British Council

Inspection report

Organisation name	Caledonian Language School, Edinburgh
Inspection date	26–27 September 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and care of under 18s have been addressed. The required evidence was subsequently submitted.

Summary statement

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

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

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

Strengths were noted in the areas of academic management, teaching, care of students, and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	May 2013
Last full inspection	May 2013
Subsequent spot check (if applicable)	November 2014 and September 2016
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	Shane Global, Hastings
Other related non-accredited schools/centres/affiliates	Modern English Learning, Japan

Private sector

Date of foundation	1 July 2011
Ownership	Name of company: Caledonian Language School Ltd Company number: SC402769
Other accreditation/inspection	N/a

Premises profile

Address of main site	Palmerston House, 7 Torphichen Street, Edinburgh EH3 8HX
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is to the west of the centre of Edinburgh between Waverley and Haymarket rail stations, though closer to the latter. It is housed in the lower two floors of a historic New Town building with large rooms and high ceilings. There are five classrooms, a study room, a student common room, a teachers' room and office space.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	34
Full-time ELT (15+ hours per week) aged 16–17 years	0	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	30	32
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	**37**	**67**
Junior programmes: advertised minimum age	15 (closed groups only)	15 (closed group)
Junior programmes: actual minimum age	15	15
Junior programmes: advertised maximum age	18	18
Junior programmes: actual maximum age	18	18
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	18–40	18–40

	At inspection	In peak week
Adult programmes: typical length of stay	3–8 weeks	8 weeks
Adult programmes: predominant nationalities	Italian	Italian, Omani, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	7
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 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	1	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	4
Comments	
None.	

Course profile

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

Comments
The majority of courses are adult courses, attended by students over 18. The vacation course in the summer had 58 students in all, of whom 19 were aged 16 or 17. There have been closed groups, both for juniors and for adults, from Switzerland and Italy during the year. In summer there was a small number of one-to-one classes, a total of around 12 hours.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	4	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family/friends	2	0
Staying in privately rented rooms/flats	31	0
Overall totals adults/under 18s	37	0
Overall total adults + under 18s	37	

Introduction

The Caledonian Language School (CLS) provides courses in general English (three hours each morning for five days per week) and intensive courses (a general English course with a further five hours in the afternoon), examination preparation courses and part-time general English courses in the evening (two hours twice a week). The majority of the students are from the European Union, principally Italy and Spain. Some come from abroad to study but most are settled in Scotland and are already in employment.

The inspection lasted for one and a half days and involved two inspectors. Meetings were held with the principal (who is also the academic manager), and the administrative assistant/accommodation officer, and separate focus groups were held with students and with teachers. All teachers timetabled during the inspection were observed twice. One inspector visited two homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

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

Comments
M2 There is a simple and clear organogram giving details of the structure of management and administration of the school. In the absence of the principal/academic manager, cover is provided by the administrative and marketing assistant for administrative matters and by one of the teachers, who is TEFLQ, for academic issues.

M3 Job descriptions are concise but undated. The principal's job description did not include her role as designated safeguarding lead, but this was added during the inspection.
M4 Given the compact nature of the school, much of the communication is informal. In addition, there is a weekly teachers' meeting with an agenda which serves as the basis for informal minutes; any action points noted on it are followed up by email. The principal has regular video conference meetings with the other owners of the school.
M6 References were not available for the majority of the teachers, including a recent appointment.
M7 CLS has a range of induction procedures with a checklist to confirm that they have been completed. Safeguarding and Prevent were not included on this list.
M8 There is an annual development interview with each member of staff, but no records of these meetings were available. Observations of teachers feed into these meetings. Teachers confirmed that these meetings take place and that they are useful.
M9 Staff are encouraged to attend national and UK-wide conferences and made aware of relevant webinars, and all have been trained in safeguarding and Prevent, but there is little developmental activity within the school, apart from brief development slots in the weekly teachers' meetings.

Student administration

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

Comments
M10 Students reported that staff were consistently friendly and helpful and this was also seen by the inspectors.

M11 Students applying from overseas are given sufficient information by email to enable them to make informed

choices before arrival. Students who are already embedded in the local community are invited to the school to discuss choices face-to-face.

M13 Records of local contact details and emergency contacts were on file for the students currently in the school, but the latter occasionally omitted the surname of the contact or the relationship to the student. These records are on paper and there is no provision to ensure they can easily be accessed outside office hours.

