

Organisation name	Go Languages, Head Office Hoddesdon, Herts
Inspection date	27–28 July 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation with a spot check in the first 12 months.

Summary statement

The British Council inspected and accredited Go Languages in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 vacation courses for under 18s.

Strengths were noted in the areas of care of students, leisure opportunities and care of under 18s.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Centres in UK and USA run by MLA, the parent company of Go Languages Ltd

Private sector

Date of foundation	2009
Ownership	Go Languages Worldwide Ltd Company number: 071083241
Other accreditation/inspection	N/a

Premises profile

Address of HQ	1 st Floor, 87/89 High Street, Hoddesdon, Herts EN11 8TL
Addresses of centres offering ELT at the time of the inspection	Brunel University, Kingston Lane, Uxbridge UB8 3PH University of Reading, Whiteknights, Reading RG6 6AH
Addresses of any additional centres not open or offering ELT at the time of the inspection	Dulwich College, Dulwich Common, London SE21 7LD
Profile of sites visited	<p>At Uxbridge the school is located in a teaching building on the main campus of Brunel University. The school has the use of up to seven classrooms and also has offices for the centre administrators, the local academic managers and teachers, and the head office management team. The school uses the university canteen and the university sports facilities. Staff and students are accommodated in a residence a short walk away.</p> <p>At Reading the school is located in a teaching building on the main University of Reading campus. The school has the use of up to nine classrooms and also has offices for the centre administrators, as well as the local academic managers and teachers. The school uses the university canteen and the university sports facilities. Staff and students are accommodated in a residence a short walk away.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: Week beginning 11 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
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	69	93
Full-time ELT (15+ hours per week) aged under 16	82	347
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	151	440
Minimum age	11 years	11 years
Typical age range	11–17 years	11–17 years

Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian	Italian

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	8	14
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	25	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	7
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	1
Total	8

These figures exclude the academic managers.

Comments
None.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
All students follow a two-week vacation course of 15 hours' general English per week, with residential accommodation and either a standard leisure programme (Top course) or an enhanced leisure programme (Top Plus course). Students may also book additional one-to-one lessons to help them prepare for an external general English oral examination to be taken during the course.

2. Data on centres visited

1. Name of centre	Brunel University (Uxbridge)
2. Name of centre	University of Reading
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	36	33				61	32			
Full-time ELT (15+ hours per week) aged under 16	29	53				126	221			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	65	86				187	253			
Minimum age	11	11				11	11			
Typical age range	11–17	11–17				11–17	11–17			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Italian					Italian				

Staff profile	At inspection					In peak week				
Total number of teachers on eligible ELT courses	5	3				7	9			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	5	0				0	0			
Number teaching ELT 20 hours and over/week	0	3				7	9			
Total number of administrative/ancillary staff	15	10				27	24			

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres					
Professional qualifications	Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)	0	0			
Certificate-level ELT/TESOL qualification (TEFLI)	4	3			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0			
Total	5	3			

These figures exclude the academic managers.

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				65	86			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s										
	0	0				65	86			

Centres	1	2	3	4	5
Overall total adults + under 18s	65	86			

Introduction

Go Languages is a subsidiary of MLA, a language course tour operator and agent based in Italy, with offices in Naples and Milan. MLA was set up in 1976 and sends up to 12,000 students on overseas language courses every year. MLA currently offers courses in the UK, Ireland, the USA, Canada and Malta, either acting as an agent for established language schools or running its own programmes. In 2016 MLA is running English language summer vacation courses for under 18s at seven centres in the UK and five centres in the USA. It is also offering 'ministry' courses for under 18s year round in the UK.

All students travel in groups and are accompanied by teachers from their schools. The teachers operate as agents for MLA, promoting and selling courses to parents of students at their schools. All students are Italian.

