

Organisation name	Centre of English Studies (CES) Edinburgh
Inspection date	18–19 November 2021

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. However, evidence must be submitted within three months to demonstrate that M10, W11, S2 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Centre of English Studies, Edinburgh in November 2021. 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 private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic staff profile, teaching, care of students, and leisure opportunities.

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

Introduction

The Centre of English Studies (CES) Edinburgh was originally the Randolph School of English. It was bought by CES in 2015 and is one of the CES group of schools. The other schools are located in Leeds, London, Oxford, Worthing, Dublin and Toronto. The school offers open enrolment language courses year round as well as vacation language programmes for juniors at various points during the year. The school also offers teacher development and professional courses.

The inspection took one and a half days. Due to the global pandemic, the inspection was conducted remotely. The two inspectors held meetings with the principal, the office manager, the accommodation officer, the head of training and development for CES in Dublin, and the UK director of CES, also in Dublin.

Focus group meetings were held with teachers and students, and all teachers were observed teaching face to face. Both inspectors completed a virtual tour of the school premises and observed the whole school Friday graduation. Two homestays were visited remotely.

Address of main site/head office

54 Manor Place, Edinburgh EH3 7EH

Description of sites observed

The Centre of English Studies (CES) Edinburgh school operates out of a five-storey building located in the West End of Edinburgh, a short walk from Princes Street in the city centre. There is a reception on the ground floor with workplaces for the principal, director of studies (DoS) and the administrative team, and a student common room on the first floor. The staffroom is located in the basement of the school, and there is a self-access centre with printing facilities and a lending library. There are twelve classrooms in total in the building and toilets are available on every floor. On the second floor there is an office for the head of the teacher training courses; two of the classrooms on the second floor are used for these courses and by the school when teacher training courses are not running. There is a garden at the rear of the building.

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 type="checkbox"/>	<input 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 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

General English courses of 15 and 22.5 hours per week are offered to students aged 16 and above. One-to-one tuition is also offered and can be combined with a group course. At the time of the inspection, four general English classes of 15 hours per week were running in the morning at levels from beginner to advanced. There were also two afternoon classes taking place: an IELTS exam preparation course and a general English course.

Management profile

CES Edinburgh is part of Centre of English Studies Ltd. The principal of CES Edinburgh reports to the UK Director. All members of the academic, social and administrative teams at CES Edinburgh report to the principal.

Accommodation profile

The school offers homestay accommodation for adults and young learners, arranged by the accommodation officer. They currently have 84 registered homestays. Residence accommodation is available for junior students in the summer at the university of Edinburgh's Pollock Halls of residence, but this has not been used since 2019. Year-

round residence accommodation for adult students is organised on a case-by-case basis but is not currently offered.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values, sound quality and review procedures and there are effective channels of communication at all levels. All aspects of student administration are carried out with care and attention to the needs of students, publicity is clear and the management of the provision operates to the benefit of students. *Strategic and quality 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 are well maintained and equipped providing a comfortable environment for study and relaxation. Resources are sufficient to meet the needs of staff and students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teaching team is well-qualified and experienced and programmes of learning are managed to the benefit of the students. Course design is regularly reviewed and there is good linking of the classroom to the local environment and the wider UK context. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met. Good information and support is provided to students on health care and there are robust policies in place to promote tolerance and respect. Students benefit from suitable accommodation and an interesting and varied leisure programme. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and all staff are aware of their responsibilities. Parental consent forms are sufficiently detailed and provide guidance on unsupervised activities. Recruitment policies are thorough but references need to be followed up and recorded more consistently. Relevant staff need to undergo Specialist level training.

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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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 A clear statement of the goals and values of the organisation is displayed throughout the school and in all of the literature. Staff across the organisation have been involved in creating the statement; teachers in the focus group confirmed that these goals and values are integral to the school and to their sense of a shared common purpose.

M3 The structure of the ELT operation is simple and clear and conveyed to students, staff and visitors to the school. There is a photo display of staff in the main foyer explaining their roles and who students should go to with particular questions or problems.

M4 Channels of communication across all levels of the organisation are straightforward and work very well. A variety of communication channels is used to ensure that all stakeholders, including teachers and students are kept well informed. Frequent contact with the principals of the other CES schools and the management of the organisation allows for support and the sharing of best practice.

M5 Students have numerous opportunities to provide feedback, through questionnaires, tutorials and daily contact with a very accessible and welcoming staff. Action taken is both recorded and analysed, with staff seeing any feedback relevant to them.

M7 A comprehensive and regular quality review cycle is in place drawing on evidence from multiple sources including staff and student feedback. The self-evaluation undertaken for the inspection was exemplary, providing further evidence that processes and practices are constantly being examined with a view to improvement.

