BRITISH COUNCIL

Inspection report

Organisation name	Churchill House School of English, Ramsgate
Inspection date	16–17 October 2025

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 safe, 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.

Summary statement

The British Council inspected and accredited Churchill House School of English, Ramsgate in October 2025. 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 closed groups of under 18s, and closed groups of adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Churchill House School of English (CH), Ramsgate was founded in 1971 and first accredited in 1981. Since the pandemic, the school no longer offers year-round adult courses, and the Ramsgate premises are now used for closed groups of students from the age of 11 outside the summer. Accommodation consists mainly of homestays with a residence also available in one of the boarding houses of a local private college. The young learner summer courses offered in Ramsgate fall under the organisation's other accreditation: Churchill House Summer Centres. A spot check of the out-of-summer courses in Ramsgate took place in February 2025.

The inspection took place over one and a half days. During that time, the two inspectors held meetings with the principal/owner, the course director, the summer centre operations manager, the accommodation manager, the finance manager, the social club manager, and one of the senior teachers. Separate focus group meetings were held with students, teachers, group leaders and activity leaders. All teachers timetabled during the inspection were

observed. One inspector visited remotely two homestay hosts and inspected in person a residence. At the time of the inspection, two young learner closed group programmes with homestay accommodation were running in the main Ramsgate centre.

Address of main site/head office

42 Spencer Square, Ramsgate CT11 9EQ

Description of sites visited/observed

The school's main building and head office is located in a residential square and consists of a reception area and offices on several floors. Lessons take place in an executive centre in an adjacent street with a total of eight classrooms over two floors and a downstairs tuck shop and social area. Lunches and social activities are provided in a large clubroom in another nearby building underneath the school's pub.

(The Grange, St Lawrence College, Ramsgate CT11 7AE)
The school has access to a self-contained block with residential accommodation and four classrooms. A number of additional facilities are available for students to use on the school grounds. This site was not being used by CH at the time of the inspection.

Course profile	**Year round**		**Vacation only**	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

General English closed group courses are offered to under 18s, closed groups of adults (18+) and young people (16+). The course, accommodation and social programme content is tailored to meet the needs of specific groups.

Management profile

The principal school is supported by a number of managers who include: the course director, who is the academic manager, the summer centre operations manager, the accommodation manager, the finance manager, the social club manager and sales managers.

Accommodation profile

All homestays are organised by the provider and there are currently approximately 60 active hosts. Students are accommodated with homestays on a half board basis. Students are usually placed in pairs and, where possible, groups are housed in locations as close together as possible.

A residential option in a local private school is also offered but none of the students were staying there at the time of the inspection. Students are accommodated in single, twin or multi-occupancy rooms (maximum six beds) with shared bathroom facilities. Full board is provided in the dining hall of the main school building.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of the students and staff, and in accordance with the provider's stated goals, values,

and publicity. *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 safe, 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. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. 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 met the requirements of the Scheme. Academic management and Course design are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and very suitable 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 appropriate 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.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

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

M2 The senior management of the school has very clear objectives for the future of the organisation, shared with relevant staff, and has realistic plans to achieve them.

M5 CH regularly obtains and records feedback from students and group leaders on all the services offered. Feedback is circulated to relevant staff in a timely manner and has led to a number of changes being made to various aspects of the provision.

M6 CH seeks and records feedback from all staff both informally and formally. Clear evidence was presented of staff feedback leading to changes in the delivery of services.

