

Organisation name	Burlington School of English, London
Inspection date	29–30 November 2023

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 in W9 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Burlington School of English, in November 2023. 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> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic management, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Burlington School of English is a school for adults and juniors based in Balham, south London which was founded in 1990. The school moved into its new premises in 2020, and now has residential rooms for 82 students. During the school year, the majority of students study on adult programmes for students aged 16 and over. In general, students stay for one to four weeks, although a number of students also stay for more extended periods.

Approximately half the students are resident at the school. Courses run on a termly basis, with four terms per year. Students are encouraged to join courses at the start of a term but are also able to join during term time. The school offers theme-based courses for juniors at four periods during the year: autumn (one to four weeks), winter (one to six weeks), spring (one to five weeks) and summer (one to 11 weeks). Closed group courses are also offered.

The inspection was carried out by two inspectors and lasted two days. They held meetings with the managing director, director of studies, assistant director of studies, young learner programme co-ordinator, operations manager, residence supervisor, accommodation manager, young learner social programme co-ordinator and adult social programme co-ordinator. They observed all the teachers working during the week of the inspection and held focus group meetings with the teachers and students. Both inspectors visited the residential part of the school and one inspector spoke with a representative of the homestay agency used by the school.

## Address of main site/head office

Lord Annaly House, 146A Bedford Hill, London SW12 9HW

## Description of sites visited/observed

The school is a seven-minute walk away from Balham underground and train station. It is housed in a three-storey building on a residential street. The original historical building was constructed in 1860 and developed by the school in 2019 and 2020.

The ground floor comprises a reception area, a large open-plan office used by management and administrative staff, a teachers' workroom, a cafeteria/coffee bar serving breakfast, lunch, and dinner, and nine classrooms. There is an open area on the ground floor containing self-access materials. There are five toilets on the ground floor.

The first, second, and third floors can be accessed via a lift or staircase. On these floors is the school's on-site residence, offering 82 residential beds for students split into dormitories with three to eight students per room, twin, and single rooms. On the first floor there are two study rooms, and a common room with sofas, a big TV screen, and a table tennis table. There is a front garden with seating for students to relax. All residential floors have toilets and communal shower rooms.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Adult courses are offered at four different levels of intensity from basic (11 hours 15 minutes per week) to super intensive (22 hours 30 minutes per week). Courses are in general English with optional classes in English grammar or skills. Examination preparation classes are also available. Young learner courses are theme and project based and include a core of 11 hours and 15 minutes of classes and five half-day excursions per week.

## Management profile

The school is overseen by the owner who is not based at the school on a day-to-day basis. On a day-to-day basis the school is led by the managing director who works with the operations manager (OM) and director of studies (DoS) to manage all aspects of the provision. The DoS is supported by the young learner programme co-ordinator

and the assistant director of studies. The OM is supported by the accommodation manager who is also the designated safeguarding lead.

### Accommodation profile

Throughout the year, the school offers homestay accommodation through an agency registered with the British Council. Burlington provides on-site residential accommodation for up to 82 students in the floors above the school. Rooms vary in size from single ensuite rooms to multiple occupancy ones with triple-level bunk beds. Students can also book a self-catering option in an apartment. In the summer the residential on-site accommodation is reserved for young learners and adults are offered residential accommodation in a property that is a 20-minute walk away from the school.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values and publicity. The structure of the organisation is very well established, and communication is good. Policies and procedures related to staff management are very effective. Student administration is carried out highly efficiently. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant environment for work and relaxation. A good 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 students and staff where needed. *Premises and facilities* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a suitable professional profile to meet the course objectives and students' needs. Teachers receive very good support, and courses are managed to provide the maximum possible benefit to students. Course design and learner management are effective. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The students' needs for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, and a varied range of social activities and food options. Although the accommodation offered is generally suitable in most other respects, there are no blinds or curtains in on-site residential rooms and the storage is inadequate. *Care of students and Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. The safeguarding policy is appropriate, and staff receive effective training. Safer recruitment practices are largely followed but there were not two suitable references on file for all staff.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

#### Comments

M1 The goals and values of the organisation are relevant and are communicated to staff and students. Managers have a very good understanding of the relevance of the goals.

M2 There are clear, documented, realistic objectives for the organisation. Implementation of the goals is effectively monitored by management.

M3 The structure of the organisation is very clearly documented and shared with staff and students. The structure provides sufficient cover and support for busy periods.

M4 There are clear and comprehensive lines of communication. There are good levels of day-to-day informal communication, as well as formal meetings which are held according to a structured calendar and are minuted and recorded effectively. Staff commented very positively about communication.

M5 Feedback on all services is obtained regularly. All students provide feedback at least twice during their stay at the school. Management ensures that feedback is collated, analysed and acted upon, and is integral to the school's planning and review processes.

M7 There is a regular comprehensive review of student feedback which is developed into an action plan. The school has appointed someone with responsibility for reviewing school performance and developing action plans to drive forward quality.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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

M8 The school has comprehensive human resources policies and documentation in place. There is good provision for wellbeing and staff feel valued and well supported.