Staff management and development	Met
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.	Not met
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.	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

M8 All of the required HR policies are in place and all staff spoken to felt valued and well supported, particularly through the difficult period of the pandemic where staff welfare and well-being became a priority for the school and the organisation.

M10 Good clear recruitment and selection policies are in place. However, not all of the required documents were in staff files viewed; some references were missing and evidence of regular updating of safeguarding training.

M11 Induction is paid for both for permanent and seasonal staff. Procedures are very thorough with useful induction checklists in place.

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.	Strength
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 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the school.

M15 The individual nature of the service provided ensures students receive detailed one-to-one support and guidance before enrolling on a programme. This level of support continues throughout their time at the school.

M16 The school operates a very flexible approach to cancellation and refunds with students being dealt with on an individual basis and their specific circumstances taken into account. A 'no quibbles' policy was put in place during the period of closure, putting students and their needs first and offering refunds or any other preferred option.

M19 A clear attendance and punctuality policy is explained to students at induction and reinforced by posters and information displayed in the school. Absences are followed up systematically and students knew and understood the policy.

M21 The complaints policy is displayed throughout the school, is in the student handbook and explained to students at induction. It is clear that complaints are taken very seriously and dealt with promptly and effectively.

Publicity	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the CES website. The organisation produces two brochures – one for adults and the other for junior summer programmes. Both can be downloaded from the website. A range of social media sites is also in use.

All criteria in this area are fully met.

Premises and resources

Premises and facilities	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.	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

P1 Premises are clean and well maintained in all areas, with ample space for both staff and students. An attractive private rear garden provides additional space for socialising and relaxation in the warmer months.

P3 Students have the use of a large and comfortably furnished lounge area very suitable for relaxation and the consumption of food.

P4 Free drinking water is available as well as free hot and cold drinks and biscuits. There is a kitchen area in the lounge for students to use and they can buy food in a number of outlets near the school.

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.	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

All criteria in this area are fully met.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
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

T2 The teaching team has relevant ELT/TESOL qualifications. The majority of staff were TEFLQ at the time of inspection.
T3 The teaching team has good range of knowledge, skills and experience, both in the school and other contexts.
T4 The school is currently recruiting for a new academic manager. The school principal, who is TEFLI, has taken over the role of academic manager in the meantime. A rationale was provided which was accepted in the context of this inspection. Although not TEFLQ, he is a highly qualified and experienced education manager and practitioner. Support is available from the teachers, three of whom are TEFLQ, and by phone or video conferencing from TEFLQ colleagues in Dublin and the other CES schools.

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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T9 Although the principal is not TEFLQ, appropriate temporary provision is in place to provide support and guidance for teachers. The organisation is in the process of recruiting a new academic manager.
T10 Currently observations are not formally taking place in the absence of a fully qualified academic manager. However, staff can and do undertake peer observations. Very good records of observations undertaken pre-pandemic were seen.

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.	Met
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T21 Comprehensive reports are given to students and their sponsors on request and at the end of their course. The reports also give very useful information and advice to students about how to continue with their language learning.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

Four teachers were teaching during the inspection period and each was observed by both inspectors.

Teaching: classroom observation	Area of strength
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.	Strength
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 All teachers provided appropriate models and most showed sound knowledge of linguistic systems. Phonemic script was used effectively by some teachers to support the teaching of pronunciation and stress patterns. Good simple explanations of complex grammatical points were observed.

T24 Class profiles were strong and made reference to the specific learning needs of individual students. In the best lesson plans differentiation was built in, with additional tasks prepared to give to stronger students and strategies to support weaker students. The content in the lessons observed was relevant to the syllabus, the stage of the course and suitable for students coming to Edinburgh for shorter or longer stays.

T25 Lesson plans were logically staged and there was a clear link between aims and activities. Both lesson plans and weekly schemes of work displayed on classroom walls showed relevant learning outcomes to be achieved through a coherent sequence of activities. In some classes these learning outcomes were referred to and checked with students, in others learning outcomes were not always made clear to students.

T26 A good variety of teaching techniques was seen including nomination, confident use of elicitation, good prompting and concept checking. In some segments there was a specific focus on intonation and meaning. At times opportunities to concept check new language were missed.

T27 Classroom management was generally very good: instructions were clear, whiteboards were used effectively, pair and group work were handled skilfully. In most classes, coursebook materials were selected and adapted to meet the particular needs of the students.

T28 In all classes, teachers were encouraging, positive and helpful and gave constructive feedback. However, in some segments there was insufficient correction of errors, especially in pronunciation.

T29 Almost all teaching included short tasks to encourage students to use the language being taught and evaluate their performance.

T30 In all classes seen students were interacting and engaged. Teachers clearly knew their students well and were aware of their learning needs; classes were purposeful and there was a warm, positive and encouraging atmosphere.