M7 The school reviews systems, processes and practices in a variety of ways with a view to continuing improvement. Feedback from students, group leaders and staff directly inform planning and decision making. CH submitted a very thorough self-evaluation for this inspection.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M11 Induction systems are very clear and detailed and examples were shown of re-induction refreshers for staff to ensure that they are aware of any operational changes.
M12 Appraisals take place regularly and are used to provide staff with positive feedback, as part of a supportive culture, and to set objectives and identify training needs. In addition to all permanent employees, appraisals are also conducted with hourly paid staff.
M13 CPD opportunities are available for all staff, and individual needs are identified in appraisals. In addition to compliance training, accommodation and activity staff.have taken up ELT-specific courses.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	

M14 Staff are very courteous and helpful to all stakeholders including students and group leaders. Both of these groups spoke very positively about the friendliness and the excellent treatment they had received from all staff.
M15 The information provided to schools and agencies is very clear through a variety of channels including the website, brochures, the price list and personal communication. Experienced sales staff are very responsive to the queries and requests of particular groups.
M19 There are very clear procedures in place for outlining the conditions under which a student may be asked to leave a course. These are communicated to students and group leaders at induction, reinforced in handbooks and displayed in key areas around the school.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The primary medium of publicity is the website from which can be downloaded brochures and a price list.

M21 Publicity is generally accurate and gives rise to realistic expectations about the premises, location, and the availability of services. However, satisfaction ratings prominently displayed in the brochure are from pre-pandemic times.
M25 All of the necessary information about the care of under 18s is on the website, but it is not all located in one place.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P3 All classrooms comfortably accommodate the maximum class size, are quiet, have good natural light and flexible furniture.
P4 There are very good spaces and facilities for students to relax that include the large clubroom, reception areas in the main building and the executive centre. Students can also congregate in the central part of the square behind a café and tennis courts.
P5 The branded signage in all buildings is consistent and helps create a sense of identity. It gives clear directions to visitors.
P6 There are ample areas for teachers and staff to work and relax. These include large staffrooms with study and relaxation areas in two buildings.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 Teachers have access to a large number of well-organised supplementary materials in both physical and digital formats.
P9 The interactive whiteboards in six classrooms are very well maintained by on-site staff. Teachers receive systematic training in how to use all learning technology.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. The school benefits from having a team of highly experienced and suitably qualified academic managers. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 Cover arrangements work very well with both a senior teacher and the course director available to cover when needed. T7 A comprehensive academic induction has been introduced, and this is reviewed annually with staff to ensure that all teachers keep up to date with course developments. T8 Very good day-to-day guidance is available from the course director and senior teachers, which is highly appreciated by the teachers. T9 Overall this criterion is met. Formal and peer observations take place. However, in some cases not enough attention is paid in feedback to action planning to help teachers develop.	

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T12 Courses include clear and systematic strategies for helping students to develop skills outside the classroom. For example, lessons include role plays and dialogues that prepare learners for interacting with homestay hosts, in shops and on excursions. T13 Course design had been reviewed in the recent past with the introduction of a topic-based syllabus, and ongoing attention is paid to feedback from teachers, students and group leaders.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All relevant criteria in this area are fully met.

Classroom observation record

Number of teachers seen	Six
Number of observations	Six
Parts of programme(s) observed	Lessons on two different young learner closed groups.