M10 There are detailed comprehensive procedures in place for the recruitment of all staff. Staff are well trained in recruitment practices, ensuring that the procedures and systems are effectively implemented.

M11 Induction is well organised and personalised to individuals and their roles as appropriate. Staff complete a checklist, a quiz and where possible have opportunities to shadow colleagues.

M12 There is a robust procedure for monitoring and appraising staff and for handling unsatisfactory performance. The procedure is supportive, is integral to the organisational culture and applies to all staff and managers.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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 The school is characterised by excellent customer service for students and their representatives. All members of staff are helpful and courteous.

M15 Students receive comprehensive pre-course information through a variety of media. In addition, students are provided with excellent personalised advice both before arrival and while studying.

M19 There is a clear policy on absence and lateness, and it is applied consistently and sensitively ensuring that levels of student absence and lateness are low.

M21 The complaints procedure is written in clear accessible English and is made known to students through notices and handbooks. There is good evidence that complaints are treated seriously, and that appropriate action is taken.

<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.	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.	Strength
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

The main medium of publicity is the website which includes several downloadable brochures. In addition, the school has presence on a number of social media platforms.

M26 The website provides a detailed description of care given to different classifications of under 18 students. The information is presented in a way that is accessible to parents, guardians, students and their representatives.

### Premises and resources

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

#### Comments

P1 The recently renovated premises are in an excellent state of repair cleanliness and decoration. They are well maintained, with effective systems for reporting and remedying any issues or works that require attention.

P3 There are several comfortable spaces where students can relax and consume food. The school premises are very welcoming to students.

P4 The school has a cafeteria serving hot and cold breakfast and lunch every day. The food is varied, freshly prepared and reasonably priced.

P5 Signage around the premises is good with clear directions for visitors and new students. There is a range of noticeboards and digital displays which are visually attractive and very informative.

P6 There are several areas for staff to meet, relax and work. There is good storage space for staff, and facilities for them to keep and heat food.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 There is a wide range of well-organised learning resources available, including a good selection of coursebooks and supplementary resources, as well as digital resources and in-house materials.

### 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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T3 There is a good balance and range of experience and knowledge within the teaching team, appropriate to the profile and needs of the students and courses. This includes some highly experienced staff who have expertise relevant to the courses taught.

T4 The director of studies is TEFLQ and appropriately experienced. Two other academic managers do not have a TEFLQ qualification but are studying for one. A rationale was provided for the academic management team, and was accepted based on their suitable deployment and duties.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T7 There is always cover available on site and very good systems to ensure continuity between teachers.

T9 The academic management team is always available to support teachers. Teachers commented very positively about the formal and informal support in place for them.

T10 All teachers are observed once per year as standard. In addition, they often request drop-in observations from the DoS or a colleague to focus on a particular aspect of teaching and learning. Teachers spoke very positively

about the observation and subsequent feedback process.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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.	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	
All criteria in this area are fully met.	

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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T17 Placement testing covers all relevant areas, is reliably linked to an external reference framework, and includes a detailed needs analysis.	

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, language workshops
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength

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 generally provided clear explanations of language appropriate to students' needs and levels. Examples and explanations were relevant, concise and memorable.

T24 All lesson plans included student profiles which demonstrated a very good knowledge and understanding of students' needs and backgrounds. Lesson plans and activities consistently took the student profile into account.

T25 In all plans, learning outcomes were stated clearly, and in the majority of segments observed they were shared appropriately with students. Lessons were appropriately challenging and staged ensuring that students were supported as they moved from familiar to unfamiliar content.

T26 In general, teachers employed a range of techniques with confidence. In most classes, there were good examples of questioning techniques and the use of time limits.

T27 Resources were managed very well in all classes. Most classes were coursebook based, but the book did not dominate and was skilfully supplemented or adapted. In addition, classroom spaces and audio-visual equipment were very well used.

T28 Teachers generally monitored students and gave them useful feedback, correction and praise. There were also good examples of self and peer correction.

T29 Teachers mostly used short tasks from the coursebook to ensure that progress and learning were monitored. In the majority of classes references were made to work covered in previous lessons or previously in the same class.

T30 There were very good levels of student talking time in all classes. Teachers created a collaborative co-operative environment where all students were engaged.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Knowledge of the linguistic systems of English was generally good, and lesson planning and content was highly relevant to the needs and cultural backgrounds of the students. Techniques were varied and appropriate, and teachers demonstrated excellent management of resources and the classroom environment. Appropriate feedback was provided to students, and there were opportunities to evaluate learning. Teachers' awareness of individual and whole class needs, and skilful classroom management resulted in a very positive learning atmosphere.

#### 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 Excellent safety and security measures are in place. Responsibility for safety and security is specified in the job description of the managing director and staff and students are well briefed on safety and security issues. The reception area at the entrance to the school is staffed at all times and CCTV is in operation in the building. Training has been provided for a number of fire marshals.



