

Organisation name	Churchill House Summer Centres
Inspection date	10–13 July 2018

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Churchill House Summer Centres in July 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers vacation courses for under-18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Churchill House School of English has been running vacation courses for under 18s since 1980 and was last inspected in July 2014, when there were 11 centres. There is a Churchill House school for adults in Ramsgate with a junior provision, which is included in a separate accreditation. Eight centres were running at the time of the inspection. The majority of students are accompanied by group leaders and over 90 percent of the bookings are through language travel agents.

The inspection took place over three and a half days and included whole day visits to the Duke of York School, Dover (DoY), St Lawrence College, Ramsgate (SLC), and one and a half days at the summer schools' head office in Ramsgate at the end of the week. DoY was visited during its first week of operation and SLC during its second. The visit to DoY was not communicated to the centre before arrival.

At the two summer centres, meetings were held with the centre managers, the directors of studies (DoS), assistant directors of studies (ADoS)/senior teachers, activity managers and the host schools' lettings co-ordinators. Focus group meetings were held with younger and older students, activity leaders (AL) together with student liaison officers (SLO) and with group leaders.

At head office (HO) meetings were held with the director, the summer centres director, the deputy summer centres director, the activities and events co-ordinator, accommodation staff and members of the student administration team. There were also telephone meetings with the recruitment managers for both teaching and activities staff.

All teachers were observed at both centres and all on site residential accommodation was inspected.

### Address of main site/head office

Churchill House, Spencer Square, Ramsgate, Kent CT11 9EQ

### Description of sites visited

Duke of York School (Dover CT15 5EQ) is a co-educational boarding school for 11–18 year olds with military traditions. It is situated on a large campus in the countryside just outside Dover. The school is 200 years old but has many modern facilities, including new accommodation buildings and a theatre. There are also large playing fields, a swimming pool and a variety of sports facilities. It can accommodate up to 500 boarders. The summer school's offices and classrooms are situated in the main teaching blocks at the centre of the campus.

St. Lawrence College (College Road, Ramsgate CT11 7AE) is a co-educational independent boarding school for students aged 3–18. Founded in 1879, the college is within easy walking distance of the sea, and set in a spacious campus, housing day and boarding pupils. It has boarding arrangements for more than 200 students. The summer school has offices and classrooms in the school's central block.

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

The main course followed by all students is the general English 'classic' programme, which runs for 15 hours a week for students aged 10–17. This is offered on a zig-zag basis only at St Lawrence College. This basic programme can be combined with a number of options, including additional English lessons, preparation for external English examinations or participation in 'explorer' excursions.

### Accommodation profile

Residential accommodation is provided on site at both centres. At DoY standard accommodation is in dormitory blocks of two types; in one type dormitories contain three to five beds, and in the other they contain eight beds. All

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dormitories are spacious, and there are appropriate numbers of shared bathroom facilities. En-suite accommodation is available in a third type of block, where there are twin or single rooms. All blocks have common room space.

At SLC all accommodation is en-suite. Three areas are used. One has a mixture of room sizes ranging from twin to larger dormitory-type rooms; the second area has rooms sleeping five students, and the third has mainly single rooms. There is no common room space in the first block, but the second and third blocks have attractive relaxation areas.

All types of accommodation were visited at both centres.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Documentation and procedures are in place to disseminate the school's values. Communication within the summer schools and across the wider organisation is good; human resources procedures are very well managed and staff feel supported. Student administration is carried out effectively. Publicity generally provides a clear picture of the school although information on costs is not always transparent. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a range of learning resources available to benefit the students. Teachers and students receive good advice on how to make full use of the resources available to them. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team generally has a professional profile that meets the needs of the students. Effective academic management ensures a well-organised teaching programme and teachers receive good support and guidance to ensure that they assist the students effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. All areas of student services are well managed, including, out-of-class activities and accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

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## 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.	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	Strength