M14 There is a policy on student attendance and end-of-course reports are only issued to students who have attended 80 per cent of classes. There are sanctions for poor attendance but students can be absent for up to four days before any action is taken. In the case of 16 and 17 year-olds on adult courses, however, the parents or guardians of the students are contacted on the first day of their absence if the students do not respond to calls. Students under the age of 16 are only enrolled in closed groups; in these cases, there is a group leader on site who is contacted immediately.

M15 Information about conditions and procedures under which a student may be asked to leave the course is given in the disciplinary policy but this is not readily available to students.

Quality assurance

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

Comments

M16 There was an action plan; many of the items to be addressed had been completed, but a small number had not.

M17 Systems, processes and practices are reviewed with reference to feedback from students and staff.

M18 Initial feedback on accommodation and end-of-course feedback on all aspects of the provision is obtained from students. Action is taken and, for accommodation, is recorded.

M19 Staff feedback is mainly informal and through the weekly teachers' meetings; feedback is not sought formally from them.

M20 There is a complaints policy, in the welcome handbook and elsewhere, but it is not always written in clear, accessible English.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☒	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☒	☐	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

The school's publicity comprises a website, printed flyers, a section in the Shane Global brochure and a presence on social media.

M21 The publicity is in clear and accurate English and is translated, on the website, into five languages.

M22 Information in publicity is generally accurate and gives rise to realistic expectations but some staff photos are inconsistently labelled and out of date, and the times of classes are not accurate on one page. The labelling of sections of the website is at times confusing, though one particularly unsuitable page title was renamed during the inspection.

M23 Course descriptions are generic and do not contain objectives or levels.
M24 Some of the required information is available but non-teaching days are not listed, the minimum age varies in different sections of the publicity, and the maximum class size is only in the safeguarding policy and is thus not easily accessible.
M25 Most of the required information is available but not the cost of course-related examination fees.
M27 Publicity about the leisure programme is accurate but limited to external events; the school organises occasional internal activities.
M29 Claims to accreditation are generally in line with the guidelines though it is stated that the British Council 'regularly inspects members' and elsewhere the claim is made that the school is accredited by the British Council and English UK. Out-of-date versions of the Accreditation Scheme marque were displayed through the school's windows.

Management summary

The provision meets the section standard. The management structure is clear and communication is good. Student administration is generally handled well but some records were incomplete and contact details were not available outside the school's opening hours. Quality assurance procedures are in place. There is a need for improvement in *Publicity*.

Resources and environment

Premises and facilities

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

Comments

R3 Classrooms are well lit, heated and ventilated and are flexibly furnished. Students can see, hear and write in comfort. Not all of the classrooms are large enough for the school's stated maximum number of students, but this is taken into account when allocating classes to classrooms.
R4 There is a student common room with comfortable seating, information displays, a coffee machine and two computers. There are many sources of affordable food close to the school.
R5 Signage is generally good but the room numbers on classroom doors are very small.

Learning resources

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

Comments

R7 In addition to resources for use in the classroom, the school has sets of readers that can be borrowed by students.
R9 One of the co-owners of the school has a background in information technology and keeps the available technology well maintained.
R10 There is a study room with four computers and a number of desks for self-access work, in addition to the computers in the student common room.
R12 There is an item on the agenda at teachers' meetings before the summer and before the start of the academic

year to prompt discussion about the renewal of teaching and learning resources for the coming months.

Resources and environment summary

The provision meets the section standard. The school premises provide an appropriate environment for students and staff. Teachers are supported in their work by access to appropriate resources.

Teaching and learning

Academic staff profile

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

Comments
T4 The academic manager is well qualified and has considerable experience in a range of different teaching and academic management contexts.

Academic management

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

Comments
T6 Teachers are matched to courses on the basis of their availability, experience of teaching different language levels, preferences and to give them variety.
T7 Rooms are allocated on the basis of the size of classes as not all of the rooms can accommodate the stated maximum number of students.
T8 When longer-term cover is needed, attempts are made to find one rather than several teachers to teach the class in question. For emergency cover, teachers who are not currently teaching at the school are approached first; the principal can also provide cover if necessary.
T10 It is clear there are support mechanisms for teachers in place; teachers felt they were well supported, by each other and by the academic manager.
T11 Teachers are, in principle, observed once a year by the principal but records of observations were not available for all teachers. Outcomes of observations are discussed with the teachers soon after the observations and inform the short professional development slots in the weekly teachers' meetings and annual development reviews.