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 The teaching techniques used are generally appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 All teachers produced accurate models of spoken and written English; they provided satisfactory explanations of vocabulary and relevant examples of language and usage. The language used by teachers was suitable for the students' level, in most but not all lessons.
T20 The content of the lessons observed was based on the course objectives and the differing students' needs in the two groups. Lesson content was appropriate for the first lessons at the beginning of a course.
T21 The intended learning outcomes of lessons were made known to students at the beginning of lessons and were generally achieved through an appropriate sequence of activities.
T22 The teaching techniques used were generally appropriate to the focus of the lesson and to the needs of the groups and individual learners. Good pairwork and group work were observed in several lesson segments. In a few cases, teachers did not check effectively students' understanding of oral instructions.
T23 Teachers effectively managed the classroom environment and teaching and learning resources. Good use was generally made of interactive whiteboards, and in one case the whiteboard.
T24 In almost all classes, students benefited from appropriate and timely feedback on their performance during the lesson. A range of correction techniques was employed and pronunciation errors were addressed in most but not all classes.
T25 Lessons involved activities for teachers and students to evaluate whether learning was taking place. These included mini-presentations and short written tasks.
T26 Teachers largely promoted a positive and inclusive learning atmosphere through establishing good rapport, keeping the pace lively, and generally delivering student-centred lessons.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 A comprehensive emergency plan is made known to all staff, group leaders and homestay hosts, and a sensitive briefing is given to students during their first day induction. Activity leaders are informed of procedures in the event of an emergency on the premises and a summary is added to risk assessments for the leisure programme. W2 There is very good provision for pastoral care with all staff, teachers and hosts encouraged to be aware of students' welfare needs. The provider's digital system allows immediate recording and communication of welfare issues. W3 A range of policies to support staff and students are in place, which are clearly explained during their induction presentations and promoted on posters displayed in classrooms and throughout the premises. Staff model and promote tolerance, respect and inclusivity. W6 There is a very good provision of staff trained in first aid. Information is provided to students and group leaders on local GP services and hospitals, and staff are available to accompany students should this be necessary.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 The accommodation seen during the inspection was of a high standard and students and group leaders reported positively on their hosts and the facilities available to them within the homes. Hosts demonstrated a good knowledge of their current and previous students and were fully aware of their responsibilities to the school. The residence was entirely appropriate to the needs of students and group leaders. W9 The accommodation manager has been with the school for several years and has an in-depth knowledge of the homestays. Annual visits are organised and recorded, and there are detailed records of student feedback to aid placement of future or return students. W11 Initial feedback is gathered from group leaders for their students. During the focus group they reported that any issues were dealt with promptly and efficiently. Student feedback is added to all individual hosts' records and any issues investigated thoroughly. The school has a very good relationship with the residence used and any problems are resolved promptly and to the satisfaction of both parties. W12 The homestay handbook is well organised and presented and sent to all hosts every year along with full terms and conditions. The handbook is reviewed regularly and any updates also shared with hosts.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 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	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W19 When planning activities care is taken to ensure students are also exposed to events that are taking place in the local area or on excursions to other towns and cities. W20 A bespoke leisure programme is prepared for each group in consultation with group leaders. These include a wide range of activities and excursions that are appropriate to the age and interests of the students. Consideration is given to returning students and activities are adapted in response to student and group leader feedback. W23 Activities are led by a team of knowledgeable and engaging staff who receive a comprehensive induction and ongoing training and support from the activities manager. Detailed briefings take place prior to all activities or excursions, including itineraries and risk assessments.	

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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, 65 students were aged under 18, compared to a peak number of 105 during the month of April. All students enrol as part of a group and are accompanied by group leaders.

S1 The comprehensive policy is very well presented and clearly organised, supported by additional practical documents including codes of conduct and incident-reporting forms.
S2 In addition to the named DSL and DDSL with specialist training, the accommodation assistant has undertaken advanced safeguarding training. All hosts complete basic training and receive regular updates and reminders from the accommodation team. Posters are displayed around the school and students are made aware of relevant safeguarding points during their first day induction.
S5 A high ratio of staff to students and well considered risk assessments ensure students are very well supervised both on the premises and 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 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1981
Last full inspection	2018
Subsequent checks/visits (if applicable)	2025
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
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 Company number: 01024620
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	The Grange, St Lawrence College, Ramsgate Residential accommodation in a self-contained block in a private college with four classrooms. Additional facilities are available for students to use on the school grounds.

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	April
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	2	25
Full-time ELT (15+ hours per week) aged under 16	63	80
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**65**	**105**
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	0	0
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	1 week
Junior programmes: predominant nationalities	Spanish	Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	6	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3
Comments	
One of the two senior teachers was teaching in the week of the inspection. The other wasn't teaching and neither was the course director.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification (includes related QTS)	4
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	6
Comments	
These figures include the TEFLQ senior teacher who was teaching in the week of the inspection.	

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	0	65
Private home	0	0
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	65
Overall total adults + under 18s	65	

Items requiring early action
N/a.