BRITISH COUNCIL

Inspection report

Organisation name	Bucksmore Homelingua, London
Inspection date	14–17 August 2017

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C4 have been addressed.

Summary statement

The British Council inspected and accredited Bucksmore Homelingua in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers courses in general, academic and professional English for adults (18+) and under 18s and vacation courses for under 18s and adults (18+) in teachers' homes.

Strengths were noted in the areas of student administration, premises and facilities, care of students, and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	2013
Subsequent spot check (if applicable)	2015
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	Home tuition courses in school subjects, skills and cultural experiences
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1994
Ownership	Name of company: Bucksmore Homelingua (part of Oxford International Education Group) Company number: 02666738
Other accreditation/inspection	Please select N/A

Premises profile

Address of main site	259 Greenwich High Road, London SE10 8NB
Details of any additional sites in use at the time of the inspection	Teachers' homes
Details of any additional sites not in use at the time of the inspection	Teachers' homes
Profile of sites visited	All teaching takes place in teachers' homes. 13 homes were visited, all providing teaching and learning facilities and residential accommodation. The head office premises are located with OIEG headquarters in Greenwich, where staff have open plan office areas and access to shared kitchen and meeting facilities.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	97
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	13	9
Full-time ELT (15+ hours per week) aged 16–17 years	10	11
Full-time ELT (15+ hours per week) aged under 16	10	20
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	**33**	**40**
Junior programmes: advertised minimum age	10	10
Junior programmes: actual minimum age	11	10
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	French, Russian, Italian, Spanish	French, Russian, Italian, Spanish, German
Adult programmes: advertised minimum age	18	18
Adult programmes: actual minimum age	18	18

Adult programmes: typical age range	18–65	18–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Russian, Italian, Spanish, Japanese	French, Russian, Italian, Spanish, German
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	21	15

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	33	40
Number teaching ELT 20 hours and over a week	22	
Number teaching ELT 10–19 hours a week	11	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	
The academic manager and the academic teaching manager are both TEFLQ, and neither has a teaching commitment.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	26
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	6
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	33
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - Home tuition	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐	☒	☒
General ELT for juniors (under 18)	☐	☐	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☒	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☒	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The main courses run are one-to-one programmes and include English Immersion for adults (18+) and for juniors (10–17), IELTS preparation courses and ESP in a small range of subject areas. There are additional special options such as Family Study, Family Visit, Family Summer and Family Farmstay, and Summer Duo (where students are matched and placed with the same teacher).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	13	20
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	13	20
Overall total adults + under 18s	33	

Introduction

Bucksmore Education is part of the Oxford International Education Group (OIEG), and acquired Homelingua in April 2014. The Homelingua accreditation had been put under review in the previous year and two spot checks were carried out to end the period of review, and subsequently, to follow up on the ongoing period of change that Bucksmore had been managing since the acquisition, including a move to new premises. The last spot check took place in 2015; there were no points to be addressed arising from that inspection, and the normal inspection cycle was resumed.

Bucksmore Homelingua has now been established for over three years and there have been many changes and improvements during that period. The list of active teachers has been reviewed and at the time of the inspection stood at 156, with 33 actually hosting a student or students.

A further, more recent change was the departure of the former company manager in early August, shortly before the inspection. A handover period had been organised and all responsibilities shared in a new structure between the newly appointed academic teacher manager, who arrived in June, the existing academic manager (who is also the academic manager for the Bucksmore summer operation) and the course consultants, one of whom was appointed in January, while the other has been in post for two and a half years. The managing director continues to oversee the operation, as well as other Bucksmore activities.

The inspection took place over four days. Inspectors spent a half and a part day at head office at the beginning of the inspection, and a further half day at the end. Meetings were held with the managing director, the academic manager, the academic teacher manager, the academic recruiter and administrator (by telephone), and the two course consultants.

