

Organisation name	Burlington School of English, London
Inspection date	24–25 April 2018

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.

Summary statement

The British Council inspected and accredited Burlington School of English in April 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general English for adults (16+) and under 18s (7+) and closed groups of under 18s (7+) and vacation courses for under 18s (7+).

Strengths were noted in the areas of student administration and care of students.

The inspection report noted a need for improvement in the area of course design.

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

Introduction

Burlington School of English is a school for adults and juniors. Most of its students are adults and a large number stay for short periods of one to four weeks although many stay for several months. It also offers theme-based courses for juniors at four periods of the year: autumn (one to four weeks), winter (one to six weeks), spring (one to five weeks) and summer (one to 11 weeks). A residential summer programme is run off site for juniors and this received a spot-check inspection in August 2016. In the London school students aged 16 and 17 join adult classes.

The school owner is based elsewhere and while she has some management responsibilities, the day-to-day running of the school is managed by a core team of three: deputy principal (DP), director of studies (DoS), and marketing director (MD).

The inspection took place over two days with two inspectors. The inspectors had meetings with the DP, DoS, MD, operations and accommodation officer (OAO), and the social programme organiser (SPO). Focus group meetings were held with students and teachers, and all teachers scheduled to teach during the time of the inspection were observed. One inspector visited three homestays and the school residence.

Address of main site/head office

1–3 Chesilton Road, Fulham, London SW6 5AA

Description of sites visited

The school is housed in a three-storey building on a residential street off the Fulham Road in London. It is immediately adjacent to several bus routes and a short walk away from an underground station. The ground floor comprises a reception area, a large open-plan office used by management and administrative staff, a teachers' work room, a cafeteria/coffee bar and four classrooms. On the first floor there are ten classrooms, two offices, and an open area containing self-access materials and four computers. The third floor is used as a student residence. A small open-air space is located at the side of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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

General English classes, including elective classes, are offered year round for adults (16+). Classes run between 09.00 and 17.15 Monday–Friday. Lessons last 45 minutes and students can choose from 15–40 lessons a week. The school also offers four young learner programmes (spring, summer, autumn, winter) for students aged 7–17. Students can enrol for a minimum of one week. Tuition-only courses are available for young learners staying with their family in London. One-to-one classes are offered to all students, usually as an add-on to their group classes and six were running in the week of the inspection. Vacation-only courses for young learners are offered for six weeks in the summer at an off-site centre.

Accommodation profile

The school offers the following accommodation options: homestay, residential, flat share and apartments. The majority of the school's students arrange their own accommodation. Homestay accommodation is provided by the school and an accommodation agency which is registered with the British Council, offering either self-catering, bed and breakfast or half board. Non-registered accommodation agencies providing homestay and residential accommodation are also used, mainly in the summer.

The school's homestay provision is divided into three categories: standard, plus and executive. There are ten active

homestays on its database, nine of which are in the plus category. The school is currently recruiting an additional ten homestays for the summer. At the time of the inspection two hosts were hosting students.

The homestay provision of the agency registered with the British Council is divided into categories according to the London transport zone (2, 3 or 4) they are located in. A weekly supplement is payable for 'superior homestays'. One host was hosting two students at the time of the inspection.

The school provides residential accommodation for adult students which is located on the third floor of the school building. Accommodation is offered on a half-board basis from Monday to Friday and breakfast only is offered on Saturday and Sunday. There are three quadruple bedrooms furnished with bunk beds. One bedroom and shower room is allocated to male students and two bedrooms and a shower room to female students. There are facilities for preparing drinks and snacks. There is a room with its own facilities for the resident housekeeper.

At the time of the inspection a non-registered residence was being used which had been visited recently by the reporting inspector of this inspection and found to be entirely satisfactory.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is satisfactory and there are good procedures for obtaining and analysing feedback from students. Review systems are comprehensive and effective overall but more systematic procedures for dealing with staff feedback need to be developed. Staff management and development is effective and recruitment procedures very good but there were gaps in the appraisals of senior management. Student administration is carried out professionally, and with a high priority given to identifying and meeting individual student needs. Publicity is generally satisfactory, and in some respects it is good, but some areas needing attention were identified. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. Premises and facilities meet the needs of students and staff. Learning resources are appropriate and adequate in number to support effective learning and teaching but are in need of a rigorous process of review.

