

Organisation name	Find Education, London
Inspection date	24–26 July 2019

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Find Education, London in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers residential courses in general English for under 18s and vacation courses for students aged 11 to 18.</p> <p>Strengths were noted in the areas of student administration, course design, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Find Education (FE) was previously known as Angle Education, its new legal name (Angle Education Ltd.). The organisation started in 2013 and runs summer camps and mini-stays during the summer months, with school integration courses planned for autumn 2019. The great majority of the organisation's business is the running of summer camps, almost all of which are closed groups. Some groups come with their own directors, activity and medical staff, as well as group leaders; others take up the activity programme offered by FE. All summer camp students stay in residential accommodation.

At the time of the inspection, the organisation was making the transition between being known as Angle Education and taking on its new name of Find Education (an organisation which encompasses the accommodation provision offered by Find Digs, a separate company also owned and run by the FE director).

The inspection took place over three days. Two inspectors visited two summer camp sites (Cheney School, Oxford and Wembley Centre, London) as well as head office. At the summer camps, meetings were held with the centre managers and directors of studies (DoSs), as well as with a group leader director, group leaders, activity leaders, students and teachers. At head office, meetings were held with the managing director, the academic director, the sales manager, the operations manager and the contracts manager. All teachers timetabled during the inspection were observed and one inspector visited the residences used by the Oxford and Wembley summer camps.

## Address of main site/head office

142 Cromwell Road London SW7 4EF

## Description of sites visited

Cheney School (Cheney Lane, Oxford OX3 7QH). FE uses rooms in one block of a state secondary school on the outskirts of Oxford. The organisation has use of four classrooms (or science labs used as classrooms), an open-plan office for all staff, as well as a canteen, a dance studio, a sports hall, external sports pitches and an assembly hall with retractable seating. No other organisation is on site at the same time as FE.

Wembley Central, London (College of North West London, 147A Wembley Park Drive, Wembley HA9 8QH). FE uses rooms on the fourth floor of a further education college. Here there are six classrooms, male and female toilets and an office for teachers and the DoS. The school also has use of a canteen on the sixth floor. Other language schools use other floors in the building.

Head office, London. FE head office is located on two floors of a building in central London. There are two open-plan office areas, as well as an enclosed office for separate meetings.

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

## Comments

The majority of the provision is general English courses of 15 hours a week, with an integrated programme of social activities and excursions at some centres. These courses were in operation at the time of the inspection.

The organisation also offers 'mini-stay' programmes of a few days, some of which may include an 'integration' aspect. In the integration option, students attend local schools for between two days and 11 weeks. None of these mini-stay/integration courses was running at the time of the inspection.

## Management profile

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FE is owned and run by a managing director, supported by a team of operational, accounting, marketing and finance personnel as well as the academic director. The academic director and the operations manager oversee the set-up and running of the summer camps. At each summer camp there is a DoS and a centre manager, who are responsible for the day-to-day running of the centres.

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### Accommodation profile

All students stay in residential accommodation provided by an accommodation finding company owned by the managing director of Find Education. Residences have secure entrances, receptions and communal areas. Rooms are single ensuite in flats with kitchens and a communal area.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. There are distinct strategic goals for the organisation in line with its values, the organisational structure is clear at head office level and the main medium of publicity used is generally accurate. Administration is efficient and effective. Structural clarification is needed at centre level and some weaknesses were noted in publicity. *Student administration* is an area of strength.

#### Premises and resources

The provision meets the section standard. The different premises provide students and staff with a comfortable and professional environment in general, although weaknesses were identified at one site. A good range of relevant learning resources is available for students and staff.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a professional profile appropriate to the context. Teachers receive guidance to support students effectively in their learning. Courses are well designed and structured and managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security are generally met, although fire drills do not take place in residences. Pastoral care and inductions are well run. Students benefit from well managed student services, including very good leisure programmes and excellent accommodation. *Accommodation* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is generally very good provision for the safeguarding of students under the age of 18 within the centres and in the leisure activities and accommodation provided. Staff receive very good training and recruitment procedures are well managed.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### 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.	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.	Not 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
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### Comments

M3 The overall structure of the organisation at head office level is clear. However, at centre level, it is not always obvious where the respective duties and responsibilities of centre managers and DoSs lie, nor the extent to which these overlap with the academic director and operations manager. (See M10.)