The remaining time was spent visiting teachers in their homes. Each visit included observation of a 40 to 45-minute lesson, an inspection of the teaching and living accommodation, review of documentation provided by the teacher, a meeting with the teacher and one with the student. Each visit lasted approximately 90 minutes in total and 13 teachers were visited - seven by one inspector and six by the other.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☒	☐	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments
M2 Management structures are clear and the organisation has managed continuity and cover through a period of transition and staff changes. M4 Within head office there are very good formal and informal lines of communication, and all staff work closely together. Communication with teachers is good in principle, but varies in practice as teachers work both remotely and independently and some respond and react more readily than others. M5 Recruitment processes are thorough and detailed. The provider was not aware until shortly before the inspection of the requirement to obtain suitability checks for all household members. See C4. M7 Good arrangements are in place for the induction of teachers, including online training and face-to-face induction during home visits. M8 Head office staff have regular appraisals which are recorded and any development needs noted. Teachers receive feedback from their observations and from student survey results. Any issues are discussed with the teacher, but no evidence was seen of this, or of a transparent process for managing unsatisfactory teacher performance. M9 Opportunities for continuing professional development (CPD) are good for head office staff and adequate for teachers, who receive training in safeguarding and Prevent as part of their induction, but who have received relatively little ELT-specific input in the past year. See T10.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☒	☒	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The administration team deal with placements and are able to cover for each other, with additional support at peak times. They work with a comprehensive customer relationship management (CRM) system which facilitates the production of reports, as well as easy retrieval of appropriate records. Both staff and students commented on the friendly and helpful nature of the team.

M11 The team provide a good balance of information and recommendation to prospective students, and placement is partly a matching process which depends for its success on good information from both student and teachers. There is a website link with teacher profiles to assist students in their choices, and students in the homes visited felt that their expectations were being fully met and often exceeded.

M12 An initial check on student wellbeing and satisfaction is carried out by telephone in the first few days, and an effective, student-friendly procedure on refunds was observed in action during the inspection.

M13 The CRM holds all records, which are detailed, proactively updated and fully accessible at all times.

M14 As students are living with their teacher, attendance is rarely a problem. However, there are clear policies and procedures for dealing with absence, illness or lateness, and teachers include any such issues in their weekly course reports.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☐	N/a	☒	☒
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M16 There were no points to be addressed from the previous spot check report.

M17 Appropriate systems are in place to ensure continuous improvement; the organisation has been through a great deal of change and improvement in recent years.

M18 Student feedback is collected through initial welcome calls and end-of-course surveys, and all students know who to contact at head office if they have any additional comments or issues. All actionable points appear on the CRM's student incident log and are responded to and/or carried forward to the appropriate meeting. Data is analysed to drive future planning and improvement.

M19 Teachers have an opportunity to give feedback as part of end-of-course reports. A number of teachers commented on the approachability of head office staff.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☒	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	

Report expires 31 March 2022

Criteria	Not met	Met	Strength	See comments	N/a
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The organisation's publicity comprises a website, which is the main medium, a brochure and social media sites.
M22 Publicity offers very clear descriptions of the main features of home tuition, with visuals and photographs to create a fully representative picture. Permission is obtained for student testimonials and pictures.

Management summary

The provision meets the section standard. The organisation listens to its students and is managed to their benefit, in accordance with its publicity. *Student administration* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☐	☐	☐	☒
R6 Staffroom(s)	☐	☐	☐	☐	☒

Comments

R1 All homes visited offered comfortable space for students to work and relax, and many students commented that they felt completely at home.
R2 Homes were in good decorative order, mostly spotlessly clean and most had well-maintained gardens or other outside space.
R3 Learning areas varied but most were excellent and all were at least adequate, with appropriate furniture and comfortable environments.
R4 All homes visited offered ample and welcoming areas for relaxation, and many students commented that the food provided was of a high standard.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

Comments

R7 Coursebooks are provided for examination courses. Otherwise learning materials are provided by the teacher and as a result varied widely in the lessons observed. Some teachers have accumulated and/or created a wide range of appropriate materials and learning aids, whilst others appeared to rely on a limited selection.
R8 Some resources are available on the company website for teachers, and include sample lesson plans, ideas and activities, as well as articles and cuttings of interest. Neither teachers visited nor those in the focus group showed

strong awareness or appreciation of this facility.