Teaching and learning

The provision meets the section standard. The academic staff profile is satisfactory. Academic management is effective, and courses are designed to meet the needs and interests of the students. However, there is little systematic focus on study and learning strategies, or on ways of helping students to benefit linguistically from being in the UK. There is little attention given to intended learning outcomes in course outlines. Learner management is satisfactory. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to live comfortably and enjoy their stay in London. Accommodation is well managed and of a good standard. There is a well-designed social programme which is linked to classroom work. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Care of under 18s is given a high priority in the school, and policy and procedure is strictly observed. Staff are well trained in their duties and hosts are very aware of their responsibilities and are well supported by the school.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There	Met

are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 The staffing structure is clearly understood by staff. Since the last inspection the structure of the ELT operation has changed and the school is managed very effectively on a day-to-day basis by a team of three who report to the principal. The principal is based elsewhere. However, cover arrangements for managers are tight and the inspectors had concerns that in the busy summer period, when the deputy principal also has overall responsibility for the off-site course, there is potential for overstretch and cover arrangements being inadequate.

M5 Student feedback mechanisms are very good. There is not only comprehensive initial and end-of-course feedback but also mid-course feedback. Feedback is analysed statistically and comments recorded on a spreadsheet together with action taken.

M6 Staff feedback mechanisms are insufficient. Staff feedback is sought and informs practice but specific action taken is not recorded.

M7 Review is an integral part of the school's policy. There is a very thorough self-evaluation against Scheme criteria, with specific action points to be addressed against each criterion. Action points from the last full inspection and the spot check of the offsite centre have been addressed and a handbook for group leaders has been produced as a result.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 The school has a very comprehensive recruitment policy clearly explained in writing. The interview process for the recently recruited DoS was thorough and followed up with good training to ensure there is a professional, well-balanced team at management level.

M12 An appropriate annual appraisal process is in place. However, the DP and the MM have not yet been appraised.

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	Met

contact details for students, and their designated emergency contacts.	
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.	Strength
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 Provision in this area is very good. Feedback from students and the group leader interviewed indicated a high level of satisfaction with the professional and flexible attitude of staff in terms of customer service.

M15 There is a range of ways students receive information. The website contains a wealth of advice and information in an attractively presented series of downloadable handbooks for prospective students. A multilingual sales team, conveniently located in the reception area, is available to offer advice both before and during the course. Student feedback to inspectors was very positive.

M19 There is a comprehensive and age-appropriate attendance monitoring policy on the school website which clearly indicates why prompt and regular attendance is important, and the procedures followed by the school to ensure that students comply. This is supported by posters around the school, a code of conduct and the student handbook. During the inspection there was evidence of systematic follow-up and sensitivity as to the cause of absence.

M21 There is a clear, accessible complaints procedure in the student handbook, on posters and online, indicating the ultimate option of complaint to an independent body. It was clear to inspectors that students' perception of the school is viewed as important.

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

Comments

Publicity consists of a website, brochures which can be downloaded from the website, and a social media presence. M22 Publicity gives a very clear picture of the provision, and uses a balance of accurate text and attractive image to good effect. Information is comprehensive and fully representative of the student experience. Most photos were taken in the school or during the leisure programme; photos of students not from the school are labelled 'stock photos'.

M24 Not all information is easy to find. In all but one location publicity requires students to multiply the number of lessons and 45 minutes to get a total number of tuition hours per week. There is no mention of the 15-minute mid-morning and mid-afternoon breaks. Bank holidays are described as non-teaching days but specific dates are not given. These issues were remedied before the end of the inspection and so are not points to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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	Met

available to students on site, if not available locally.	
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

P3 Relaxation space for students and residents is restricted to the café, a small breakout area on the mezzanine level and a narrow courtyard but was sufficient for the number of students during the week of the inspection. The café serves hot and cold food and drinks at breakfast time and lunch times.

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

Comments

P7 Learning resources are of mixed quality. The themed materials for young learners created by the school are an excellent resource. However, new materials for adults sit alongside a large number of older books, some in shabby condition, and some older editions of coursebooks. Materials available for independent study are mainly old and not very student friendly.

P8 Teachers have access to a reasonable range of resources for classroom use but the range of books on teaching methodology is very limited and there are only a few books which are up to date.

P10 There are some materials in the small computer area but they are independent of the computers, which are really for personal use. Some materials are available for loan from reception. However, the provision is insufficient to consider it under this criterion.

P12 The review of teaching and learning resources is just satisfactory. Teachers are consulted on materials and new coursebooks are trialled but the review process of existing materials is not very rigorous or systematic.