In 2009 the owner of MLA decided that his company would benefit from the accreditation of English courses run in the UK. To this end, he set up Go Languages as a UK-based company. This year Go Languages is running residential summer vacation courses for students aged 11 to 17 years at the University of Reading (Reading) and Brunel University (Uxbridge). It also offers one-week residential courses for students aged 11 to 17 years at Dulwich College, London (Dulwich) at Easter. The Uxbridge courses were first offered in 2015; courses at Reading and Dulwich are being offered for the first time this year.

These courses are promoted through the Go Languages website and also through the MLA website.

A Go Languages head office has been set up in Hoddesdon, Herts, staffed year round by a director of operations, an academic manager and an assistant academic manager. During the summer the three managers move temporarily to Uxbridge to monitor more closely the provision there and at Reading.

Students at Reading and Uxbridge all study for two weeks, with a total of 30 hours' tuition. At Reading lessons are held either in the mornings or afternoons; at Uxbridge lessons are held in the mornings. Some full-day excursions take place during the week and, in order to deliver a total of 15 hours' tuition per week, some teaching days are extended to four hours and lessons may also be held on Saturday mornings. All students are accommodated in residences on campus. Activities and excursions are included in the cost of the standard programme (Top course). Students can also book an enhanced programme with additional visits (Top Plus course).

The inspection took place over two days and was carried out by two inspectors. They visited Reading on the first day where they held meetings with the owner and the director of operations, as well as members of the local management team: the centre manager, the assistant centre manager, the director of studies (DoS), the welfare manager and the activity manager. Focus group meetings were held with students, teachers and group leaders. One inspector visited the residence. All three teachers were observed.

At Uxbridge meetings were held with the owner, the director of operations, the year-round academic manager and, briefly, the assistant academic manager. Meetings were also held with the local management team: the centre manager, the DoS, the assistant director of studies (ADoS), the welfare manager, the activity manager, five activity leaders and a night warden. Focus group meetings were held with students and teachers. One inspector visited the residence. All five teachers were observed.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a well-defined management structure at each centre and it is clear how these link both to the UK office and to the parent company in Italy. The director of operations in the UK is supported by colleagues in Italy and members of the academic management team are able to deputise for each other, thereby ensuring continuity.

M3 Job descriptions are in place for all postholders. They were reviewed in May 2016 to ensure that they accurately reflect responsibilities of postholders this summer.

M4 There are weekly meetings of the management team at the UK office, supplemented with regular conference calls to the owner in Italy. Formal meetings are held quarterly, although minutes were not seen. Notes of meetings between the managers at both centres and their university partners, also between the director of operations and the two centre managers, were seen. The relocation of the three UK managers to Uxbridge during the summer season facilitates communication.

M5 Detailed and appropriate human resources and recruitment policies are set out in the staff handbook. It was noted that there had been some turnover in staff during the courses but that this had been managed efficiently. Staff files were sampled and found to be well maintained overall. The recruitment policy states that two references will be taken up for all new employees. Of the academic staff at the two centres, two references were taken up for three members of staff, one reference taken up for eight members of staff, and no reference obtained for one member of staff.

M6 Staff qualifications are checked and copies of certificates scanned and stored electronically. One teacher had lost his Level 6 certificate. He had requested a copy certificate but this had not been provided by the time of the inspection.

M7 The school has a thorough induction system for new staff. Teachers commented that it was well organised and useful. There is a two-day induction programme for the centre management teams. Activity staff have a three-day induction programme and there is a one-day induction programme for teachers. Any latecomers have a staged induction on arrival. A useful checklist ensures that all required areas have been covered. Completed copies were on file for teachers at Uxbridge, but not for all teachers at Reading. Records of induction for non-teaching staff at both centres were incomplete.

M8 Senior staff are not formally appraised. Teaching staff are given an appraisal form at the time of their initial lesson observation. They are invited to set three learning objectives for themselves to be focused on during the course. At the end of the course, teachers set themselves three longer-term training or career objectives. This is a limited form of appraisal but is appropriate for the length of time members of staff are employed at the school.

