Organisation name	Churchill House School of English Language, Ramsgate
Inspection date	11–13 September 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation with an action plan submitted within three months showing how weaknesses in safeguarding of under 18s will be addressed, and a spot check within six months looking at all points to be addressed.

Summary statement
The British Council inspected and accredited Churchill House School of English Language in September 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). This private language school offers courses in general English for adults (16+) and for closed groups of under 18s, and vacation courses for adults (18+) and under 18s. Strengths were noted in the areas of strategic and quality management, student administration, learning resources, academic staff profile, academic management, course design, learner management, leisure opportunities, and accommodation. The inspection report noted a need for improvement in the area of safeguarding under 18s. The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Churchill House School of English is a well-established school, catering for both adults (16+) and young learners year round. In recent years there has been a growth in 'mini-groups', often from a specific school, who come for a short period of around a week. These courses take place at any time of the year. The summer homestay courses for juniors based at the school were not included in this inspection, as the director now wishes them to fall under the separate junior multicentre accreditation.

The home tuition programme, which was hitherto included in the main school accreditation, is no longer accredited. It still runs on a very small scale, but is no longer badged as part of the accredited provision.

Since the last inspection, the adult general English courses have been adapted to operate on a continuous enrolment basis, with students able to enrol on any Monday.

The inspection took place over two and a half days. Meetings were held with the director, the director of studies (DoS), the homestay accommodation and welfare manager, the all-year-round group co-ordinator/social club manager, the main school and all-year round groups sales manager, the admissions officer, the senior teacher, and the office services and facilities manager. In addition, focus group meetings were held with teachers (two separate groups), students (two separate groups), and group leaders. One inspector visited three homestays, and all 16 teachers working during the period of the inspection were observed.

Address of main site/head office

Spencer Square, Ramsgate, Kent CT11 9EQ.

Description of sites visited

The school is located near the centre of Ramsgate close to the seafront. It occupies three buildings: Spencer Square is the administrative and headquarters base, the Paragon building is the main teaching and social base, and the 'Executive centre' is currently used mainly as a teaching base for closed groups. The three buildings are close to one another. The Spencer Square building accommodates the managers, administrative and welfare staff, and the teachers. There is a reception area on the ground floor which is used as a common area where students can relax and eat packed lunches. The Paragon building (The Paragon, Ramsgate CT11 9JX) has 15 teaching rooms on the first, second and third floors, There are two computer rooms on the third floor as well as a bookshop for students which is mainly used for lending books to students. The ground floor of the Paragon building is occupied by a pub which the school owns, and the basement houses the school's clubroom, which functions as a cafeteria for students, a bar for organised social events, and a social space for games and events. The Executive Centre (Paragon Street, Ramsgate CT11 9JX) has 16 classrooms, one of which was being used as a teachers' room.

Course profile	Year round		Vacation only	
	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

Open-enrolment courses are offered with 15, 20 or 25 hours per week, with enrolment every Monday. Students aged 16 or 17 may enrol on adult courses. For the 20 and 25 lesson variants, afternoon electives are offered in a variety of 'special interest' areas subject to demand. Students following the 25-hour programme are guaranteed the availability of an IELTS option. Preparation courses for a number of external examinations are offered on specific start dates. One-to-one programmes are offered either as a full programme or a supplement to a group-based course. Closed-group courses have a specially designed programme to meet their particular needs and interests; students on junior group courses may range from 10 to 17, and courses may also be run for closed groups of adults (16+).

Accommodation profile

The school uses a large number of homestays in and around Ramsgate, all of which are within reasonable distance of the school using public transport. Three homestays were visited.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The organisation is well managed and operates to the benefit of the students and in accordance with the provider's stated goals, values and publicity. *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 provide students and staff with a comfortable and professional environment for work and relaxation. A wide range of learning resources is available, entirely appropriate to the age and needs of the students. Clear guidance on the use of these resources is provided for staff and students where needed. *Learning resources* 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 strong professional profile appropriate to the context. Teachers receive consistent and clear guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management, Course design* and *Learner management* 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 on-site security, pastoral care and information are met. Varied and appropriate leisure opportunities are provided and are well managed. The accommodation provided is of a good standard and the management of the accommodation systems works to the benefit of students. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
Overall the provision meets the section standard. The school is aware of the importance of safeguarding under 18s and has a range of measures in place to ensure this. However, there were some weaknesses in regard to the coverage of the safeguarding policy, the safer recruitment of homestay hosts, and the supervision of students outside the scheduled programme. There is need for improvement in S*afeguarding under 18s.*

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

M4 There is a very strong culture of open communication, supported by a good range of scheduled meetings with identified action points.