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

T2 Teaching qualifications are satisfactory. All teachers have a certificate-level TEFL qualification, with the exception of one teacher who has a diploma-level qualification. One of the TEFLI teachers has completed the first module of a diploma-level qualification.

Academic management	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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 Cover arrangements are satisfactory. On rare occasions classes have been merged if they are of the same level and following the same coursebook.

T9 Day-to-day support and guidance for teachers is good. The DoS works in the teachers' room, ensuring she is always present, and is very approachable. Teachers were very enthusiastic about the level of support given to experienced and inexperienced teachers alike.

T10 Arrangements for monitoring of teachers' performance are very good. Each teacher receives a one-hour formal observation twice a year. Other observations include spot observations, observations in response to negative feedback, and first-week observations of new teachers. Although relatively new in post, the DoS has a clear understanding of the strengths and weaknesses of the teaching team and organises the continuing professional development (CPD) programme accordingly.

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

Comments

T11 The quality of course design is variable. Adult courses are based on a coursebook and mapped to the Common European Framework of Reference (CEFR) giving a time frame for teaching; junior courses are based around their own theme-based proprietary materials (see P7 above); one-to-one classes are based on student needs. However, elective classes are in need of a clearer and more coherent course structure based on stated principles.

T13 Weekly plans are in evidence and there are clear course outlines for closed groups. However, there was little reference to intended learning outcomes in either of these.

T15 There is inadequate focus on study and learning strategies. Themed materials for young learners include a section on study skills but systematic work on study and learning strategies are not a feature of most non-exam general classes for adults.

T16 Strategies in this area are insufficient. There is some general advice in the student handbook on learning outside the classroom and teachers give ad hoc advice, but there are no strategies to promote this requirement systematically.

Learner management	Met
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.	Met

Comments

T17 Placement procedures are very good. Before students are placed they complete a needs analysis, and assessment includes a test on speaking and writing skills referenced to the CEFR.
T18 Procedures for providing very effective monitoring of student progress are in place. There is a comprehensive school progress policy linked to the CEFR, which includes regular and frequent progress testing, and individual progress is tracked on a spreadsheet.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Morning and afternoon general English classes, including electives.

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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 showed a good knowledge of language overall, although checking of meaning of vocabulary was mainly at the level of definition only. In the best lessons there was a good focus on pronunciation but in the weaker lessons it was ignored.
T24 Lesson plans were mainly thorough and indicated awareness of the needs of the group as a whole. However, student profiles were mainly very general and there was little awareness of the need for differentiation. Content was generally appropriate but in some higher-level classes some individuals were insufficiently stretched.
T25 In most lessons aims were made known to students in terms of teaching aims rather than learning outcomes. The majority of lessons were coherent and well staged although some activities went on too long.
T26 The majority of teachers made confident use of a range of appropriate techniques, including elicitation, nomination, and, in the very best lessons, good concept checking.
T27 Instruction giving was mainly satisfactory but only in a very few lessons were instructions checked and examples demonstrated. Use of the whiteboard was variable: sectioning was fine but some writing was scrappy. Use of the coursebook was satisfactory. In the best lessons seating arrangements were varied to remove the focus from the teacher.
T28 Teachers monitored students' language well overall and were making notes to give feedback at a later stage. However, when on-the-spot correction was needed in most classes techniques were limited to teacher correction.
T30 Clear instructions, good voice projection, appropriate pacing, and use of nomination were all features of the best lessons observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and segments ranged from very good to satisfactory, with the majority being satisfactory. Teachers had good language awareness overall and provided appropriate models of English. The content of lessons was mainly appropriate to the group as a whole. Differentiation was not in evidence in most lessons and learning outcomes were not shared with students. Students received feedback on their use of language in most lessons and the range of techniques employed by teachers was mainly good. A positive and purposeful learning atmosphere was generally established.

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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Good safety measures are in place. Risk assessments of the premises and the school residence are up to date. Reception at the entrance to the school at street level is staffed at all times. CCTV is in operation throughout the building. Quarterly fire drills are held and training has been provided for four fire marshals. Staff and students are well briefed on safety and security issues.

W2 Comprehensive procedures are in place for handling any emergencies on the premises and for locating and communicating with students on and off site. The plan is made known to all staff, group leaders, students and their parents and representatives. Students are well briefed on keeping safe.

