommodation systems are well managed. The leisure programme is appropriately managed and based on the needs of a range of students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

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, during leisure activities and in the accommodation provided. The school has a clear and comprehensive safeguarding policy, and staff are well trained to implement it. The school must ensure that sufficient reference checks are carried out on staff and homestay hosts.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Strength

Comments

M1 The mission statement of SHI is clear and made known to staff in the school through posters and inclusion in recruitment, induction and job descriptions. In addition, the principal provides professional development sessions related to the mission.

M2 Across the SHI group, there are clear, prioritised organisational plans in all areas of provision owned by individuals or committees with regular meetings to monitor progress towards their achievement. In addition, SHB has its own locally prioritised objectives.

M4 Communication works well both informally and formally at the group and school level. There are meetings held between staff involved in group initiatives and holding the same posts across the schools. At the school level there are regular, minuted meetings, an online staff portal and a messaging service which are all used effectively for cross-school and local communication.

M7 SHB and other schools in the group monitor and review systems and processes through committees responsible for the oversight of quality, academic development and safeguarding. These comprehensive reviews involve managers in different schools working together and include analysing feedback from staff and students.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Not met
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.	Strength
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

M8 Staff stated that they felt valued and supported by the school and their colleagues, and there are some very effective HR policies and procedures in place. However, one recently recruited member of staff had not signed a contract.

M10 While recruitment policies are generally thorough and most procedures are in place, there was no evidence of two references on file for some staff.

M11 All staff receive comprehensive inductions, recorded on checklists. Newly appointed staff have the chance to shadow current postholders and/or observe colleagues teaching.

M13 The school has ensured that management, teaching and administrative staff engage in professional development and training, and keeps a record of this. The group has a subscription with an online health and safety and HR compliance provider, through which staff can access relevant courses.

Student administration	Area of strength
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.	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.	Strength

Comments

M14 Students praised the helpfulness of all staff in the focus group. Excellent customer service is effectively supported by the school's student and staff portal and database.

M15 Students receive comprehensive information and advice prior to and during their stay through a variety of media including email, the website and the student portal.

M21 The complaints procedure is clear and readily available on notices around the school, on the student portal and website, and is also highlighted during induction. The school is consistently responsive to student comments.

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

Comments

Stafford House has a 'digital first' policy whereby digital mediums are the primary medium of publicity. Publicity includes a website and brochure. In addition, the school has a social media presence page and SHI has a central presence across social media platforms.

M27 Publicity states that students will interact with hosts throughout the evenings and throughout the weekend, when this is not the case.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
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.	Strength
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 Premises and facilities are of ample size. They are in a good state of repair with a systematised schedule of decoration and works.

P3 The student lounge is spacious with comfortable seating as well as tables and chairs. It offers a welcoming environment that encourages students to stay on the premises and socialise.

P5 Signage and noticeboards are visually attractive and well maintained in general areas and in classrooms.

Learning resources	Met
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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.	Met
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.	Strength
Comments	
P7 Staff and students commented that digital coursebooks were sometimes not accessible due to technical issues. P12 There is a clear central policy in place and teaching and learning resources are effectively and systematically reviewed based on staff and student feedback.	

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 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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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 The first-line cover is the DoS which ensures that teacher absence does not result in classes being disrupted. However, this arrangement did impact on the availability of support for teachers and effective conduct of some other academic management functions in the weeks prior to the inspection when one teacher was absent for a number of weeks.

T8 All aspects of continuous enrolment are well managed by the DoS and teachers. Courses are divided into weekly programmes and on Mondays teachers negotiate syllabuses with newly formed classes. Teachers receive weekly guidance about particular students and more general advice in the teachers' handbook.

T9 Teachers are encouraged to carry out peer observations and stated in their focus group that they were well supported by the DoS and their colleagues.