R9 There is no requirement for teachers to have or use technology, although several of those visited made use of tablets. Teachers provide their own maintenance and support for any technology.

R12 Online resources are regularly reviewed but no review is carried out with individual teachers of the materials and resources that they have access to. Teachers are asked by head office to list "some" of their resources, but it is unclear what would be considered acceptable.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Homes provide wholly appropriate and comfortable learning environments and learning resources are adequate or better. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☐	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 One teacher hosting a student during the inspection did not have an ELT qualification that met the requirements of the Scheme.

T3 The rationale provided for this teacher was accepted in the context of this inspection. She has qualified teacher status in science and extensive experience with younger learners.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☒	☐	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 Teachers and students are appropriately matched through enrolment processes.

T8 Information provided to new teachers makes it clear that lessons missed due to temporary illness should be rescheduled, and/or the student will be moved in the event of a longer period.

T10 Teacher development days are normally organised once a year but none were run this year because of staff changes and lack of time. Webinars are offered, normally monthly outside the summer period. These are delivered twice, and made available as recordings on the website to facilitate participation. Attendance is not obligatory, very low numbers attended the webinars, and there are no records of how many took the opportunity to listen to the recordings. In general there is insufficient consistent developmental support for teachers, particularly as they work in isolation and there is only very limited opportunity for the sharing of ideas. Teachers in the focus group expressed appreciation of previous development days and said that they would value more opportunities to meet other teachers and exchange ideas and materials.

T11 Teachers are observed regularly through the use of video conferencing software. Written and verbal feedback is provided and teachers in the focus group felt that it was both useful and constructive.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☒	☐	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 Teachers design their own courses in negotiation with their students and produce a weekly course report for the academic teacher manager. There is no systematic means of ensuring that all teachers produce courses of a similar standard based on clearly identified needs.

T14 Course outlines are produced by teachers once details of student needs and preferences are received. Weekly outlines are completed by teachers and students in consultation and signed by both before they are sent to head office.

T15 In a number of cases, teachers were seen to be helping students with study strategies and independent learning. However, there is no requirement from head office for this and no systematic approach to this area.

T16 The home tuition experience is geared around ensuring that students benefit from being in the UK, and many of the teachers visited were seen to be exploiting their immediate and local environment very effectively. In addition, teachers are encouraged to use and/or create pre-excursion lessons. (See also HT9.)

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 As well as a pre-arrival level test, students are assessed by their teacher on arrival.

T18 The home tuition model means that students receive highly focused information about and feedback on their progress. They are also able to ask their teacher to adjust the level of classes if need be. At an organisational level, great efforts are made to ensure that any dissatisfaction with teachers or courses is picked up at an early stage and acted upon, so that students can make the progress they expect.

T21 A certificate of attendance and a progress report are provided to each student.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Adult and junior English Immersion, adult and junior IELTS Preparation, Family Study

Comments

All 13 teachers were observed in their homes. All observations were one-to-one.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments

T23 Most teachers demonstrated awareness of language in use, including pronunciation in some cases, and provided appropriate models. In weaker lessons, emerging language was poorly dealt with and some rather unnatural teacher language, for example, without weak forms or contractions, was observed.

T24 Lesson plans ranged from very detailed documents to basic notes, and all were pitched at an appropriate level. All plans had clearly taken students' needs and preferences into account, although evidence and quality of needs analyses varied widely.

T25 The majority of lessons observed were well staged and outcomes were mostly made clear to students. In many cases previously agreed objectives were a clear focus and point of reference.

T26 A range of relevant techniques was seen in most lessons, including some good elicitation and checking of meaning. In weaker segments teachers appeared to lack effective techniques and mostly talked or instructed, without providing sufficient opportunities for practice.

T27 Teachers managed learning environments and resources effectively, providing suitable areas and furniture for their lessons, and making good use of the immediate context and objects in the home. Some teachers made good use of mini whiteboards, tablets and flip charts, as well as handouts and cut-ups. Some useful materials were employed, although in one or two cases materials designed for use with groups had been insufficiently adapted for a one-to-one context.

T28 Teachers provided a lot of positive feedback and encouragement. Some direct correction was seen and some delayed error correction was included in plans. In some lessons, many errors remained unaddressed.

