

Organisation name	ECS, head office Cheltenham
Inspection date	31 July and 2 August 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M3 and S1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited ECS in July and August 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

ECS (formerly English Country Schools) is a family-owned organisation with its year-round office in Gloucestershire. A residential summer school is run at Port Regis school in Dorset.

The English language courses are usually banded into three age groups: 7–11 (Juniors), 11–14 (Middles), 14–17 (Teens). However, this summer there were only two age groups: 8–13 and 13–17. Each age band has its own programme of lessons, workshops, sports, social activities and excursions. The students are also accommodated separately. Senior staff, teachers, activity leaders and house parents are usually recruited for a particular age group/course. The organisation also arranges a separate two-day weekend trip to London for students studying at Port Regis; this is optional and at extra cost.

The school does not accept group bookings and all students are recruited individually. There is a maximum of five girls and five boys on each course from the same language background. Many of the staff and students return each year.

This compliance-only inspection, part of which was conducted remotely, took two days. One day was spent discussing systems with the two directors, one of whom is the designated safeguarding lead (DSL). The second day was spent on site. Meetings here were held with the director of studies (DoS) and the activity director (AD) as well as with the bursar from the host school. Focus group meetings were held with students, teachers, and activity staff. All teachers timetabled to teach during the inspection were observed. One inspector visited the accommodation blocks in use.

Address of main site

Port Regis School, Motcombe Road, Motcombe, Shaftesbury SP7 9NS

Description of sites visited

Port Regis is a co-educational boarding and day prep school for children aged between three and 13, set in its own grounds approximately one and a half miles outside Shaftesbury. ECS has exclusive use of most of the premises and facilities, and access to shared facilities: the swimming pool and gym.

The ECS course office is in the main school building along with a staff common room. The classrooms are in a separate building where the academic/DoS office is based. Social staff and sports staff each have a room to store resources and have meetings. Other teaching/learning areas include two IT rooms, a domestic science room and a library. There are two performance halls/theatres, a sports hall, two squash courts, tennis courts, an indoor swimming pool, and a golf course within the grounds. The grounds include a number of playing fields, a walled garden, woodlands used for the forest school workshop, a lake and a stream. There is a playground with play equipment for the younger children, and a tree house and walkway. Two residential houses were in use. The houses have common rooms, and additional indoor and outdoor recreational areas. All buildings have separate toilets for girls, boys, and for staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input 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

ECS offer courses for two age groups (7–13 and 13–17), both consisting of 15 hours of lessons per week. The first 90 minutes each day focus on general English and for the second 90 minutes there are a number of workshop

options available, such as photography, rap and poetry, or preparation for an external English examination. Besides lessons, there is a full programme of activities and excursions.

Management profile

The two directors are responsible for the overall management of the programme and are based on site for the duration of the programme. The DoS and AM as well as the house parents all report to the directors. The DoS manages the teaching team, and the AM manages the activity team.

Accommodation profile

With the exception of a number of Ukrainian refugees, who stay with their own families, all students are accommodated on the main site in two school boarding houses with resident 'house parents' and other staff. Younger students stay in one house, older students in the other. All students have single bedrooms, although shared rooms are available on request. Bathrooms with several shower cubicles are shared by up to four students. Staff have their own separate facilities.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity, although there are some issues with strategic management as well as publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation, but signage is insufficient. 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.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Overall, 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.

Welfare and student services

The provision meets the section standard. Students' needs for security, pastoral care, and leisure activities are well met, and students benefit from well-managed student services, including out-of-class activities and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. In general, 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.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
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.	Not 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.	Not 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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

A clear statement describing the goals and values of the organisation is in place and is clearly central to all systems and procedures. Although the directors were able to describe their plans for the future, no written plan was in place. There is a clear structure in place for the organisation, but there is no cover for the DSL. Feedback from both students and staff is obtained and although action is taken in response, this is not always recorded systematically. The DoS and AM complete reports on their respective parts of the provision at the completion of the programme.

Staff management and development	Met
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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

Appropriate human resources policies are in place and all job descriptions are reviewed annually. There is a suitable recruitment procedure in place and the staff files sampled were complete. Induction procedures are thorough, and all staff felt well prepared to take up their roles. Appraisals take place at the start and end of the programme and the former are used to inform continuous professional development of the team during their tenure.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Not 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.	Met
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.	Met

Comments

Students receive a high standard of customer service from the whole team, and information shared with their representatives both before and during their stays is detailed and helpful. Enrolment procedures are perfectly

suitable and systems to maintain accurate records of payment and course details are effective. Parents' names and contact details are recorded as emergency contacts, but whether or not the parents speak English is not known. The attendance policy is made clear to all, as are conditions under which students may be asked to leave the course. Students and parents are informed about how to make a complaint.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity comprises a website and a downloadable brochure. ECS also has a presence on a number of social media channels. The website is considered the main form of publicity.