W3 Pastoral care is a priority for the school. The deputy principal and the DoS, who is the safeguarding and welfare officer (SWO), are introduced to students at their induction as the people who deal with students' personal problems. The well-being of students is taken very seriously by all staff, and students were clear that they could approach any member of staff for support. The DoS/SWO holds a separate meeting with under 18s in their first and third week at the school and regularly thereafter. Provision for religious observance is satisfactory and students are advised about the many places of worship in London.

W4 There are good policies for dealing with abusive behaviour and they are included in staff and student handbooks. Information for students, written in accessible language, is widely available on posters around the school and the school promotes its ethos as a 'telling school'.

W5 The deputy principal undertook to set up a separate emergency number for under 18s in the summer.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 All the required facilities and services regarding homestay and residential accommodation is provided by the school and registered and non-registered accommodation agencies. The homestays visited at the inspection provided spacious bedrooms, one with ensuite bathroom and two with private bathrooms. The common areas in each home were in an excellent state of cleanliness and repair. Students had Wi-Fi access and shared the common living areas with hosts to whom they had been well matched. The homestay provision sampled was of a very high standard and the school residence was of a satisfactory standard.

W11 The school's accommodation provision is well managed by the two OAO officers. The accommodation provided in the three homestays was of an excellent standard. Arrangements for visiting accommodation are very good. All accommodation is re-inspected at least every two years. There were up-to-date records on file, including the checks on fire risk assessments and Gas Safe certificates. The two operations and accommodation officers (OAOs) visit homestays before students are placed, using a detailed questionnaire and following detailed inspection guidelines. The accredited agency database is very comprehensive and contains detailed information about the accommodation available, and staff use this to match student to homestay.

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 area are fully met.

Accommodation: other

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.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities

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.	Strength
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 Students were very happy with the programme. A member of the teaching staff is the SPO. A programme of walking tours to places of interest in London is available to adult students on three afternoons a week. The programme for Young Learners is based around well-designed themed visits to places of interest in London on

weekday afternoons. Themes such as 'Green Living', at the time of the inspection, or 'London Our City' are linked to classroom work. An alternative activity is always provided in the event of bad weather.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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

The school enrolls students aged under 18 at the main school and at its summer centre for juniors. During July and August approximately 50 per cent of students in the main school are aged under 18. At the summer centre a total of approximately 200–300 students are enrolled. At the time of this inspection there were ten under 18s enrolled. Two students were staying in homestay accommodation, four were in residential accommodation and four were staying with immediate family members. The age range was 7–17.

S2 Provision in this area is very good. The policy is made known to all staff at their induction. It is available in staff and group leaders' handbooks and is set out on the website. The DSL and the DoS/SWO have recently undertaken refresher specialist training. The OAO officers have received advanced safeguarding training. All staff and hosts receive basic safeguarding awareness training.

S3 The parental/guardian consent form gives insufficient specifics about unsupervised time. A revised consent form was drawn up during the inspection which meets the criterion. It includes details of the age-specific levels of supervision on off-site visits and detailed explanatory notes are provided.

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	1993
Last full inspection	2014
Subsequent spot check (if applicable)	2016 - Summer Centre
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	Founded 1990 Incorporated 1 March 2006
Ownership	Name of company: Burlington School Limited Company number: 05725732
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	Ardingly College, Boarding/day school in a rural area. Sunday 1 July – Sunday 12 August 2018. Use of rooms (exclusive): Approximately 40 bedrooms, 7 classrooms, 2 offices, 2 common rooms. Use of rooms (shared): Sports and leisure facilities, dining room.

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	110	150
Full-time ELT (15+ hours per week) aged 16–17 years	3	40
Full-time ELT (15+ hours per week) aged under 16	7	50
Part-time ELT aged 18 years and over	3	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	123	240
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Russian	Italian, Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	Typical Range: 17–45	Typical Age range: 16–45
Adult programmes: typical length of stay	1–4 Weeks	1–4 weeks
Adult programmes: predominant nationalities	Italian, Russian, Turkish, Brazilian, Spanish	Italian, Russian, Turkish Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
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Total number of teachers on eligible ELT courses	10	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	3	

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		
The deputy principal is also TEFLQ.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		1
TEFLI qualification		9
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		10
Comments		
None.		

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	4	2
Private home	0	0
Home tuition	0	0
Residential	21	4
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	4
Staying in privately rented rooms/flats	88	0
Overall totals adults/under 18s		
	113	10
Overall total adults + under 18s		123