T29 Many lessons began with revision of previous work, and some included a final review activity. Teachers often reminded students about language or topics previously discussed.

T30 There was a high level of student engagement and a positive working atmosphere in all lessons, and teachers made good use of fun activities and pace. Some inappropriate use of L1 and translation was observed, and some instructions were unclear. There was a high level of teacher talk, although the majority of teachers graded their language effectively.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority of segments observed being satisfactory or good. Knowledge of the grammatical systems of English was generally sound, though emerging language was not always effectively dealt with. Lesson planning and needs analyses varied in effectiveness, although topics and content of lessons were generally well chosen to reflect students' needs and interests. Learning resources varied but were mostly used effectively. A range of basic classroom techniques was in evidence, but some teachers had limited procedures for making learning explicit and teacher talking time was high. In all classes students were fully engaged, which resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are appropriately monitored to ensure that their teaching meets the needs of their students, although levels of developmental support are insufficient. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The teachers' homes provide safe and secure environments for their students. Premises risk assessments are conducted using a Homelingua template and are reviewed during home visits by head office staff. Teachers discuss safety issues with students in their student orientations, conducted shortly after their arrival.
W2 Teachers provide students with a high level of pastoral care. Students confirmed that they were well looked after by their hosts. Students can also contact the academic teacher manager who speaks confidentially on the phone to all students at the beginning of their stay.
W3 Students discuss any personal problems with their teacher in the first instance, but can also contact the teacher manager if they needed to.
W5 Students receive the contact number of the teacher and the Homelingua emergency contact details in pre-arrival information. This is also prominently displayed in welcome folders and on student cards.
W6 Transfers are included in the fees of under 16s arriving and departing on designated days on summer focus programmes. Other students can book transfers through course consultants. The school's transfer service is extremely detailed, includes all the necessary safeguarding checks on drivers and includes very clear and well laid out information for students, some of which is translated into seven languages.
W7 All students receive welcome packs with useful information in them. As mentioned in W1, teachers carry out an orientation activity with their students at the beginning of all courses. Orientations, supported by information in welcome packs, cover telephone numbers, health arrangements, health and safety inside and outside the home, public transport, laundry arrangements, banks and local facilities.
W8 Students are covered by the organisation's medical insurance.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most accommodation consists of single occupancy rooms in teachers' homes, with some being ensuite. The only exceptions to this would be on family courses. The inspectors inspected the rooms of all of the thirteen students studying during inspection visits. On a family course, a father was sharing a room with his son.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☒	☐	☐

Comments

W9 All of the accommodation inspected was of an excellent, good or satisfactory standard. Most students had a desk in their bedroom and storage space. All hosts provide towels and a laundry service.
W10 All accommodation is inspected before teachers are used as hosts. Homelingua staff complete homestay visit checklists. (See also HT2.)
W12 Accommodation records are kept up to date with accurate information about records of visits and checks that fire risk assessments and Gas Safe certificates are in place. (See also HT1.)
W13 Students receive detailed information about hosts through emails and the provider's website. Website entries for teachers include information about the teacher's family, types of lessons offered, travel arrangements, the local area and excursions. There are also photos of the teacher's accommodation. All teachers contact their students before courses begin.

W14 Student feedback is collected on accommodation through the telephone calls with students at the beginning of their stay. Detailed end-of-course feedback is sent to hosts.
W15 Hosts provide students with three meals a day. All students were very satisfied or satisfied with the food they received.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☒	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐
Comments					

W16 Most accommodation is for one student. There might be more students on family courses or two students in the case of summer duo courses, but never more than four students.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☐	N/a	☐	☒
Comments					

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐
Comments					

W26 Teachers provide information to students about the sporting, cultural and activities available where they live.
W27 All courses include a number of activities and excursions. Teachers offer two half-day activities per week and one full-day activity or excursion at the weekend for courses of two weeks or more. Activities include city tours, museum visits, art exhibitions, cooking and baking and visiting local places of interest. Programmes are well organised and integrated with students' formal learning.
W28 Risk assessments had been conducted for most activities and excursions in the homes visited during the inspection. A small number of teachers had not conducted appropriate risk assessments.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs for students for security, pastoral care and information are well met. Accommodation systems are well managed. Leisure activities are appropriate for the students who take part in them. *Care of students* and *Accommodation* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