M5 Systems for collecting and reviewing feedback are well developed and consistently implemented. There is a lot of emphasis on person-to-person feedback at initial and mid-course, supplemented by written feedback at the end of the course. A thorough analysis is carried out, with summaries circulated to all relevant staff.

M6 Feedback from staff is actively sought and systematically logged. The DoS receives regular feedback from teachers both informally and by means of feedback forms, and in meetings. Teachers are asked to give feedback on support, procedures, and resources. The DoS keeps a record of this on a spreadsheet for action.

M7 There is an ongoing and systematic review of all aspects of the operation. The quarterly results from the leaving questionnaires and other feedback are discussed as part of every quarterly meeting of the heads of department (HoDs) and, if necessary, changes and improvements are recommended, and progress on these is reported back and assessed at subsequent HoDs meetings.

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.	Not 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.	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 Human resources policies are comprehensive and easily accessible. Staff feel valued and well supported.

M9 All members of staff have job descriptions, but these are not dated and are not routinely reviewed.

M10 A comprehensive statement of recruitment policy is in place, and is scrupulously implemented with thorough records of all checks made. All appointments are subject to detailed safer recruitment procedures. (However, see S4 in relation to the recruitment of homestay hosts.)

M11 Induction procedures are thorough and comprehensive. Checklists include instruction on basic health and safety, safeguarding, Prevent, supervisory roles, the code of conduct, and company policies and procedures.

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 There is very strong provision in this area. Goals and expectations are specifically set out in the 'Company Handbook' and 'Standard Procedures'. Students and group leaders reported that all staff were friendly, helpful and approachable. Customer service is supported by comprehensive IT packages and there is good access to these for relevant staff.

M15 Students receive comprehensive information before arrival, and advice about possible changes is readily available during the courses. Students are sent the attractively designed and accessible student handbook before arrival.

M19 A detailed policy on managing student attendance and punctuality is easily accessible to staff and students, and is set out in the company (staff) handbook, the standard procedures for teachers, the student handbook and group leader handbook. Separate procedures are in place for managing this area in relation to under 18s.

M21 Information about making a complaint is shared with parents, group leaders, and students though a range of channels and in accessible language. There is evidence that any complaint, no matter how small, is treated seriously and that appropriate action is taken, communicated to the complainant, and recorded.

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.	Strength
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.	Not met
Comments	

Publicity consists of a website and a brochure. There is also a social media presence.

M22 This criterion is met overall but the use of the word 'campus' on the website to describe the three buildings used in Ramsgate is rather exaggerated.

M24 Full information is provided about all courses in a consistent way and easy-to-follow format.

M26 A specific set of pages on the website gives full details of the care and support available to under 18s.

M29 At the time of the inspection, both the website and the brochure used an outdated version of the Accreditation Scheme marque. The website was updated during the inspection, and this aspect is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is 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.	Strength
Comments	

P4 There are good facilities for the provision of food on site. The cafeteria in the basement of the Paragon building is popular with students, and actively seeks and acts on feedback.

P6 The main staffroom in the Spencer Square building offers spacious and comfortable facilities for work and relaxation, close to the teaching resources. There are additional staffrooms in each of the two teaching buildings.

Learning resources	Area of strength
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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available	Strength

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

Comments

P8 There is an extensive range of resources for teachers, with a good number of copies of up-to-date print materials that are well organised and easily accessible, as well as materials available through the intranet.
P9 Educational technology is widely used and well maintained. Staff have received appropriate training in its use. There are interactive whiteboards (IWBs) or networked computers with data projectors in all classrooms. The school has its own IT support staff.
P10 There are good facilities for additional independent learning in the student learning zone (SLZ). The online resources recommended in the SLZ are also accessible from student's own devices. Students can continue to access these resources post course. There is an extensive library of graded readers available during SLZ opening hours.
P11 Good support and guidance on the use of the SLZ is provided both at induction and on a continuing basis. Students are encouraged to record their use of the SLZ in their independent learning diaries and discuss it with their teacher.

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.	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.	Strength

Comments

T1 One teacher does not have a Level 6 qualification. A rationale was presented and accepted in the context of this inspection, based on the teacher's long service with the school and experience.
T3 The teaching team has a strong profile of experience, knowledge and skills. A significant number of the teachers working on young learner courses have experience of working in mainstream primary or secondary education.
T4 Both members of the academic management team are TEFLQ and are very experienced. One has a master's level TESOL qualification, and the other has experience in a range of educational settings.