Completed appraisal forms were on file. There is no formal procedure for handling unsatisfactory performance. M9 Administrative staff have had training in safeguarding and the Prevent strategy. For comments on continuing professional development (CPD) for teachers, see T10.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 All courses are booked by agents, normally Italian teachers, through MLA offices in Italy. No individual bookings are accepted; all students attend the school in accompanied groups. Group leaders reported that bookings were administered efficiently.

M12 Terms and conditions, including cancellation procedures, are on the website in a password-protected area for agents.

M13 All students are accommodated in residences on campus. The school database has full next of kin contact details for all students. Requested information was quickly retrieved. Staff have remote access to the database. A print-out of students' next of kin details is kept in the safe at each centre in case the database should be unavailable.

M14 Students are expected to attend all lessons. Any absences are recorded in the class register and in a log in the centre manager's office. All absences recorded in the log were the result of illness and were appropriately followed up.

M15 Procedures under which students may be asked to leave the course are included in the student handbook, on notices in the school, in the centre rules and in the abusive behaviour policy.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 While courses are running, systems and procedures are continually under review and any problems promptly addressed. No record is kept of any changes or improvements made. There is no formal review of systems and procedures.

M18 Students complete an initial feedback survey online soon after arrival. They receive a text message with instructions and are followed up if they do not submit a response. Approximately 95 per cent of students complete the survey. Reports showing levels of satisfaction, in percentage terms and graphically, are produced and circulated to staff. At the end of the course, students complete the same survey. Reports sampled indicated a high level of student satisfaction. However, there is currently no attempt to identify trends and no notes are made of any action taken in response to feedback.

M19 Staff are able to provide feedback at meetings. They have also been asked to complete a feedback form on the syllabus to help the academic management team develop the teaching programme. A general staff feedback form is given to all staff, but this has not produced any useful information.

M20 Students are advised of the complaints procedure. A complaint form has to be completed. Complaints are logged and any action taken is noted. The school undertakes to deal with complaints within 24 hours.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The Go Languages website is the source of information about the three UK centres (and two US centres). Information about these centres is also included on the MLA website. A Go Languages brochure has been produced but is no longer used.

M22 Locations, premises and facilities are fairly and accurately described and include photo galleries of the actual premises used. The map showing the location of the Reading centre is inaccurate; the location shown is closer to the town centre than is actually the case. The publicity states correctly that all students are Italian.

M24 All required information is provided. It is made clear that while the number of hours taught each day may vary according to the excursion programme, the total hours taught over two weeks will be 30 hours. It is also made clear that lessons may take place in the morning or the afternoon.

M25 All students book through agents. Prices and terms and conditions are only available on the password-protected agent section of the website. All required information is provided.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of staff and students and in accordance with its publicity. Appropriate staff recruitment, induction and monitoring procedures are in place, although implementation of some aspects needs to be improved. Student administration is efficiently managed through the head office and the agent network. Student attendance is closely monitored. Effective quality assurance systems are in place, although formal review procedures need to be improved.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Premises in Reading and Uxbridge have adequate space for both staff and students in public areas, offices and classrooms. There are large external areas at both centres.

R2 Premises in Reading are maintained to a high standard. Premises in Uxbridge are maintained to an acceptable standard.

R3 Classrooms in Reading are very large. Furniture is flexible and the layout is suitable for the size of groups. Rooms are well ventilated and quiet. Classrooms are close to each other and to the centre offices. Classrooms in Uxbridge are all in one building but some way away from each other and on different floors. All rooms are large and

well ventilated. Two classrooms used at the time of the inspection were lecture theatres with fixed raked seating and without natural light. They provide only limited flexibility.

R4 Both centres have large canteens which serve hot meals with a wide choice of dishes. Inspectors had lunch in the Uxbridge canteen and found the food to be of a reasonable standard. On both campuses shops and cafes are available nearby where students can buy drinks and snacks. There are spacious internal and external areas for student relaxation at both centres.

