

Organisation name	Etherton Education, Head office Somerset
Inspection date	30–31 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 W1 and S4 will be addressed before the next course. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Etherton Education in 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 private language school offers residential vacation courses in general English for under 18s.

Strengths were noted in the areas of student administration, academic staff profile, course design, learner management and leisure opportunities.

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

Introduction

Etherton Education (EE) runs preparation courses for international students intending to study at British boarding schools, or for students who want to sample boarding school life. Most students have already planned, with their parents and agents, their progression routes to independent schools, so the EE programme fulfils the function of a pre-sessional course. EE was first accredited in August 2008.

For the past 18 years pre-Covid the EE summer programme had been located at Wellington School in Somerset. After a temporary closure during the pandemic the school re-opened in summer 2023 in new premises, at Blundell's School in Tiverton, Devon.

The inspection lasted two days. The inspectors met with the managing director, the registrar, the course director and designated safeguarding lead, the deputy directors (social) and (trips), the sports co-ordinator and house master, the Blundell's lettings co-ordinator, who was the liaison person between the school and EE, the office manager and his assistant, matron and the Chinese-student counsellor. One inspector visited the boarding house, held a focus group with the student hosts ('student host' is the term used by the school for activity leaders), and the students, respectively, while the other met with the two English teachers, and the two Ukrainian group leaders, respectively. The two teachers were observed by both inspectors.

The final afternoon was taken up with a visit to head office to inspect administrative systems, and to give the final round-up. There the co-owner was introduced, and she also attended the round-up.

Address of main site/head office

Marlands, Sampford Arundel, Wellington, Somerset TA21 9QU

Description of sites visited

Blundell's School (Blundell's Road, Tiverton, Devon EX16 4DN) is a co-educational school founded in 1604. It is set in a 100 acre campus on the outskirts of Tiverton. EE is based on the ground floor of the history/geography building, where it has its main administrative offices, a resources room/room for teachers. The three English classrooms are in the main building on the first floor. EE also has use of the dining hall and theatre opposite the main site on the other side of a main road which divides the campus. EE students are housed in Westlake House, a modern boarding house a five-minute walk from the offices. Leisure facilities include a swimming pool, tennis courts, sports hall and a number of playing fields.

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 checked="" type="checkbox"/>	<input checked="" 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

Prior to the pandemic EE courses ran for eight weeks during the summer, but as 2023 was the first post-pandemic course, in new premises, it was decided to limit the length to four weeks. Three courses were offered:

- Junior academic course for ages 10–12
- Pre-GCSE course for ages 13–15
- Pre-'A' level/Pre IB course for ages 15–17

All courses offer 7.5 hours of English, classes in specialist subjects, as well as boarding preparation and life skills. Subjects offered cover the standard secondary school curriculum, and on the Pre-'A' level course, these are reduced to three to five subjects. Drama is compulsory in all courses. In addition, students follow a sports programme, a social programme and clubs.

Management profile

Etherton Education is a co-owned company. The managing director has responsibility for finance, marketing, HR and compliance. He is supported by a registrar and a deputy director who cover partner schools, agent relations and travel. Two further deputy directors have responsibility for social activities, HR consultancy and excursions, and manage the student hosts. Academic management is the responsibility of the on-site course director, supported by an EAL consultant. The former has responsibility for the two EFL teachers and the 11 main subject teachers, and the boarding house staff. There is also an office manager and assistant, and a Chinese-student counsellor.

Accommodation profile

All students are accommodated in the same building on campus. The building is divided with one side housing girls and the other housing boys. All rooms are single or twin occupancy and include individual wash basins. There are shared toilet and shower facilities on each floor. Staff use separate facilities from students.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals, values and publicity. The structure of the organisation is clear, communication is good and student administration is carried out effectively. Publicity is accurate, accessible and gives rise to realistic expectations. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a pleasant environment for work and relaxation, although one of the teaching blocks does not contain toilets. Suitable learning resources are available to teachers and students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile appropriate to the context, and academic management is effective. The course design is sound and courses are well organised, resourced, and reviewed. Teachers receive good support, and courses are managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Although there were some details missing from the documentation, students are very well cared for, and healthcare provision is good. Accommodation is well managed with very regular cleaning of all areas. The leisure programme is designed to meet the needs of a wide variety of students and is overseen by a very experienced team with excellent facilities at their disposal. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy was missing some details and there were some gaps in staff files. However, the training profile of the team is excellent and both supervision and accommodation are very well managed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 In line with the organisation's values, five free places on a four-week course had been given to a Ukrainian charity for bereaved children.