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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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

T8 Since the last inspection, the general English courses for adults have been made into continuous enrolment courses. Preparation for this change was very thorough, and implementation has been effective. The teaching programme has been re-structured into self-contained weekly blocks, and clear guidance has been issued to teachers.

T9 Excellent support and guidance is available to teachers. The academic management team are based in an office just off the main staffroom and one or other of them is in the staffroom at every breaktime for informal support; more formal guidance is provided through regular teachers' meetings, where points arising from observations are discussed. Peer observation is supported.

T10 Arrangements for the observation and monitoring of teachers are very thorough. New teachers are observed in their first week as a drop-in observation. This is followed by a formal observation. All drop-in and formal observations are by TEFLQ managers or teachers. All teachers have a formal observation at least once a year. Drop in observations are carried out of all closed-group classes to assess quality and respond to any queries from group leaders.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
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

T11 As noted above, the introduction of continuous enrolment courses has led to a re-structuring of the adult general English programme. This has been carefully carried out to take account of the potential age range of participants, and to provide a focus on interactivity and authentic material, while taking account of cultural sensitivities. Schemes of work are flexible, and can be amended to take account of the interests and needs of the specific members of the group. There is clear, detailed guidance for teachers.

T12 Clear procedures are in place to ensure regular review of course design. The process is led by the academic management team, who talk frequently to teachers and arrange for new books to be trialled before being adopted. Student views are taken account of through feedback forms, class opinion questionnaires and reports. For closed-group courses, schemes of work are drawn up before arrival, in conjunction with the group leader.

T13 Course outlines are readily accessible to students. There is detailed information on the website and in the student work folders which are issued on day one. The student handbook also gives general information about the content of lessons.

T15 Students are given excellent support to help them to develop their independent learning skills. They are given a leaflet promoting independent learning and have easy access to a range of resources to facilitate this, including online materials in the student learning zone to which they have access after the end of their course. They are encouraged to keep an independent learning diary, and they also complete self-assessment reports which are discussed at tutorials.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement procedures are thorough and highly effective. Before arrival, adult general English students complete an online placement test, which can be entered at four different levels; on arrival, they are interviewed by

one of the academic managers. The procedure works very efficiently, and students are able to enter class by mid-morning on day one. Procedures for closed-group junior courses are simpler but entirely appropriate.

T18 There is a comprehensive process for monitoring student progress which involves teachers completing a weekly module assessment results record, based on an assessed weekly writing task and informal monitoring, weekly mini tutorials, and a main tutorial including a course report (Progress Record) at the end of the month, or before if students are leaving.

T21 The final monthly student progress record (T18) is the academic report. It derives from the continuous assessment throughout the course and is correlated to the relevant band in the Churchill House level descriptor grid, which is based on the Common European Framework of Reference.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English; electives; closed-group young learners

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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated a satisfactory knowledge of the use of English and generally provided appropriate models of the language, though in some cases attempts to speak slowly and clearly distorted natural contractions and weak forms.

T24 Lesson planning was thorough, and student profiles demonstrated a good awareness of individual student needs.

T25 Learning outcomes were identified and usually shared, and activities were generally well structured.

T26 The delivery of the classes made use of a variety of techniques, though sometimes opportunities to encourage interaction were missed. There were a number of instances of teachers asking students to read text aloud for no obvious reason, and in some cases the coursebook was used mechanically.

T27 In most cases the available technology was used confidently and appropriately; there were some examples of effective use of the classroom space with the young learners, but in many lesson segments observed, the classroom dynamic was rather static.

T28 Teachers were generally encouraging of the students' efforts to contribute in English, but many opportunities were missed to provide supportive error correction.

T29 Most classes contained productive activities that gave the students the chance to demonstrate their learning; however, the effectiveness of these activities was limited by the lack of error correction (T28).

T30 Students were generally engaged in the classes, though closer monitoring was sometimes needed to ensure that all students were on task and that group activities did not lapse into use of the mother tongue.

Classroom observation summary

The teaching met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. Teachers generally demonstrated appropriate knowledge of the use of English and provided accurate models of the language. Lesson planning was thorough and learning outcomes were identified and usually shared. The delivery of the classes made use of a variety of generally appropriate techniques. The available technology

was mostly used confidently and appropriately; but in many lesson segments observed the classroom dynamic was rather static. Many opportunities to provide supportive error correction were missed. Students were generally engaged in the classes, but group activities sometimes made excessive use of the mother tongue.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	

W3 Students benefit from a very good level of pastoral care provided by a team of welfare staff who are made known to students at induction. Young adults (16/17 year-olds on adult courses) are monitored and supported very effectively.