Homelingua accepts students from the age of three on family courses and from the age of five on child courses. At the time of the inspection 20 out of the 33 students on courses were under 18.
C1 Homelingua has a detailed safeguarding policy. The safeguarding leads are clearly identified within Homelingua and the wider Bucksmore Education and OIEG.
C2 The safeguarding lead has had specialist training. Safeguarding, child protection and Prevent training is included in the home teacher induction materials. Practical advice is given during the induction and home visit on e-safety, student welfare and behaviour, as well as common problems. Safeguarding documents are available on the teacher portal website and on the Homelingua website for parents, students or agents to download.
C3 The level of care and support for different age groups is made clear in the terms and conditions in the brochure that all parents or guardians sign. There is also information about this in the policies section of the website.
C4 Recruitment procedures are largely in line with safer recruitment. However, Homelingua has not ensured that all of the adults living in teachers' homes have completed security checks. The organisation has recently started to address this issue.
C6 The rules are very clear about what students may do outside scheduled lessons or activities. With parental permission 16 and 17 year-olds may go out unaccompanied until 17.30. Younger students must be accompanied at all times. These rules are clearly understood by teachers, students and parents, although students do not sign their agreement with them or the code of conduct.

Care of under 18s summary

The provision meets the section standard. There are appropriate arrangements for the safeguarding of students under 18 at all times. Students are well cared for by teachers and the other members of their households. However, not all adults in homestays have completed security checks.

Additional criteria for the inspection of home tuition

Home tuition register

Criteria	Not met	Met	Strength	See comments
HT1 Register up to date and accurate	☐	☒	☒	☒
HT2 Teaching hosts visited	☐	☒	☒	☒

Comments

HT1 Comprehensive and accurate registers are kept and can be easily accessed and reported from using the CRM. Systems were clearly explained to inspectors.
HT2 All teachers' homes are visited before students are placed. Comprehensive, detailed records are kept and safety and suitability documentation is held on file.

Terms and conditions

Criteria	Not met	Met	Strength	See comments
HT3 Rules, terms and conditions	☐	☒	☐	☒
HT4 Member of the household	☐	☒	☒	☒

Comments
HT3 Student booking arrangements and code of conduct are included in the teachers' manual, and teachers were aware of them.   HT4 In all homes visited, students were very clearly welcomed as a member of the household. All were thoroughly familiar with the house and many commented that they felt completely "at home".

Placement

Criteria	Not met	Met	Strength	See comments
HT5 Matching student to placement	☐	☒	☒	☒
HT6 Assessing level	☐	☒	☐	☒
HT7 Problems and complaints	☐	☒	☒	☒

Comments
HT5 The administration team goes to great lengths to match students and teachers effectively. A number of students commented on the helpfulness of both people and process in establishing their final choice. Extensive information is sought from the student and the CRM is used to highlight interesting or important details. The teachers' profiles on the website also provide very useful and appealing information for students and parents to help inform their choices.   HT6 Students take a level test before arrival and a needs analysis is carried out by teachers as soon as students arrive.   HT7 An initial welcome call is made during the first few days of each course of study and logged. The CRM incident log allows issues to be recorded and tracked. The complaints process is clearly explained, and students are reminded during the welcome call of the contact details for head office staff if they have any questions or issues.

Environment

Criteria	Not met	Met	Strength	See comments
HT8 Teaching and study rooms	☐	☒	☐	☒
HT9 Use of environment	☐	☒	☒	☒
HT10 Time away from host	☐	☒	☐	☒

Comments
HT8 Dedicated space was made available for lessons in all homes visited.   HT9 Teachers observed made very good use of their immediate environment, as well as the surrounding local area, in teaching and in planning leisure activities.   HT10 Programmes were appropriately planned to allow private time as required.

Home tuition summary

All criteria in this section are met, and in many cases requirements are exceeded.