

Organisation name	Bucksmore Home Tuition, head office London
Inspection date	24–25 May 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 W2, W26, S1, and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Bucksmore Home Tuition in May 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p>

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, the inspection report noted a need for improvement in the area of staff management.

## Introduction

Bucksmore Home Tuition (BHT) is part of Bucksmore Education which was acquired by Nord Anglia Education in March 2021. Bucksmore Education includes BHT as well as residential summer schools around the UK which are accredited separately.

This compliance-only inspection, which was conducted remotely, took one and a part day. The inspectors held meetings with the acting director, the academic manager (AM), the head of operations (HOO), the recruitment manager (RM), the marketing manager (MM), two course consultants (CCs), and the commercial director (CD). A focus group meeting was held with two students. There was one teacher hosting and teaching during the inspection, and they were observed once by each inspector. One inspector was given a virtual tour of the head office and of the homestay.

## Address of main site/head office

4th Floor, Nova South, 160 Victoria Street, London SW1E 5LB

## Description of sites observed

The head office occupies the fourth floor of an office building in Victoria, London. This large open-plan office has multiple workstations, meeting rooms, a canteen area, and areas with comfortable seating. The office is shared with other brands within the Nord Anglia Education group.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

Year round Bucksmore Home Tuition (BHT) offers total immersion one-to-one, or two-to-one courses in General English for under 18s.

## Management profile

Currently, the director of Nord Anglia Learning Services is also the acting director of Bucksmore Education. The HOO, AM, and CD all report to the director. The MM and CCs report to the CD, and the RM reports to the HOO. The host teachers report to both the AM and the CCs. A new director for Bucksmore Education has been recruited and will take over this role imminently.

## Accommodation profile

Homestay is the only accommodation offered. It is always arranged by the organisation.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard, and operates to the benefit of the students. Feedback systems are effective but there are a number of issues with staff management and development. Student administration is good, and publicity gives a suitably detailed and realistic impression of the services offered. There is a need for improvement in *Staff management*.

### Premises and resources

The provision meets the section standard. A clean and comfortable environment is provided by the teacher hosts, and the students were very happy with their room. A selection of teaching resources developed in-house are available digitally to teachers, and these materials are renewed every few years. The head office is bright, modern, and well appointed.

### Teaching and learning

The provision meets the section standard. The academic team has a suitable professional profile, and systems for matching students to teachers are effective. Course design is highly individualised but there is insufficient oversight from management. Support for students during courses is good. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are generally well met. The services offered, including very suitable accommodation and a tailor-made programme of out-of-class activities for each student are generally appropriately managed and delivered. Systems for ensuring the health and safety of students during out-of-class activities require further attention.

### 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 teachers' homes and in the programme of leisure opportunities offered. The safeguarding policy requires some amendment, and systems for safer recruitment are not consistently implemented.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## 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.	Not 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.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Met

### Comments

There are a number of differing statements regarding company values on various documents. The most recent is narrow in focus and makes no reference to host teachers or other staff. The host teachers are also missing from the staff organogram, and consequently their lines of reporting to the different parts of the organisation are unclear (M3). Communication and feedback systems are robust and it is clear that the organisation is one that prioritises review and development.

Staff management and development	Need for improvement
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.	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.	Not 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.	Not met

#### Comments

The job descriptions sampled were satisfactory and showed evidence of review. A thorough recruitment procedure exists, but staff records were not complete with the two files sampled both missing a reference. Induction procedures for all staff are thorough and well documented. Impressive systems are in place for the monitoring of HO staff performance, but host teachers receive no form of appraisal despite delivering the majority of services to students. Similarly, the CPD record for HO staff is impressive but for teachers, it is mostly voluntary, and no records of external training are kept.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
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.	Not met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

Student administrative systems are generally suitable. There is good support for students from the CCs both prior to arrival and throughout their journey with the organisation. Terms and conditions are all perfectly appropriate and student records on the database had most of the required information. However, the level of English spoken by emergency contacts was missing. There is a clear policy on attendance and records are sent by the teacher at the end of each week. The complaints procedure is made known to students and evidence was seen of follow up action taken in response.

<b>Publicity</b>	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.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, brochure and a number of social media channels. The website and brochure are the main forms of publicity.

The website has recently been updated and gives an attractive, realistic impression of the services offered. The English used throughout both the website and the brochure is accurate and accessible. Most of the required information on costs was easy to find but there was no reference to course-related examination fees. This was addressed during the inspection and is no longer a point to be addressed. Similarly, the information on the limits to supervision for students aged 13 to 17 was unclear but this also was addressed during the inspection. Descriptions of accommodation and staff qualifications are all accurate.

## Premises and resources

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

### Comments

Teaching takes place in the teachers' homes. The home observed is well furnished, in a good state of repair, and the room where teaching takes place is suitable. There is a large lounge as well as a garden for students to relax in. HO staff are based in a large, modern well-appointed office with a variety of places to work and relax as well as a canteen area with coffee machine.

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.	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.	N/a
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

Teachers have access to a range of digital coursebooks and activity packs which have been produced in house for the Bucksmore Education summer schools. Due to the context, many teachers have their own teaching materials too. The host teacher spoken to has a wide range of his own materials but was also happy with the materials made available by BHT. Evidence was seen that the in-house materials are updated every few years.

## 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

The profile of the AM and the teacher are both suitable in terms of qualifications and experience.