W2 Comprehensive procedures are in place for handling any emergencies on the premises and for locating and communicating with students on and off site. There is an emergency protocol handbook and plans are made known to all staff, group leaders and students. Students are well briefed on keeping safe through inductions and the detailed student handbook.

W3 Pastoral care is a priority for all staff in the school. Relevant staff are introduced to students at their induction and are clearly highlighted in the student handbook and notices. Students commented very positively on the care and support they had received. Separate meetings are held weekly with under 18s on adult courses, and certain rooms are designated as quiet spaces.

W4 There are very good policies for dealing with abusive behaviour and anti-bullying and these are included in staff and student handbooks. Information for students, written in accessible language, is widely available on posters around the school. The school has a code of conduct and a clear traffic light system for explaining various forms of misconduct and their consequences.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Met</b>
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### **Comments**

W9 Although the on-site residential rooms are refurbished to a very high standard, none of them has any blinds or curtains and storage space is inadequate in many of them. There is also insufficient seating in a large number of them.

W13 Although many issues with accommodation had been acted on, those raised concerning lack of blinds and storage had not been adequately addressed.

W15 The coffee bar offers an excellent range of healthy food options. Varied menus are provided, and feedback is sought from students and acted on whenever possible.

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

#### **Comments**

All criteria in this 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.	Strength
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### **Comments**

W21 The school provides detailed written and personal assistance to students who seek to rent private accommodation.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W23 Activity staff provide students with a large amount of information about social, cultural and sporting events through a number of effective channels that include social media sites, electronic and physical display boards and weekly meetings. The school's weekly social programme includes suggestions for independent visits, which staff are happy to help students organise.</p> <p>W24 The school rightly claims that the social programme is a significant part of its identity. The monthly and weekly social programmes are varied and include sightseeing and walking tours, activities organised in partnership with a third party, and a wide range of local cultural and sporting activities.</p> <p>W25 There are different and dedicated co-ordinators for adult and young learner programmes, and all events are meticulously planned. Activity staff actively seek student suggestions and act on them whenever possible.</p> <p>W26 Risk assessments for all events are rigorously devised, staff are well briefed and provide feedback on all activities. There is a systematic approach to updating risk assessments and the social programme co-ordinators have undergone social programme safeguarding training.</p>	

### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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	

Year round the school accepts 16 and 17 year-olds on adult courses, and 11 to 17 year-olds on seasonal and closed group young learner courses. At the time of the inspection there was one 17-year-old student on the adult programme.

S2 The designated safeguarding lead and their two deputies have all received specialist training. Staff receive a checklist and sign to state that they have received the policy, and the staff induction quiz includes questions on this topic. Group leaders are also sent the safeguarding training for completion prior to coming to the school.

S4 Some members of staff have received sector-specific safer recruitment training. Although safer recruitment good practices are largely followed, there were not two references on file for all staff that commented on their suitability to work with under 18s.

S5 There are very well thought-through policies for keeping adults and young learners apart during lessons, breaks,

social programmes and meals, by having these activities take place at different times of the day. During much of the year, different age groups are accommodated on different floors in the on-site residence.

S6 Comprehensive inductions make very clear what students of different age groups may do outside scheduled activities. Weekly meetings with 16–17-year-olds include discussions about what they are doing at the weekend.

### 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	2018
Subsequent spot check (if applicable)	2019
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	1990
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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

<b>Student profile</b>	At inspection	In peak week: July 2023
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	55	60
Full-time ELT (15+ hours per week) aged 16–17 years	1	20
Full-time ELT (15+ hours per week) aged under 16	0	80
Part-time ELT aged 18 years and over	9	40
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>65</b>	<b>200</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Ukrainian, Italian, Brazilian, Turkish	Ukrainian, Italian, German, Brazilian, Turkish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	22–25	22–25
Adult programmes: typical length of stay	4	4
Adult programmes: predominant nationalities	Japanese, Brazilian, Italian, Thai	Japanese, Brazilian, Italian, Thai, Polish

<b>Staff profile</b>	At inspection	In peak week
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
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	2
Total	3

### Comments

Two academic managers do not have a TEFLQ qualification.

One of the academic managers was teaching 15 hours per week during the week of the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

### 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	0	0
Private home	1	0
Home tuition	0	0
Residential	29	1
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	34	0
Overall totals adults/under 18s	64	1
Overall total adults + under 18s	65	

**Points to be addressed*****Points which must be addressed within three months*****Welfare and student services**

W9 None of the on-site residential rooms has any blinds or curtains and storage space is inadequate in many of them.

**Safeguarding under 18s**

S4 There were not two references on file for all staff that commented on their suitability to work with under 18s.

***Other points to be addressed*****Welfare and student services**

W9 There is insufficient seating in a large number of the on-site residential rooms.

W13 Issues raised concerning lack of blinds or curtains and storage had not been adequately addressed.

**Action plan**

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 6 September 2024. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.