offered. Appropriate action is taken and recorded.	
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.	Met
<b>Comments</b>	
M3 The staff structure is clearly documented and individual photographs with job titles are available and displayed in the schools. This is also clarified to students during induction. Continuity is assured at all times and cover roles are clear.	
M4 There is a broad range of timetabled and documented meetings at both centres and communication with HO is regular and effective. All staff reported that communication works very well.	
M5 The collection of student feedback is regular, systematic and thorough. Managers receive summaries and take appropriate action. All student feedback is analysed in greater detail in end-of-season review meetings, and forms the basis of recommendations for the following year.	
M6 Staff feedback is collected systematically during and at the end of the summer courses. Centre managers write detailed reports about specific aspects of their work. Recommendations are acted upon and recorded in writing.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
<b>Comments</b>	
M8 Policies and the company handbook give comprehensive information on recruitment and the terms and conditions of employment. Staff feel valued and spoke very positively about the supportive approach of management.	
M10 Recruitment procedures are thorough, with documentation and clear guidelines on all procedures to be followed. Staff involved have received training in safer recruitment.	
M11 Induction procedures for managers and staff are extremely detailed and thorough. These are supported by very comprehensive manuals, containing a wide range of useful guidelines and advice.	
M12 All staff are appraised in writing at the end of their contracts and can request a face-to-face appraisal if they wish. In addition to the regular observation of teachers, non-teaching staff also have their performance appraised with feedback given in writing.	
M13 The school has a strong policy of continuing professional development, which includes financial support for upgrading teaching qualifications and a policy of developing staff careers within the summer schools. Teachers have a large number of opportunities for professional development and training. Centres are provided with useful in-service seminar guidelines in staff handbooks.	
<b>Student administration</b>	
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.	Met
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	Strength

student may be asked to leave the course.	
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 Students and group leaders commented very favourably on the helpfulness and friendliness of all staff, who also reported they felt very well supported in their work.

M19 Students must attend all lessons and scheduled activities, and this is checked systematically by senior members of staff.

M20 Detailed information is included in staff and student handbooks. At induction students are made aware of the school rules, the student code of conduct and the different sanctions that apply. Posters and displays reinforce these rules.

M21 The complaints policy is available in student and group leader handbooks and on the website. Guidelines are provided during induction. In addition, classroom posters invite students to report any problems. There are records of complaints made and any action taken.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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 principal means of publicity is the website, which also contains information about the adult Churchill House school in Ramsgate as well as the eight summer schools. There is also a printed brochure for the summer schools with a detailed price list and summary of all terms and conditions. Some printed material can be downloaded from the website and this provides a detailed profile of individual centres.

M23 The written style is highly accessible and very clear, which facilitates navigation throughout the site.

M27 The criterion is met overall although some boarding accommodation is referred to as being 'mostly' twin and triple bedrooms.

M29 The criterion is met overall although there is still the occasional inaccurate use of older Accreditation Scheme marques both on the website and in printed publicity.

## 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.	Strength
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.	Met
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

P1 Both sites visited are very attractive locations for students and staff, full of character and interest. They are very well-equipped and maintained, and provide a comfortable environment for summer schools.

P2 Classrooms are all spacious and comfortable, providing a very suitable environment for learning and study.

P3 Large, traditional dining areas are attractively designed and provide a highly appropriate location for staff and students to take their meals. There are many facilities for student relaxation and recreation on both campuses, including common rooms in the boarding houses.

P4 Water is available throughout the day, either in the canteens or from water fountains and jugs. Signage identifies the location of drinking water sources.

P6 Both venues have spacious, well-equipped and comfortable rooms, where staff can relax, carry out office work, prepare lessons and mark student work. Areas are also available for staff to make drinks during breaks. Staff were positive about the facilities available.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
<b>Comments</b>	
<p>P9 All classrooms at both centres contain modern interactive whiteboards (IWBs) and teachers can receive training as required. However, at DoY the host school's classroom computers were not available during the inspection period.</p> <p>P12 Reviews of teaching and learning resources take place at the end of the season. This has involved a review of the main syllabus. One result of this process has been the recent introduction of more independent student project work and the procurement and development of related resources.</p>	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
<p>T1 Four teachers at DoY and two teachers at SLC (including a senior teacher) did not have a level six qualification, although two were currently undergraduates. The rationales for their employment were accepted within the context of this inspection.</p> <p>T2 One senior teacher at SLC had a TEFL qualification which does not meet the Scheme's requirements. The rationale for her employment was accepted within the context of this inspection because of her previous record within the organisation and long teaching experience.</p> <p>T4 Although the DoS at SLC does not have a level six qualification and is only TEFLI, he has considerable academic management experience of summer schools. The rationale for his employment was accepted within the context of this inspection. He is supported by two ADoSs. One is TEFLQ, with a masters qualification in TESOL, and carries out all lesson observations as required by T10. The rationale for the other ADoS who was only TEFLI was accepted within the context of this inspection because of his successful track record with the company. The DoS at DoY is TEFLQ with many years of appropriate experience.</p>	

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Met

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

#### Comments

T6 A detailed academic manager's handbook provides comprehensive guidelines for effective timetabling. This also includes appropriate concessions to students with special needs. Teachers are always kept well-informed of all timetabling changes.

T7 The school has a policy of appointing sufficient academic managers and senior teachers with reduced teaching timetables to ensure that cover is always available if required.

T9 The deployment of additional academic managers without full teaching timetables in both centres means that teachers have access to ongoing support. Teachers commented very favourably on the day-to-day guidance available in planning and delivering the course. Weekly in-service training sessions provide further ideas and are frequently linked to points identified in lesson observations.