M4 The criterion is met overall as there is considerable communication between head office and the centres, and evidence of very good communication with group leaders and agents. However, the timing of staff meetings at one of the centres visited is not conducive to effective communication.

M6 Staff feedback is collected early in the first week of employment, but there are no procedures for systematically recording this, or taking appropriate action.

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.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

### Comments

M9 Job descriptions cover many of the key areas. However, those for centre staff are not specific to the sites, which is important as the duties and responsibilities are different at different sites. A sampling of staff files revealed that centre managers had two different job descriptions, neither of which accurately reflects the job being done.

M10 The procedures for recruiting staff are very good and three members of head office staff have completed safer recruitment training.

M11 Induction procedures for all staff are comprehensive and thorough. All staff, including those returning, are invited to a paid two or three-day induction period, where issues such as safeguarding and working with teens are covered.

M13 Opportunities for staff to develop their skills and interests are very good, and tied to appraisal interviews. Teacher portfolios are encouraged and considerable practical advice is offered in their handbooks. Administrative staff are encouraged to take courses to further their skills and interests.

Student administration	Area of strength
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.	Strength
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.	Met

### Comments

M15 Courses are tailor-made for specific groups, taking their interests and requirements into account. Agents and

group leaders reported being very satisfied with the provision offered.  
M16 Enrolment, cancellation and refund procedures are clear, but exceptions are made on compassionate grounds. Enrolment and arrival procedures are extremely efficient and well managed.  
M19 The importance of punctuality and attendance is explained in the student handbooks. All students are taken to their lessons and activities by group leaders, ensuring that punctuality and attendance is strictly adhered to.

<b>Publicity</b>	<b>Met</b>
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.	Not 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.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	

The main medium of publicity is site-specific 'fact sheets'. There is also a website and a brochure.  
M22 All the information on the fact sheets gives rise to realistic expectations. However, there are currently two different websites (one for Angle Education, one for Find Education), which is confusing, and a meta tag for the FE website makes the claim that 'Find Education offers the best language courses in the UK', which cannot be substantiated.  
M28 Staff are described as being 'experienced', which is not true of all staff at the time of the inspection.

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
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.	Not 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.	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
<b>Comments</b>	

P1 The premises at both sites are satisfactory in terms of cleanliness and repair. However, circulation space at Wembley is tight, given the numbers of students using the premises, and students congregate in the stairwells and on the stairs during their breaks and before lessons.  
P2 Classrooms at both sites are sufficiently large and the furniture allows for a certain amount of flexibility. However, at Wembley the glass boards are small, and difficult to see from the back of the class and the classrooms themselves are uncomfortably hot, with little ventilation and not enough fans for the classrooms and office.  
P3 The criterion is met because, although there is no relaxation space for students at the Wembley teaching site, there is good provision at the residence.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
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	Met

with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	
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

P7 Student learning resources are good. A comprehensive pack for each centre ensures that each site has a range of appropriate teaching materials, as well as a good stock of stationery items.

P8 The range of teaching methodology books is good and entirely appropriate for a summer centre for teenagers.

### Teaching and learning

<b>Academic staff profile</b>	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 criteria in this area are fully met.

<b>Academic management</b>	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.	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

T6 The criterion is met overall. Decisions on the timing of lessons are taken at head office, in response to requests from client agents. This sometimes leads to difficulties with lesson length (for example, one lesson lasting 110 minutes), but centre staff do what they can to ensure learning can still take place, by varying the focus of the lesson during this long session.