The website and brochure provide accurate information on the premises, location and services provided. The language used throughout is clear and accessible and all required information on courses and costs is available. The level of care and support given to under 18s is made clear on the parental consent forms. Accommodation is clearly described, but no information is provided on cleaning nor the provision of towels and bed linen; the latter is only changed every two weeks. Descriptions of staff qualifications are accurate, but the incorrect Accreditation Scheme marque is used on the brochure.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

The school buildings and ground are well maintained and very clean. Classrooms are all spacious, free from extraneous noise and benefit from natural light. There are common rooms in the boarding houses and a large, well-appointed canteen for the consumption of food. Drinking fountains can be found in all buildings. Directional signage is insufficient, but staff have plenty of space to relax, meet, and work.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Resources for teachers and students are sufficient, and educational technology is well maintained. All teachers were very pleased with the training they were given on interactive whiteboards. Students have supervised access to the host school's library, and all teaching and learning resources are reviewed as part of the end-of-course report.

Teaching and learning

Academic staff profile	Met
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

Comments

All academic staff are appropriately qualified and have a good range of experience relevant to the needs of the learners. The DoS has a wide range of both teaching and management experience and is well qualified for the role.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Systems for matching teachers to courses and the timetabling of classes are sensibly managed, and the provision of cover is suitable. There is no written guidance available to teachers regarding the integration of new students as a consequence of continuous enrolment. The DoS is based in the teaching block and teachers were very happy with the level of support they receive. Teachers are observed in their first week and then at least once more during the programme, but there is no record kept of initial observations.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is based on clear principles and teachers are provided with a coherent course structure to follow. Courses are reviewed by the DoS each year in light of feedback from students and teachers as well as observations. The educational workshops provide excellent opportunities for students to develop their language outside general English classes, and teachers are provided with good advice on how to incorporate study and learning strategies into courses. Courses include strategies which help students to develop their language skills outside the classroom, such as carrying out surveys of ECS and Port Regis staff.

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

Comments

Placement procedures are suitable and procedures for monitoring student progress are excellent, with weekly reports completed by teachers. Requests for a change in class are handled sensitively, and all students can choose to study for an external examination as part of their course. As well as weekly reports by teachers, the end-of-course report also includes input from activity staff, house parents, and the directors. Parents have access to all reports via the organisation's customer relationship management system.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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 All teachers gave clear and accurate models of the language, and appropriate knowledge of linguistic systems was observed.

T24 Class profiles contained a good level of detail in most cases, and it was clear to see these needs reflected in the lesson plans.

T25 Although learning outcomes were often well expressed on lesson plans, in a number of segments, teachers shared teaching aims rather than learning outcomes with students.

T26 In all classes, a good range of teaching techniques was used. This included elicitation, checking students' understanding of both questions and concepts, nomination of individuals, and effective use of open questions.

T27 Classrooms were generally well managed. In the stronger segments seen, lessons were dynamic with lots of opportunities for students to move and interact. Technology was used with confidence by all and the selection of resources was appropriate to the age and interests of students.

T28 Although in some segments, feedback on errors was well managed, in others pronunciation errors went unchecked and there was no evidence of planned error correction in lesson plans.

T29 In all segments, student learning was evaluated through checking tasks, plenary or presentation stages, and in the strongest examples, through careful checking of understanding.

T30 In the majority of cases, teachers created a very positive learning environment, rapport was good, and students were mostly very engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria with the majority being satisfactory. Teachers provided clear and accurate models of language, and detailed class profiles informed the planning of lessons. A good range of teaching techniques was used although feedback on errors was insufficient in some cases. A very positive learning atmosphere was created by teachers in the majority of classes.

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.	Met
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

Appropriate measures are in place to ensure the safety of students on the premises, and there is a comprehensive emergency plan. There is very good provision for pastoral care, and policies and procedures relating to abusive behaviour are clear. Free transfers are available between Heathrow and the school on specific dates at specific times. Students are informed about relevant aspects of life in the UK and health care provision is good.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	

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

Comments

In general, students have a comfortable living environment. Any maintenance issues are dealt with promptly; however, arrangements regarding towels and change of bed linen are not made clear in publicity - see M27. Special dietary requirements are catered for and there was evidence that the planned menu, which already included choices at every meal, has been adjusted to take account of student feedback.

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

None.

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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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.	Met

Comments

The leisure programme is varied, age appropriate, well organised and well resourced; and staff responsible are suitably experienced. Site-specific and activity-specific risk assessments contain detailed control measures, but in some cases do not provide guidance on how to respond when students are at risk.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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

There were 67 under 18s at the time of the inspection and 85 at peak, in the same month. The provider does not offer courses outside the summer months.

The safeguarding policy is broadly satisfactory, but there is no named cover for the designated safeguarding lead and procedures in the event of delayed DBS checks for teachers lack specificity. There are sound procedures for obtaining parental/guardian consent and for safer recruitment. Supervision arrangements onsite and during offsite activities are appropriate and age-related. Accommodation placement and differentiated bedtimes take account of student age; rooms for boys and girls are on different floors and there is resident staff supervision.

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: although a CLA licence was in place, no guidance was provided to teachers regarding limits to photocopying published materials.

Organisation profile

Inspection history	Dates/details
First inspection	1989
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a

Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1988
Ownership	Name of company: ECS - English Country Schools Company number: 05731357
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	N/a

Student profile	At inspection	In peak week: July 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	15	18
Full-time ELT (15+ hours per week) aged under 16	52	67
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	67	85
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German, Portuguese, Spanish	Chinese, Portuguese, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT 20 hours and over a week	N/a	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	9	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The DoS was 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	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	60
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	7
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	67
Overall total adults + under 18s	67	