T10 Detailed formal observations take place twice a year per teacher. In addition, the DoS and the principal carry out regular drop-in observations.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	Strength
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.	Met
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

T11 There is a clear statement of the Stafford House teaching methodology included in the teachers' handbook. Course structure is clearly outlined with detailed syllabuses with learning outcomes linked to the multi-level coursebook series being used. Afternoon class course design is based around an analysis of student needs by the DoS and teachers.

T12 The recently introduced course syllabus and resources were the product of a formal documented process of review which included a range of stakeholders. This is now being closely monitored by academic managers.

T13 Course outlines and learning outcomes are shared with students through coursebook contents pages, weekly schemes of work displayed in classrooms and on the student portal.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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

T17 Placement procedures are thorough and include a written grammar-vocabulary test and an oral interview which is referenced to the Common European Framework of Reference and doubles as a learning needs analysis.

T18 Student progress is effectively monitored through weekly tests linked to tutorials for students studying for four weeks or more. Learner test scores and tutorial comments are stored on the student portal.

T22 Students are asked about mainstream education in their beginning of course questionnaire. Students that indicate that they are interested are directed to the principal who is well qualified and experienced to advise students.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, examination preparation and module classes in the morning and afternoon. A one-to-one lesson was observed.

Comments

In-person classes were observed remotely.

Teaching: classroom observation	Met
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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.	Strength

Comments

T23 Teachers demonstrated a good understanding of L1 interference, gave clear and useful explanations and modelled language appropriately.

T24 Lesson plans referenced individual student profiles and in some cases, lessons were personalised. Conversely, in some classes, the plan was more relevant to course objectives rather than student needs. Teachers demonstrated an awareness of variability in student level.

T25 In most classes, the outcome was clearly stated and communicated to students and there was a clear link between activities and the aims of lessons. In a minority of cases, outcomes were not expressed clearly.

T26 Some very good elicitation and questioning techniques were used, and there was regular and integrated checking of understanding. In addition, there were some examples of good nomination, and questioning.

T27 In the majority of cases the interactive whiteboards and technology were used effectively to personalise learning, and there were examples of excellent management of the learning environment. However, in a minority of cases, instructions were too general and not checked by the teacher.

T28 Teachers often generally monitored and followed up with integrated regular feedback and correction, although there were a significant number of missed opportunities for the correction of spoken English.

T29 The aims of most classes were explicit, and activities focused on the achievement of those aims. In general there was generally a good level of the checking of learning. However, sometimes questions for checking and evaluating learning were too general.

T30 In the stronger segments observed, lessons were highly personalised and planned around students' needs. A variety of activities was observed, often with seamless transitions from whole to small group work. There was a very good learning atmosphere in classes.

Classroom observation summary

The teaching observed ranged from very good to satisfactory against the criteria and overall was satisfactory. Lessons were effectively prepared and mostly took into account the needs of students. The majority of teachers used a range of appropriate techniques, effectively managed learning resources including interactive whiteboards, monitored students effectively and offered appropriate feedback. There was a very positive learning atmosphere in all classes observed. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Detailed fire and risk assessments are conducted by the expert CGS operations team in consultation with local management. These comprehensive documents are regularly updated. A member of the senior management team has overall responsibility in this area.

W2 The comprehensive emergency plan developed for the SHI schools includes procedures for on and off-site emergencies. The plan is clearly and appropriately communicated to staff and students.

W3 Students are informed about the pastoral care available through induction, the student portal and notices around the school. Students praised the level of personal care provided by staff.

W4 There are clear policies and regular staff training in place to promote respect and tolerance. Relevant content is included in information, including posters around the school, and students sign a code of conduct.

W7 Students receive comprehensive up-to-date information about life in the UK in general and in Brighton in particular, during induction and through the website and the student portal.