<b>Course design and implementation</b>	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength

### Comments

T11 Course design is good. The underlying principle is very clear, well considered and entirely appropriate for summer school students.  
T12 All the courses are designed for the specific needs of the client agents. A good review process after the end of the summer ensures that courses are kept fresh and relevant to the different sites chosen for summer camps.  
T16 A particular strength of the courses is that they are designed to encourage students to use English on all activities and excursions. There is also an 'out and about' element to some courses, where students receive language lessons in venues such as the British Museum.

### Learner management

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.	N/a
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.	N/a

### Comments

All relevant criteria in this area are fully met.

### Classroom observation record

Number of teachers seen	8
Number of observations	16
Parts of programme(s) observed	General English and presentation preparation

### Comments

Teachers at both centres were observed twice, in order to see all aspects of the teaching.

### Teaching: classroom observation

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers demonstrated a satisfactory knowledge of the linguistic systems of English and some understanding of phonology. In some segments language modelling was not clear to students, as insufficient attention was paid to word, or sentence, stress.

T24 All lesson plans reflected the course objectives and in the better segments, students' ages had also been taken into account. However, there was little evidence of an understanding of the linguistic needs of the particular nationalities being taught.

T25 All lesson plans described aims or learning outcomes. However, these were not always made known to students.

T26 A variety of largely appropriate techniques was observed. These included games, running dictation and dramatic presentations. However, there was insufficient attention paid to using techniques that ensure that all students in the class are involved.

T27 Classrooms were generally managed well, and boardwork was often clear and well organised.

T28 Students received encouraging feedback in many of the segments observed. However, opportunities for correction were largely missed.

T29 In several segments teachers referred to previous learning, and there was some evidence that tasks built on previous language learned.

T30 There was a positive learning atmosphere in many of the segments observed. Teachers nominated well and in the better segments, revealed a good understanding of individual students. In weaker segments, students were not involved for large parts of the lesson, or were allowed to use their own language when this was not helpful.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. Teachers had an adequate knowledge of the language, produced lessons that were logical and coherent and had an understanding of the aims or learning outcomes of their lessons. Sometimes, learning outcomes were not made explicit to the students. A range of largely appropriate techniques was observed, but in some cases students were insufficiently involved. Boardwork was usually clear, and classes were managed satisfactorily, but opportunities for correction and involvement were often missed. Overall, there was a positive learning atmosphere in the majority of lessons observed.

### 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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Although, there are generally very good measures in place to ensure the safety and security of students, fire drills have not been conducted for the residences in use. In addition, the premises risk assessment for the Wembley centre pays insufficient attention to the risks associated with sharing a building with two other ELT providers, nor the lack of circulation space.

W2 The organisation has comprehensive procedures for dealing with a wide range of emergencies, which are covered in inductions. Procedures include the use of an appropriate app to enable staff and group leaders to receive updates in an emergency.

W7 Advice and information is given to students and their group leaders in a number of ways, particularly at the beginning of their stay. Oral inductions and handbooks are reinforced by an induction quiz. First-day class materials also refer to UK legal compliance.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Area of strength</b>
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W9 The residences are of a very high standard; they consist of well-furnished, modern ensuite rooms with communal kitchens and attractive common rooms.</p> <p>W11 All accommodation is inspected before it is used each summer. One of the residences is checked both a month before and a week before it is used. Fire and gas safe certificates are located at each site and in head office.</p> <p>W12 Detailed information about residences, their facilities and their location is clearly and accurately outlined in publicity and in written confirmation of bookings.</p> <p>W13 Students are given very clear instructions about who to speak to if they have any problems with their accommodation. Any issues are dealt with very quickly and efficiently and action taken is recorded.</p>	
<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
<b>Comments</b>	
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
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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
<b>Comments</b>	

Find Education is responsible for providing the social activities and excursions in Oxford but not in Wembley. However, FE gives advice to the group director and group leaders about their own programmes. W23 FE programmes are designed to provide students with full access to social and cultural events in the local area and further afield, with a very good balance between cultural and social activities. Students are fully briefed about places that they visit. Group leaders in Wembley are helped in planning trips and booking tickets. W25 All the activities and excursions are well planned before the summer by the operations manager. Activities are well resourced and staff are fully briefed through inductions, the activity leader manual and the very detailed activity manual. The latter document provides staff with step-by-step guides for carrying out activities. W26 Risk assessments for all activities and excursions are comprehensive and initially drawn up by trained staff. They are regularly and systematically updated on the basis of staff feedback.