T10 Observations are regular and effective. Drop-in, informal observations take place soon after the course has started and are supplemented with more formal observations. Feedback is detailed and welcomed by the teachers observed. All teachers are observed at least twice during their contract and sometimes more frequently.

<b>Course design and implementation</b>	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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
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.	Strength

#### Comments

T12 The course design is regularly reviewed in relation to comments from class teachers and feedback from academic managers. There are regular meetings which discuss the placement and progress of students, the week's work and how the course is progressing. There was evidence that this process had led to changes in the design of the syllabus offered.

T13 Although teachers sometimes wrote the lesson aims on the board, there was no evidence that written course outlines were made available to students in a systematic way.

T14 The promotion of English language learning during the activities programme forms a core part of all staff's induction. All non-teaching staff are trained to facilitate students' learning by simplifying their own use of English when communicating with students.

T16 There is a strong connection between the activity programme excursions and the English language syllabus. All students are prepared carefully for external visits using language, themes and practice that will enhance their experience.

<b>Learner management</b>	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

T20 Students have the option of preparing for an external examination in spoken English during their course.  
T21 All students receive a final course report, which identifies progress in different language skills. Individual comments on the student's work are also provided by the main course teacher, whose name appears on the report.

#### Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	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 showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English although some non-standard usage and unnatural pronunciation was noted. Some teachers talked too much about linguistic rules rather than giving students practice in using the language.

T24 The content of the lessons was generally appropriate for the overall course objectives and the age of the students. However, some of the grammatical content was too abstract and did not support the main objective of the course, to improve students' speaking and listening skills.

T25 Lessons were planned and learning outcomes usually were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities. However, in the weaker segments observed it was sometimes unclear how the different lesson phases and activities related to each other.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction. Mingling and matching exercises, games, competitions and small group activities promoted a lively atmosphere. Some teachers however, relied too heavily on the use of definition to explore the meaning and use of new words. Teachers often failed to use techniques enabling students to use new words in different contexts.

T27 A range of resources was used to facilitate learning. Some IWB work was successful at SLC. Pictures and small cards promoted student interaction and interest. Furniture was effectively rearranged to encourage small group work and student interaction. In the weaker segments however, some whiteboard displays were less easy for students to understand.

T28 Some effective correction of errors was noted, including prompted self-correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccuracies and a lack

of the exploitation of student mistakes as a source of teaching and learning.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers mainly had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Several teachers used novel ways of nominating and involving students. However, some classes were less dynamic, and a few teachers could have talked less and involved students more. Sometimes small group tasks could have been prepared more effectively, with clear examples and the provision of useful language.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from very good to satisfactory. Overall the teaching was satisfactory with several good segments being observed. Teachers displayed an appropriate knowledge of English and generally presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers generally had an appropriate presence in the classroom and managed their classes in a satisfactory way, although some teachers could have involved their students more.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Arrangements to ensure the safety and security of students are of a high standard. Both sites visited are schools catering for students under the age of 18 during the school year, so systems such as fob-controlled access to all areas are in place. Fire drills are carried out within 48 hours of the arrival of new students – including evacuations of accommodation blocks and classrooms. All management staff are first aid trained.

W2 Good procedures are in place to deal with major incidents during off-site activities. However, specific procedures need to be developed for dealing with on-site incidents involving an external threat.

W3 Pastoral care is available to students round the clock. Explicit guidance is given in the staff handbooks about the need for all staff to look out for students who may need pastoral support.

W4 This criterion is met, but it was noted that the language of some of the posters produced to promote awareness of this area was rather complex.

W6 Very clear guidance is provided for parents about transfer arrangements, which are handled by a specialist team at head office.

W7 Advice is contained in the attractively designed and comprehensive student handbook, which is sent electronically to students on enrolment. A paper copy is distributed on arrival, and the contents are thoroughly reviewed in the induction meeting.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength

W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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 A range of rooming options is available at both sites, and these are clearly and accurately described in publicity. All the accommodation areas inspected provided spacious and comfortable facilities; at SLC all rooms are en-suite, and en-suite is also available at DoY. Wi-Fi access is provided in all accommodation at both sites. As well as sleeping accommodation, nearly all residential blocks have common room areas where students can relax during supervised 'house time'.

W10 All accommodation inspected was spotlessly clean, and there was good feedback from students about the cleanliness of their rooms and bathrooms. A clearly explained laundry service is provided.

W11 Accommodation to be used is inspected every year before students are placed, and detailed risk assessments are completed.

W13 There is close liaison between centre staff and representatives of the host institution to remedy any issues that arise in relation to the accommodation. Students provide feedback on this area as part of their initial and end-of-course feedback, and for both group students and individually enrolled students there are daily meetings (with group leaders and SLOs respectively) where any problems can be raised.

#### Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

Neither of the centres inspected provides homestay accommodation.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	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

W24 The leisure programme is centrally planned. A wide variety of activities is included, appropriate to the age-range of the students and a range of interests. Alternatives are built into the programme to take account of the weather. The programme takes account of specialist facilities at each centre.

W25 Both centres inspected have excellent leisure and sports facilities, including a swimming pool, tennis courts, and large sports fields. All activities, including excursions, are meticulously prepared.

W26 All activities are thoroughly risk assessed by trained staff, and assessments are updated after each event.

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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

All students on these programmes are under 18.

S1 A comprehensive safeguarding policy is in place, which is regularly reviewed and updated. The policy is implemented through and supported by a large range of relevant practical documents, for example codes of conduct, and incident-reporting documentation.

S2 All staff receive a comprehensive induction, which includes a significant focus on safeguarding issues and procedures. The DSL is a senior member of the year-round management team, and another member of this team is also trained to specialist level; at centre level all managers are trained to advanced level, and all other staff have basic awareness training.

S4 A senior manager has undertaken safer recruitment training, and all policies and procedures are fully in line with this. Sampling of staff files showed well-documented compliance with all Scheme requirements.

S5 Arrangements for the supervision and safety of the students during the scheduled programme are exemplary. A significant initiative has been the introduction of colour-coded groups to simplify (and make more secure) the management of students during activities.

## 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 Sampling identified the following issue: the main syllabus's photocopying requirements results in teachers

potentially breaching the terms of the school's copyright licence; the school should seek further advice from the relevant regulatory body.

**Organisation profile: multicentre**

**1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

Inspection history	Dates/details
First inspection	1980
Last full inspection	2014
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Churchill House School of English Language
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 Company number: 01024620
Other accreditation/inspection	N/a

**Premises profile**

Address of Head Office (HO)	Churchill House, Spencer Square, Ramsgate CT11 9EQ
Location of centres offering ELT at the time of the inspection but not visited	<p><b>Aldenham School</b> Elstree, Hertfordshire WD6 3AJ</p> <p><b>Dean Close School</b> Shelburne Road, Cheltenham GL51 6HE</p> <p><b>Edinburgh College</b> 24 Milton Road East, Edinburgh EH15 2PP</p> <p><b>Prior Park College</b> Ralph Allen Drive, Combe Down, Bath BA2 5AH</p> <p><b>Queen Ethelburga's College</b> Thorpe Underwood Hall, Thorpe Green Lane, York YO26 9SS</p> <p><b>Royal Russell School</b> Coombe Lane, Croydon CR9 5BX</p>
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: <i>July</i> - all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	0
17 years and under	893
<b>Overall total</b> of ELT/ESOL students shown above	893
Predominant nationalities	Italian, Spanish, Chinese,

	Mexican, Russian, Slovenian, Israeli, Kazakh
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<b>Staff profile at peak at all centres and HO</b>	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	86
Total number activity managers and staff	56
Total number of management (non-academic) and administrative staff	9
Total number of support staff (e.g. houseparents, matrons, catering)	15

### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The main course is the general English 'classic' programme, which runs for 15 hours a week for students aged 10–17. This basic programme can be combined with a number of options, including additional English lessons, preparation for external English examinations or participation in additional excursions.

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Duke of York School
<b>2. Name of centre</b>	St Lawrence College
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students (eligible courses)</b>	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a				N/a	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	15	12				15	12			
Full-time ELT	135	174				135	174			

(15+ hours per week) aged under 16										
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
<b>Overall total of ELT/ESOL students shown above</b>	150	186				150	186			
Junior programmes: advertised minimum age(s)	8	10				8	10			
Junior programmes: advertised maximum age(s)	17	17				17	17			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Italian, Spanish, French, Vietnamese, Saudi, Mexican, Georgian, Russian, Taiwanese					Italian, Spanish, French, Vietnamese, Saudi, Mexican, Georgian, Russian, Taiwanese				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	14	11				14	11			
Total number of activity managers and staff	7	16				7	16			
Total number of management (non-academic) and administrative staff	2	4				1	1			
Total number of support staff	2	5				2	5			

#### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	2			
<b>Total</b>	1	3			

*Comments*

None.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	2	1			
TEFLI qualification	11	6			
Holding specialist qualifications only (specify)					
YL initiated					
Qualified teacher status only (QTS)					

Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)		1			
<b>Total</b>	13	8			

Comments

None.

### Accommodation profile

#### Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				150	186			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a	Dent		
<b>Arranged by student/family/guardian</b>										
Staying with own family	N/a	N/a				0	0			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
<b>Overall totals adults/under 18s</b>	N/a	N/a				150	186			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	150	186			