M4 There is a full range of meetings with two daily handover sessions between the administrative and house staff, and regular meetings of students and house staff, and academically at teams level, minuted where appropriate. Student hosts use an app to exchange information on activities and students' whereabouts. There is regular communication between the Etherton managers and the Blundell's lettings co-ordinator.

M5 A simple initial questionnaire which checks all relevant areas is administered, and a summary compiled for management action. This is further supported by daily meetings between staff and students where any concerns can be raised. There is a very detailed final feedback form with a high return rate.

M6 The staff feedback forms are similarly detailed, and there is a staff appraisal cum exit interview from which further information is gathered.

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.	Not 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

M9 There was no job description for the academic consultant.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 There was considerable evidence in the correspondence files to show positive satisfaction with the help received from the organisation.
M16 Similarly, documentation demonstrated that enrolment, cancellations and refunds were handled sensitively.
M19 Registers are taken five times a day, and there is a clear missing persons procedure. The office manager has devised a spread sheet which enables all relevant staff to be informed of student absences.
M21 The complaints procedure is widely available: on the website, in the pre-departures notes, in handbooks and at staff and student inductions.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website, which includes a downloadable copy of the brochure.

M24 All the requirements are met, and information about the courses is succinct but comprehensive, and the information easy to access.

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.	Not 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.	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.	Met

Comments

P1 Blundell's school grounds and premises are in a reasonable state of repair, decoration and cleanliness, and provide a comfortable environment for staff and students generally. However, one of the teaching blocks does not contain toilets and the nearest block with toilets is some distance away.

P3 EE has sole use of a very large bright canteen, offering three meals a day. The boarding house has a pleasant common room with snacks provided.

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.	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.	Met

Comments

All relevant criteria in this section are fully met.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Both teachers hold a TEFLQ qualification.

T3 The teaching team has experience in both the UK and overseas, of all age ranges, of boarding education, and of special educational needs.

T4 The managing director, the course director and the ELT consultant complement each other well. Between them they have many years of experience in a range of contexts in the UK and overseas, including current boarding education and state school governance, and experience in the field of the most extensive client group.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 A number of staff are available to provide teaching cover, including two qualified subject-specialist staff members, the course director and the managing director, as a last resort. Staff are asked in advance to indicate any planned absences so that cover and handover arrangements can be planned in advance.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 Summer 2023 was the first delivery of the course since the pandemic, and the academic management team are planning a major refresh for 2024 in the light of this experience, student and staff feedback, and the swiftly evolving needs of the post-Covid age group and the culture of British boarding schools.

T14 All the activities outside the academic programme promote authentic use of English, in particular drama, which is a compulsory element for all students. There was ample evidence that this developed self-confidence and fluency in students, many of whom had never left their own country before and had never been expected to speak at any length in English.

T15 Study and learning strategies are core to both the English and subject syllabuses and are addressed directly in the chosen coursebook. There is a particular focus on encouraging extensive reading and the recording of vocabulary in English and all the subject areas. Discussion of language learning habits and strategies is a prescribed element of the student's tutorial.

T16 The social programme was very well integrated with lessons.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	Strength

Comments

T18 Weekly effort and attainment grades are recorded for all subjects, which form the basis of a student's academic tutorial.

T21 All students receive an individualised report whose purpose is to summarise what each student has studied, and to indicate both their current and potential abilities. It includes a section from a house parent on participation and social interaction, and is circulated to parents, agents and the student's future school.

T22 EE have partnership arrangements with a wide range of schools and colleges in the UK, and are thus in an excellent position to give advice and guidance on subject choice and progression routes.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Junior academic, Pre-GCSE, and Pre-A level courses

Comments

One inspector also visited a drama and dance class.

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.	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 In general, teachers delivered clear, appropriate and natural models of English, and showed an appropriate awareness of form and function.

T24 All lesson plans included student profiles. In stronger segments, there was clear reference to the students' needs in the plan, with some useful differentiation planned both in techniques and resources.

T25 There was a logical sequence of activities in most classes, with good staging and effective scaffolding, which led to stated learning outcomes. In a minority of cases, outcomes were not formulated or referred to.