R5 Signage is clear at both centres. There are large Go Languages signs at the entrances to buildings used, and offices and rooms are clearly marked. Both centres have large display areas with imaginatively designed posters. Display areas are neatly and attractively presented.

R6 Both centres have a large centre office and a large academic office for the DoSs and teachers. There is ample room for the preparation of lessons and staff relaxation.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The coursebooks and supplementary materials provided for teachers are all intended for adults. These materials are not suitable for the younger students enrolled.

R8 Overall, resources are limited and require further development. There are no teaching methodology materials. There are no resources for teachers relating to excursion destinations. Teachers have access to a photocopier and to the internet as a source of additional materials. A limited amount of stationery is available for project work. The DoS and ADoS are able to help teachers identify materials from those available which are suitable for the age group being taught.

R9 Teachers have interactive whiteboards (IWB) in Reading and data projectors in Uxbridge. CD players and computers are available in classrooms at both centres.

R12 The resources are reviewed by the academic management team during the winter period when courses are not being run. Staff are invited to give feedback on the materials available through a materials suggestion list.

Resources and environment summary

The provision meets the section standard. The premises in Reading and Uxbridge both provide a well-maintained and comfortable environment for staff and students with good dining and relaxation facilities. The school's learning resources are limited and need to be developed further in order fully to meet the needs of the young learners attending the school.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher at Uxbridge did not have a Level 6 qualification. A rationale for employing this teacher was provided. This showed that the teacher had followed some courses at Level 6 and was therefore accepted within the context of this inspection.

T2 One teacher had an ELT qualification which did not meet Scheme requirements.

T3 A rationale was provided for the teacher with an ELT qualification which did not meet Scheme requirements. The teacher has many years' experience of teaching young learners on summer courses and is well supported by the DoS and ADoS. The rationale was accepted within the context of this inspection.

T4 The qualifications profile of the academic management team is impressive. The head office academic manager and assistant academic manager, the DoS and ADoS at Reading and the DoS and ADoS at Uxbridge are all TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are assigned to classes based on experience and preference.

T7 Timetabling is efficiently managed. At Reading, where teachers teach six hours per day, the DoS ensures that teachers have classes of similar level in the mornings and afternoons, thereby reducing lesson preparation time.

T8 At both centres the ADoS is the first cover teacher and the DoS is available as extra cover if required.

T9 In weeks when there is a large intake of new students, new classes are formed if possible. Practical guidelines on dealing with continuous enrolment are included in the teachers' handbook.

T10 There is good support at both centres from the academic management team and teachers confirmed this was the case. At Reading two CPD sessions had been held, focusing on a range of useful teaching issues such as pronunciation awareness and error correction techniques. At Uxbridge two CPD sessions had been held, one of which was incorporated into the initial induction for teachers. Issues covered included students' various learning styles and teaching young learners.

T11 All teachers are observed in the first week of their employment at the school. Written and verbal feedback is provided. Strengths and weaknesses are noted and agreed areas for improvement are recorded. One teacher at Uxbridge had been observed twice as it was felt that additional support and guidance was required. This teacher also requested an opportunity to observe an experienced teacher and a peer observation session was organised by the DoS.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The syllabus covers five levels and is linked to the Common European Framework of Reference (CEFR). At each level, ten topics are identified and these are linked to language focus, a communicative task, language functions and suggested materials. Teachers are encouraged to interpret the syllabus flexibly, based on students' interests and needs. There is no formal system to ensure that the planned syllabus items are consistently delivered.

T13 The academic manager and her assistant review the syllabus every year and update it in the light of feedback from students and staff.

T14 Overall learning objectives are included in the publicity. A simplified student syllabus listing topics and tasks is displayed on noticeboards. Schemes of work for each week are prepared by teachers and displayed in classrooms. However, these are very brief and are not written in accessible English.