Course design and implementation

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

	Not met	Met	Strength	See comments	N/a
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 Course design is based on communicative principles and is mapped against Common European Framework of Reference (CEFR) can-do statements. The coursebook chosen at each level is related to these in the schemes of work developed.

T13 Coursebook choices are made following discussions between teachers and the academic manager. Publishers' representatives visit frequently and provide inspection copies of new coursebooks which are then trialled as possible replacements for existing ones.

T14 Schemes of work for all the courses are posted on classroom walls.

T15 Courses include strategies that encourage autonomous learning and students are informed of materials that can be borrowed for use outside the school and of websites that they can visit to help them improve their English. They are also given sheets of tips on how to improve aspects of their English on their own.

T16 Advice is given to students on how to put their English to use outside the school. Longer-stay students are encouraged and assisted in volunteering in the community as a way of utilising their English.

Learner management

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

Comments

T17 The placement test consists of a multiple-choice grammar and vocabulary test and a structured and graded speaking assessment. This may be supplemented by a writing assessment, especially for those who will be joining examination preparation classes.

T18 Progress is monitored by unit tests and/or mid-term and end-of-term tests.

T19 The school provides a number of examination preparation courses; students are counselled as to the most suitable exams and levels.

T21 Students receive an academic report if they have attended at least 80 per cent of classes. It includes details of the progress they have made, their attitude in class, punctuality and a section in which their teacher recommends ways in which they can further their learning of English.

T22 The school's staff, most of whom have worked in further education or in higher education, are well placed to advise students about UK education.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General and intensive English classes and part-time evening classes.

Comments

No examination preparation classes were running at the time of the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 All teachers demonstrated a sound knowledge of English and provided accurate models. Explanations were clear and relevant. New vocabulary was explained and contextualised and was written up with helpful information about stress and parts of speech.

T24 Profiles of classes showed good understanding of learning needs and students. Content was appropriate in all classes seen. There was a strong focus on communicative tasks and on developing students' confidence in speaking English. Teachers knew their students well and were sensitive to their cultural backgrounds, but little differentiation was seen.

T25 Plans contained a coherent and varied sequence of activities. Learning outcomes were not always displayed in the classroom and in some instances it was not clear how the activities would lead to the specific outcomes detailed in the plan.

T26 There was a good range of teaching techniques that were appropriate for the learners. These included elicitation, prompting, clear instructions given and checked, and concept-checking questions. The lessons were well paced and the range of techniques enabled lots of variety.

T27 A good range of resources handled energetically and well was seen; they included coursebooks, handouts, laminated display material and CDs. The coursebook was used as a springboard; it was not routinely worked through.

T28 Teachers monitored language well and gave positive and encouraging feedback. Correction was generally handled well and a wide range of correction techniques was seen: self, peer, delayed, echo, and gesture, for example. Teachers were reasonably alert to pronunciation problems and provided practice where appropriate, though this was sometimes rather limited.

T29 Evaluation of learning taking place was through concept-checking questions and elicitation. In some cases activities were used to demonstrate that the required language had been learnt but systematic checking that learning outcomes had been achieved was not always apparent.

T30 There was a consistently good rapport between the students and their teachers, students were engaged and the learning atmosphere was invariably positive. Students took part in the tasks assigned to them enthusiastically and worked well together. Teachers' language was well graded for the level of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments observed judged to be good. Lessons were planned well and teachers considered the learning needs of their students, rather than depending on the coursebook. A range of teaching techniques was seen and teachers used resources well. There was a very positive atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are well supported. Course design is principled and based on appropriate coursebooks, and learners are managed well. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 There are good measures in place to ensure the safety and security of students on school premises. The main door, which opens directly on to the street, is kept unlocked to allow students to come and go easily but the main reception area is always staffed, including while evening classes are running. There is also CCTV surveillance of the main entrance, and visitors sign in and out. Risk assessments of the premises are up to date and reviewed regularly. Records of fire drills sampled were up to date and evacuation procedures clear.

W2 Pastoral care is well managed and students' well-being is a school priority. All staff have a caring attitude towards students, who are made aware of the kinds of support available when they enrol. A classroom is made available for religious observation. Students in the focus groups knew who to approach with any problems and were sure that help, support and guidance would be offered if needed.

W3 Information about who to go to with a specific problem is clearly displayed on noticeboards and in the information given to students.

W4 Policies and procedures are in place and widely available in staff and student handbooks and on noticeboards. Staff are fully aware of their responsibilities relating to the Prevent strategy. Information provided to students could be made simpler for students with lower levels of English.