<b>Academic management</b>	Met
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.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

Systems for matching students to teachers and the timetabling of courses are highly individualised and based on a range of suitable criteria. Cover arrangements are satisfactory, and the teacher spoken to was very happy with the support he receives from both the AM and the CCs. Although records of teacher observations evidence a supportive system that focuses on the development of teachers' skills in the classroom, the only teacher teaching in the week of the inspection has not had an observation for over two years, although he has had students.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	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.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

The principles of course design are made clear in the teaching manual and the courses themselves are individually tailored to the specific needs and interests of the students. However, teachers, regardless of experience are given little support in ensuring they provide a balanced course of study. Course design is reviewed annually post-summer and takes into account feedback from teachers and students. Although teachers are encouraged to include a focus on study and learning strategies in their courses, no evidence was seen that this happens on a systematic basis. Due to the total immersion nature of the courses, students are given ample opportunity to develop their language skills outside the classroom.

<b>Learner management</b>	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.	Not 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.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Systems for the placement of students are well managed, but those for the monitoring and recording of progress are not formalised. Support for students once they are on course is good and evidence was seen that changes are handled swiftly and sensitively. Although the leaving reports provide a good level of detail regarding students' progress in various aspects of their learning, the reports claim a level of attainment for which there is no empirical evidence. Due to being part of the Nord Anglia Education group, BHT is well placed to provide support for students wishing to progress to mainstream education.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	Two-to-one class

#### Comments

None.

<b>Teaching: classroom observation</b>	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.	Not 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.	Not 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 Although the teacher produced natural models of spoken English, the awareness of form, meaning and function was unsatisfactory, and explanations were at times inaccurate and often somewhat confusing.  
T24 The lesson was based on the test and needs analysis carried out the previous day and therefore showed awareness of their learning needs.  
T25 Relevant learning outcomes were made known to the students and the plan showed logical staging.  
T26 Elicitation of lexis was used well but techniques to then develop students understanding of this language were absent, such as concept checking.  
T27 The classroom environment and resources were employed effectively.  
T28 Praise and encouragement were appropriate but feedback on errors was not always consistent.  
T29 Production stages were used to evaluate learning.  
T30 The teacher had a warm and approachable classroom manner and although the students had only recently begun their course, rapport was very good.

#### Classroom observation summary

The teaching was satisfactory. Natural models of language were provided but explanations of the systems of English were not always accurate. The staging of the lesson was effective, and praise was used appropriately. However, feedback was somewhat inconsistent. The classroom environment was managed suitably, and the teacher had a lively and supportive classroom manner. The teaching observed met the requirements of the Scheme.

## 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.	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	

There are effective procedures in place to ensure the safety and security of students while staying with their teacher. Teachers are required to conduct thorough risk assessments, which are checked during home visits, and to share this information with their student. There are clear policies to promote tolerance and respect, and emergency numbers are provided and clearly indicated in all documentation. Students receive a good standard of age-appropriate individual care both from their host/teacher and from head office staff. Detailed, tailored pre-arrival information is provided, as well as pre-course communication from both head office and teachers, and every student has a check-in conversation on their second day with a course consultant. Course fees include insurance to ensure appropriate health care. Whilst there is comprehensive information for individuals on responding to emergencies, there is no plan detailing organisational response.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
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.	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	

The provider ensures that all aspects of accommodation are appropriate, through home visits, teachers' agreements and handbooks. As well as initial home visits with a checklist, periodical checks are made on the accommodation and teachers are required to provide the relevant safety documents and keep them updated. Students receive very detailed, bespoke information about their accommodation, including photographs of the property and the student's bedroom. Any problems can be identified by the course consultants during check-in calls, as well as through feedback forms. Rules and terms and conditions are clearly laid out and course consultants ensure that any dietary requirements can be taken into account by teachers.

Accommodation: homestay only	
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 subsection 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

<b>Leisure opportunities</b>	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

Students are given very good information before arrival about available local opportunities and the possible activities and excursions that can be included as part of their home tuition experience. On arrival, the programme is adjusted to suit the more specific requests and interests of each student. Whilst teachers are given some guidance in organising the programme, systems for ensuring appropriate completion, recording and review of risk assessments are not sufficiently clear or robust (W26).

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Not 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.	Met
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

Only under 18s are accepted. The safeguarding policy is generally thorough and widely available, but it does not include information on safer recruitment in general or dealing with delayed suitability checks in particular and is not explicitly linked to any wider recruitment policy. Not all teachers' files contained two references and referees had not been consistently asked about candidates' suitability to work with students under the age of 18. There is a clear safeguarding management structure within the organisation. The designated and deputy safeguarding leads are trained to specialist level, and all teachers are required to complete basic awareness training. Parents are given detailed information about the level of care and rules, appropriate to different age groups, and are required to provide consent in writing to any unsupervised time and curfews. Teachers are made aware of their responsibilities regarding supervision, and support is available from head office. There are effective arrangements in place to ensure contact between parents, legal guardians and the school.

## 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	2005
Last full inspection	August 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	Non-ELT home tuition courses such as school subject tuition, skills courses, cultural experiences and homestays.
Other related accredited schools/centres/affiliates	Bucksmore Education
Other related non-accredited schools/centres/affiliates	Advanced Studies Programmes Nord Anglia Education private school operations, globally

## Private sector

Date of foundation	1994
Ownership	Name of company: Bucksmore Home Tuition Company number: 02666738
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	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	0	10
Full-time ELT (15+ hours per week) aged 16–17 years	1	10
Full-time ELT (15+ hours per week) aged under 16	1	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
<b>Overall total</b> ELT/ESOL students shown above	<b>2</b>	<b>40</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Russian	French, Russian, Italian, Spanish, German
Adult programmes: advertised 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	N/a	French, Russian, Italian, Spanish, German

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	40
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
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	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	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1
Comments	
The policy is for teachers to have a first degree and at least an initial teaching qualification.	

**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	0	0
Private home	0	0
Home tuition	0	2
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	2
Overall total adults + under 18s	2	