W8 There are staff with first-aid training at the school at all times and the healthcare provision available to students is clearly communicated to them through inductions and the student portal. Staff are on hand to accompany students to a nearby walk-in centre and clear medical advice is given to hosts in the homestay guide.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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 All of the three homestays inspected were of a high standard, and all of the students in the focus group reported that they were very happy with their caring and welcoming hosts. The residence used by SHB was positively commented on in student feedback.

W11 All homestays in use had been recently re-visited, and visits are carried out at least every two years by an experienced member of the student services team, one of whom is a host herself. A comprehensive database makes clear when visits were last conducted and the dates of all relevant safety checks.

W12 Students receive accurate, relevant information about the accommodation they have booked. Homestay confirmations include a pen portrait of the hosts and clear information about how to travel to school from their accommodation. Useful information is also provided in digital leaflets about the residence and Brighton homestay accommodation and a *Living in a UK homestay* guide.

W13 Students are introduced to the student services manager on their first day and encouraged to discuss any issues concerning their accommodation. They also complete an initial questionnaire with a question about their accommodation in their first week. Any issues raised are recorded and speedily responded to.

<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.	N/a
Comments	
The relevant criterion in this area is fully met.	
Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W23 The school provides students with information about a wide range of local social, cultural and sporting events through the student portal and posters and social boards in the school. One of the noticeboards highlights places of interest recommended by past students.</p> <p>W24 The school provides a wide variety of activities, including free of charge options, ensuring that the leisure programme is appropriate for the needs and interests of both short-term and long-stay students.</p> <p>W25 Activities are very well organised and are based on individual and class student requests and feedback on previous events.</p>	

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.	Strength
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.	Strength
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	
The school accepts students aged 16 and 17 years old on adult courses throughout the year. In addition, the school offers closed group courses for students aged 12 to 17. At the time of the inspection, there were four students aged	

16 and 17 enrolled on adult courses. In the peak week in the summer of 2019, there were 140 under 18s studying at the school.

S1 Stafford House UK schools have a comprehensive safeguarding policy, supplemented by a large amount of supporting documentation. Briefer versions of the policy are provided to homestay hosts, staff, and students in handbooks and on noticeboards. The designated (DSL) and deputy (DDSL) safeguarding leads are clearly identified by name on noticeboards, and are known to staff.

S2 The DSL and DDSL have up-to-date specialist level training. All staff receive basic level training which is regularly updated. Homestay hosts accepting under 18s sign that they have read the school's safeguarding policy and the vast majority of them have received safeguarding and Prevent training.

S4 Although a large number of safer recruitment procedures are in place, not all staff and homestay hosts had the necessary number of references on file. Some of the older references for homestay hosts do not make it sufficiently clear that referees know no reason why hosts should not work with under 18s.

S5 16 and 17-year-old students are made known to staff and other students, and are clearly identified through wearing different coloured lanyards. The DDSL meets weekly with all under 18s. Any problems with attendance and absence are followed up promptly and recorded appropriately.

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

Inspection history	Dates/details
First inspection	2013
Last full inspection	2017
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	N/a
Other related accredited schools/centres/affiliates	Stafford House Cambridge, Canterbury, London, and Stafford House Study Holidays
Other related non-accredited schools/centres/affiliates	CATS Colleges, Stafford House Toronto and Calgary

Private sector

Date of foundation	2012
Ownership	Name of company: Bright Scholar (UK) Holdings Ltd trading as CATS Global Schools Company number: 11493248
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	19	80
Full-time ELT (15+ hours per week) aged 16–17 years	4	40
Full-time ELT (15+ hours per week) aged under 16	0	100
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	23	220
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	12	12
Junior programmes: predominant nationalities	N/a	Italian, French, Chilean
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–24	16–24
Adult programmes: typical length of stay	2–12 weeks	2–4 weeks
Adult programmes: predominant nationalities	Swiss, Saudi Arabian	Swiss, Saudi Arabian, Thai, Brazilian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	13
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

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	4
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	N/a
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	19	4
Overall total adults + under 18s	23	