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 or very good. Teachers' knowledge of the language was sound, teaching techniques and resources were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs of students and to help them get the most out of their stay in Edinburgh. Feedback to students was positive and encouraging, although some opportunities to correct errors were missed. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

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.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength

Comments

W2 There are comprehensive and well-considered plans on how to respond to an emergency, both on and off-site. Guidance is provided for all staff with annual updates and activity staff follow a presentation on how to respond to an emergency during an activity.

W3 Students in the focus group were very complimentary about the kindness and support offered by all staff and it is clear pastoral care is a high priority for the close-knit team at the school. Students aged 16–17 on adult courses have weekly meetings with welfare staff and a quiet/multi-faith room adjacent to toilet facilities is available for students to use throughout the day.

W4 There are thorough policies and clear statements included in a number of documents to promote tolerance and respect. Procedures for dealing with abusive or bullying behaviour are widely available, with examples of what constitutes unacceptable behaviour leading to expulsion.

W8 In addition to information in pre-arrival and student handbooks, homestay handbooks include very good guidance on dealing with medical issues. Three members of staff are first-aid trained and all 'yellow shirts', junior programmes activities staff, receive training as part of their induction.

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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 Up-to-date gas safety certificates are not on file for some of the homestays currently in use.

W14 The homestay handbook is extensive in reach and provides clear guidance on booking terms and conditions. Hosts had a very good understanding of the school's requirements, rules and regulations.

W15 Good guidance is available to hosts in the homestay handbook on the provision of meals. There was evidence that hosts were keen to promote a healthy diet and happy to cater to students' particular dietary requests.

<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 area 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.	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	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

W23 Students receive very good pre-arrival information on popular events and activities in Edinburgh and are very well informed throughout their stay. In addition to the weekly graduation ceremony which promotes popular trips and events, well-informed staff are available during breaks to offer advice and guidance on places of interest. Attractive noticeboard displays throughout the school include a "Bucket List" of activities recommended by previous students and members of staff.

W24 Despite the challenges of the global pandemic, the school has continued to offer a varied and interesting daily social programme to cater to the needs and interests of their students. During lockdown a series of cultural webinars was delivered, and current students remarked on the wide range of activities available to them, and their appreciation of the efforts made to satisfy both long and short-stay students.

W25 The school's 'yellow shirt' staff operate the leisure programme for juniors and groups. Excellent handbooks provide advice and guidance on leading tours and responding to FAQs. In quieter times, the principal and office manager share responsibility for organising the programme and activities are led by members of the academic and administrative teams. Separate activities are occasionally arranged for students aged 16–17 on adult programmes. Feedback on events is regularly sought and informs future programmes.

W26 There are comprehensive risk assessments and these are treated as live documents. A detailed handbook for activity staff includes guidelines for action to be taken in the event of an emergency.

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.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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

CES Edinburgh enrolls students aged 16 to 17 on adult courses, on junior programmes (11–17) in summer, and on closed groups throughout the year. At the time of the inspection there were no students under 18 on the adult programme and there were no junior or closed group courses running.

S2 All staff are required to undertake online basic awareness training and the safeguarding policy is presented to all staff at induction. Homestay hosts and group leaders receive an abridged version of the policy and homestays are also asked to complete basic safeguarding awareness training. The principal is the DSL and office manager the DSP; both have undertaken Advanced Safeguarding for Designated Staff training. They are awaiting further training, but as yet no one at the school has undertaken Specialist training for Designated Safeguarding Lead.

S4 Although the school has very good recruitment policies and procedures in place, references were not available for sampled homestay hosts and some members of staff.

S5 The supervision and safety of students during scheduled lessons and activities is very well managed. There is a clearly communicated attendance policy in place, and under 18s must sign in at reception every day. Weekly meetings are held for this age group, and supplementary age-appropriate leisure activities are arranged for them.

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	2016 as CES (2003 as Randolph School of English)
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training courses
Other related accredited schools/centres/affiliates	CES schools in Leeds, London, Oxford and Worthing
Other related non-accredited schools/centres/affiliates	CES schools in Dublin and Toronto

Private sector

Date of foundation	2015
Ownership	Centre of English Studies Ltd. Company number: 3669269
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 and not visited	James Gillespie's High School planned to be used for summer school/ junior centre July 2022 - 20 rooms.

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	15	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	17
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0

Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	15	37
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian and Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–59	20–35
Adult programmes: typical length of stay	4 weeks	2 weeks
Adult programmes: predominant nationalities	Russian, Japanese and Saudi Arabian	Swiss and Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	1
Comments	
School is currently recruiting a new DoS.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
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	7	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
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	7	0
Overall totals adults/under 18s	15	0
Overall total adults + under 18s	15	