## 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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

All students enrolled on courses are between the ages of 11 and 18. Any 18 year-olds come as part of closed groups and are not integrated into other courses.

S1 The safeguarding policy is comprehensive and clearly linked to relevant practical documents, such as the code of conduct. The policy was updated in 2019 following additional training received by staff.

S2 Head office managers have received sector-specific safeguarding training. In addition to specialist training for the designated safeguarding lead and deputy safeguarding lead, there is a manager on each site who has received advanced training. All staff sign their agreement with the provider's code of conduct.

S4 There are excellent procedures in place to ensure that all aspects of safer recruitment good practice are well met. Job adverts highlight the importance of responsibilities for under 18s.

S5 The students at Oxford are well supervised during lessons and other activities. However, in the Wembley teaching centre, supervision before lessons and during breaks was inadequate, with students congregating on the stairs, and no supervision to ensure students and staff use allocated toilets.

S6 There are very clear rules about what students may do outside supervised activities. These are clearly conveyed to students through inductions and the student manual. Students are closely supervised when walking between residences and teaching centres.

## 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	July 2015
Last full inspection	July 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	August 2015
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	School integration
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Find Digs Limited

**Private sector**

Date of foundation	February 2014
Ownership	Angle Education Limited 088899412
Other accreditation/inspection	ABLS

**Premises profile**

Address of Head Office (HO)	142 Cromwell Road, Kensington, London SW7 4EF
Name and location of centres offering ELT at the time of the inspection but not visited	Tooting Centre, London Queen Mary University (Mile End), London
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

**Student profile at peak at all centres**

	Collated totals in peak week: July all centres
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	43
17 years and under	607
<b>Overall total</b> of ELT/ESOL students shown above	650
Predominant nationalities	Italian, Chinese

**Staff profile at peak at all centres and HO**

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	22
Total number activity managers and staff	15
Total number of management (non-academic) and administrative staff	8
Total number of support staff (e.g. houseparents, matrons, catering)	N/a

**2. DATA ON CENTRES VISITED**

<b>1. Name of centre</b>	Wembley Centre, London
<b>2. Name of centre</b>	Cheney School, Oxford
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	

<b>5. Name of centre</b>	
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Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
<b>ELT/ESOL students</b>	At inspection					In peak week				
18 years and over	17	0				4	0			
17 years and under	70	79				148	132			
<b>Overall total</b>	<b>87</b>	<b>79</b>				<b>152</b>	<b>132</b>			
U18 programmes: advertised minimum age(s)	12	11				12	11			
U18 programmes: advertised maximum age(s)	18	17				18	17			
Predominant nationalities	Italian, Chinese					Italian, Chinese				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	6	4				6	6			
Total number of activity managers and staff	2	5				2	5			
Total number of management (non-academic) and administrative staff	1	1				1	1			
Total number of support staff	N/a	N/a				N/a	N/a			

#### Academic manager qualifications profile at centres visited

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

#### Comments

Not included in these figures are the academic director and school administrator, both TEFLQ and both based in head office.

Catering and cleaning staff are subcontracted and so not included in support staff numbers. House parent duties are carried out by group leaders, who are also not included in these figures.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	0	0			
TEFLI qualification	5	3			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications	0	0			
<b>Total</b>	<b>5</b>	<b>3</b>			

#### Comments

None.

**Accommodation profile**

**Numbers in each type of accommodation at time of inspection: at centres visited**

<b>Centres</b>	<b>Adults</b>					<b>Under 18s</b>				
	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	17	0				70	79			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<b>Arranged by student/family/guardian</b>	<b>Adults</b>					<b>Under 18s</b>				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	<b>Adults</b>					<b>Under 18s</b>				
<b>Overall totals</b>	17	0				70	79			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	87	79			