Accommodation (W9–W22 as applicable)	Area of strength
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W9 The accommodation visited by the inspector was of a very good standard. Students in the focus groups were very satisfied with all aspects of their homestay accommodation and said that they were treated as full members of the household.
W11 The accommodation database contains full details of the homestays and indicates when inspections are due. Inspections are carried out annually and more often when necessary. The staff in the accommodation office both have substantial experience of being hosts.
W12 Students receive a booking confirmation letter which gives the required information about the homestay and also a personalised profile of the hosts, often with photographs.
W13 All new students have a one-to-one meeting with a member of the accommodation/welfare team shortly after their arrival and any issues are dealt with promptly. Group leaders of students in closed groups obtain initial feedback from their students and then liaise with the relevant staff. They reported that any issues were dealt with quickly and efficiently. Homestay providers are given a summary of the student feedback they have received over the last year.

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

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

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

W23 Information about local events, and activities organised by the school is displayed clearly and attractively on noticeboards. Information is conveyed through social media, and students are taken on an orientation tour of the town, during which local venues of interest are pointed out. Sample social programmes are also available on the website.
W24 There is a very varied programme of activities appropriate for the student age range and there are suitable alternatives for activities that have to be cancelled. All students, whether in closed groups or individual bookings, have the opportunity to suggest activities and excursions that they would like included in the programme. Students and group leaders were appreciative of the flexibility of the social club manager.
W25 The leisure programmes are very well organised and resourced. Student and group leader feedback is very positive.
W26 Overall this criterion is met, but it was noted that a number of the risk assessments are provided by the venue visited and are not adapted to take account of the specific needs of overseas students.
W27 Activities are led by a team of qualified, specialist staff, and activity leaders. Many of the team are very experienced.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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

At inspection there were 127 students aged under 16 in closed groups and 74 students who were 16 or 17 years old. Of the 74 students, five were on adult courses and the rest in the closed groups. During the peak week the number of students under 16 was about a third higher and the number of 16 and 17 year-olds on adult courses was 32.

S1 The safeguarding policy does not include all the information required by this criterion. There is no appropriately trained member of the safeguarding staff to cover for the DSL and the safer recruitment policy does not include sufficient guidance on handling delayed suitability checks.

S4 Safer recruitment procedures are in place for school staff, but in some homestays not all adults in the home have current suitability checks, and reference requests for homestay hosts do not include a question about their suitability to host students under 18. This question was added to the reference request form during the inspection and is no longer a point to be addressed.

S5 Arrangements to ensure the safety and supervision of students during scheduled activities are of a high standard. There is a high ratio of qualified and experienced staff to students, and specific leisure programmes are provided to meet the needs of specific groups and age ranges.

S6 Students are given rules concerning road safety but on occasions, particularly at the end of lessons and at break times, there are insufficient staff to supervise students crossing the road immediately outside the main school. One of the inspectors witnessed an incident when several unsupervised students dashed across this busy and potentially dangerous road. An accident was only averted by the quick actions of the driver.

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	1980
Last full inspection	2014
Subsequent spot check (if applicable)	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	A small home tuition programme is managed from the school.
Other related accredited schools/centres/affiliates	Churchill House Summer Centres
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1971
Ownership	Name of company: Churchill House School of English Language Ltd Company number: 1024620
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	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	45	48
Full-time ELT (15+ hours per week) aged 16–17 years	74	95
Full-time ELT (15+ hours per week) aged under 16	127	181
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**246**	**324**
Junior programmes: advertised minimum age	10	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish	Italian, Spanish, French, Russian, Ukrainian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–31	18–24
Adult programmes: typical length of stay	10 weeks	7 weeks
Adult programmes: predominant nationalities	Colombian, Japanese, Italian	Colombian, French, Taiwanese, Ukrainian, Italian, Mexican, Japanese, Spanish, Russian, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	23
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	16	
Total number of support staff	11	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2

Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The academic managers were not scheduled to teach during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16
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
Arranged by provider/agency		
Homestay	40	201
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	3	N/a
Independent self-catering e.g. flats, bedsits, student houses	1	N/a
Arranged by student/family/guardian		
Staying with own family	1	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	45	201
Overall total adults + under 18s	**246**	