W6 Very good travel and transport arrangements are in place and made clear to students on student arrival cards, issued to students and to those collecting them. The school uses a reliable local taxi company for individual arrivals; groups are usually met by a member of Caledonian staff.

W7 The student welcome guide contains a wide range of practical and useful information, covering all items in this criterion. There is clear guidance on who to ask for any further information required, and additional information is on noticeboards around the school.

W8 Information is available in the student handbook and covered at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers mostly homestay half-board accommodation and, from time to time, private student residences. Most of the homestay accommodation is between 25 and 35 minutes away by bus. Four students were in homestays at the time of the inspection. The majority of students had organised their own accommodation. One inspector visited two homestays. It was not possible to visit the private student residence at the time of the inspection because there were no staff free to show the inspector round. There were no CLS students resident at the time of the inspection.

Accommodation: all types

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

Comments

W9 All accommodation visited was of a high standard and facilities for the students were excellent. There is evidence of a very good relationship between the school and the homestay hosts. Students in the focus group also spoke very highly of their homestay experience.

W12 The accommodation database was clear and easy to use. The records sampled contained up-to-date information about hosts, records of visits and checks of safety measures. Systems are in place to signal when re-visits and safety checks are due. The administrative/accommodation officer checks whether there are any students from other schools in the homestay before confirming booking.

W13 Students and hosts are provided with clear information prior to arrival.

W14 Early feedback forms showed evidence of quick responses to any accommodation queries. The close relationship between the school and the homestay hosts means any problems arising are dealt with very quickly.

W15 Students were very complimentary about the meals provided by their homestays. Both hosts visited were aware of the need to provide healthy meals, and were careful to respond to the likes and dislikes of their students in relation to food.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐
Comments					
None.					

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐
Comments					
None.					

Accommodation: other

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

W24 The school provides helpful information and advice for students making their own accommodation arrangements. There is a list of useful websites in the student handbook and the principal and administrative/accommodation officer are available to advise students.

Leisure opportunities

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

W26 Noticeboards clearly display information about both the leisure programme and other cultural events in Edinburgh and the surrounding area. The principal visits classes regularly to give students information about excursions and events run by a local student travel company and the school handles the bookings for these external events.
W27 During term time students are offered a fortnightly local excursion or activity; this increases to two activities a week over the summer period. In addition, there are occasional lunches, parties and celebrations organised by staff. Teachers accompany students on all outings.
W28 Risk assessments are in place but these are generic risk assessments and not specific to each activity.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for by all staff in the school and good information and support is provided. Travel and transport arrangements are carried out efficiently. Homestay provision is of a high standard and there is a very good relationship between the school and its

hosts. The school provides a suitable leisure programme and students have opportunities to make the most of their stay in Edinburgh. *Care of students* and *Accommodation* are areas of strength.

Care of under 18s

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

Comments

The school has small numbers of 16 and 17 year-olds on their adult courses and accepts students aged 15 in closed groups in the summer. There were no under 18s at the time of inspection.
C1 The school takes safeguarding seriously and a comprehensive safeguarding policy is in place which is clearly written in accessible language.
C2 Staff are made aware during induction of the safeguarding policy and of their responsibilities relating to it and all staff and hosts are required to undertake basic online safeguarding training. Information is also provided in the staff handbook. The principal, as named safeguarding lead, had undertaken advanced safeguarding training.
C3 There is information about the level of care for 16 and 17 year-old students in the parental consent forms, but this is not easy to find on the website. There are no details about supervision outside class times.
C4 The school has a safer recruitment policy but it was not clear that all references are followed up and the school was unaware of the requirement for references for homestay hosts.
C5 Clear arrangements are in place for keeping under 16s separate from adult students. Under 16s are taught separately, in closed groups, and group leaders supervise their students at break times. A separate leisure programme is created for under 16s. Under 18s are identified on class registers.
C6 Parents sign a letter of consent agreeing that their child will not be supervised when travelling to and from school and during breaks. However, there is no mechanism for informing adult students that there are under 18s in their group. Homestay hosts are given information about the supervision of under 18s in their care and curfew times are clear.

Care of under 18s summary

The provision just meets the section standard. Although the school only recruits small numbers of 16 and 17 year-olds on adult courses and parents sign a letter of consent agreeing that levels of supervision will be not be applied, the school has areas that need to be improved in its care of under 18s. Publicity does not fully address the care of under 18s and recruitment processes need to be tightened up.