T26 Teachers demonstrated a range of techniques including effective elicitation, questioning skills, use of time limits, and nomination. There were good examples of setting up group and individual work. In weaker segments concept questions were not sufficiently developed.

T27 There was confident use of the technology, with well-produced slides and in general the coursebook was well used and adapted. The content was appropriate in terms of topic, and links to the forthcoming excursion to the Eden Project were carefully crafted. The layout of the furniture in the classroom did not always foster natural interactions which were sometimes rather static, with all feedback from one student to the teacher. Re-iteration and recording of vocabulary that came up in discussion was sometimes lacking in linguistic detail, such as word class.

T28 There were good examples of monitoring providing individual feedback during controlled work, peer-checking for errors, and elicited self-correction. Teachers gave appropriate and targeted praise. There was limited follow through in the form of questions to ensure all class members had understood another's contribution.

T29 A good focus on reviewing learning from other lessons was observed in some lessons, as well as stages where students were asked to reflect on their own learning at the end of a lesson.

T30 Teachers personalised the lesson's content and activities in stronger segments and demonstrated a calm supportive manner which created a relaxed but purposeful learning environment. Weaker segments lacked energy and momentum.

Classroom observation summary

The teaching observed met the requirements of the Scheme, with segments satisfactory against the criteria. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. Lessons were generally well planned with good sequencing, scaffolding, and differentiation. The techniques used were for the most part appropriate, and classroom resources, with the exception of the furniture layout, were managed competently. Teachers had considered how to evaluate their students' learning and generally created a positive learning atmosphere.

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.	Not 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.	Not 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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Strength
Comments	
W1 While measures to ensure the safety and security of students are largely appropriate, the premises risk assessment was lacking in sufficient detail; for example, the potential risk presented by a public road running through the campus is not mentioned.	
W2 The emergency plan covered several scenarios but was missing some information which was subsequently added; this is no longer a point to be addressed.	
W4 The policy to promote tolerance and respect is very robust and includes possible sanctions. There are also useful supporting documents such as notices for parents and children.	
W6 The transfer service which the majority of students benefit from is very well organised with good staff cover and short waiting times for students.	
W8 As well as a large proportion of first-aid-trained staff, there is a matron on the team who provides excellent care for any students who become ill and record-keeping is very 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.	Strength
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.	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	
W10 The accommodation is cleaned every day and there is a laundry service for students at least once a week, and more often when required.	
W13 Students have meetings with house parents twice a day and there is an efficient handover system in place between house parents and the operations manager to ensure that any issues are quickly resolved.	

<i>Accommodation: homestay only</i>	
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.	

<i>Accommodation: other</i>	
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	Area of strength
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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 balanced and varied, giving students opportunities to try new sports and activities and learn about the history and culture of the UK.

W25 The programme is very well organised with three senior staff members responsible for excursions, sports, and activities respectively. Students and other staff commented on how well prepared all options were. The facilities are excellent, and equipment is plentiful.

W26 Health and safety is very well provided for. Risk assessments are in place and there are good systems for staff to provide feedback after running an activity. All staff involved in the leisure programme have at least basic first-aid training.

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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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 enrolled by EE are under 18.

S1 The safeguarding policy was missing some minor details, but these were added during the inspection, and this is no longer a point to be addressed.

S2 The training profile of the team is very good with everyone trained in at least basic safeguarding and all the safeguarding team trained to specialist level. All staff spoken to were very aware of their safeguarding responsibilities.

S4 Although the recruitment policy is appropriate, there were gaps in staff files. These included the absence of risk assessments for student hosts still awaiting DBS clearance, as well as missing references for a number of staff.

S5 Supervision on site is very well managed with a high ratio of staff to students, and most of these staff members are very well experienced due to their roles within the host school year round.

S7 The accommodation is very well managed. The division of the building and the floors is sensible, staff cover is good, and there are twice daily handovers between the house parent team and the office manager.

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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Subject classes related to the national curriculum
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	Name of company: Etherton Education Ltd Company number: 4375908
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: August 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	20	20
Part-time ELT aged under 16 years	39	39
Overall total ELT/ESOL students shown above	59	59
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese	Chinese
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 (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	12	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

No teaching commitments.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	59
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	59
Overall total adults + under 18s	59	