T15 There is no specific guidance for teachers on including study and learning strategies in the course. There were, however, examples of teachers encouraging students to develop appropriate learning strategies. The end-of-course report includes details of four websites recommended for future learning.

T16 Students benefit linguistically from the activity and excursion programme. Although teachers are encouraged to make links between the syllabus and the leisure programme, there is currently no detailed guidance and there are no specific resources to help teachers achieve this objective.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students take a placement test which includes multiple choice questions, an extended writing task and a speaking component.

T18 Teachers enter grades for effort and achievement for each student every day in the class register. This enables the academic management team to identify and deal with any problems promptly. At the end of the course teachers devise a communicative task for the whole class in order to assess students' communicative abilities.

T19 At Reading students can take an external general English examination during their course. A co-ordinator organises the examinations, visits the school to check that students are being entered for the examination at the correct level, and provides one-to-one examination preparation for students if this has been booked in advance.

T21 End-of-course reports include effort and achievement grades in seven areas of language skills and knowledge. Teachers give personalised recommendations of areas for the student to work on and suggestions for future study.

T22 General advice on entering UK mainstream education is available on request. Notices advertise this service to students.

Classroom observation record

Number of teachers seen	8 (3 at Reading, 5 at Uxbridge)
Number of observations	8 (3 at Reading, 5 at Uxbridge)
Parts of programme(s) observed	All, except one-to-one lessons which were not being run during the inspection

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Overall, teachers modelled language accurately, some using the phonemic chart effectively to support the teaching of pronunciation. There were some examples of poor explanation of grammar and one or two teachers sometimes unconsciously used non-standard phonemes in their models.

T24 The content of lessons was mostly relevant to students' needs and interests and was linked to items on the syllabus.

T25 Lessons were mostly well planned and clearly staged. Lesson aims were written on the whiteboard in nearly all classes. Weekly schemes of work were on display but were very brief and often poorly presented.

T26 A good range of teaching techniques was noted including warmers, mingling tasks, quizzes, races, games,

student interviews, whispering dictations, pair work, group work and role plays. Teachers were mostly well aware of the need for variety and movement to maintain students' involvement and interest. In a few cases, pair work was poorly set up and techniques for teaching new vocabulary were ineffective.

T27 Data projectors and IWBs were used confidently. The whiteboard was used well in a few classes, but was often difficult to read due to small handwriting or poor choice of pen colours. Materials chosen were motivating and challenging in some classes and there was good use of wall space for display of pictures and information. The layout of the two lecture rooms in Uxbridge provided only limited opportunities for student interaction.

T28 There was some good monitoring of pairs and groups to encourage students and keep them focused. There were examples of teachers correcting pronunciation errors and using choral drilling to provide practice of correct forms. However, teachers had a limited range of correction techniques and often ignored error; there was not sufficient meaningful feedback given to students.

T29 In some cases teachers referred to items covered in previous lessons, but overall there was little evaluation of learning.

T30 Rapport was good in nearly all classes. The best lessons had a brisk pace and provided students with meaningful and motivating tasks which led naturally to communication. In a few cases students were not engaged with the topic or spent too long on mechanical exercises.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The segments observed ranged from good to just satisfactory, with the majority being satisfactory. Teachers had a reasonable knowledge of linguistic systems and were able to model language effectively. Lessons were well planned and mostly took account of the needs and interests of their students. Resources were mostly well managed and teachers had a good range of teaching techniques suitable for the age group of their students. Feedback to students requires improvement. Rapport was good in nearly all classes.

Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified and experienced. They are well supported and monitored by their local academic management teams and efficient academic procedures are in place. Programmes of learning are suitably constructed but need to be more effectively implemented. Teaching resources also require further development. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 At both centres there is a very good provision for the safety and security of students appropriate to their age. Both sites are university campuses, away from city centres, with their own security measures and staff. In addition, the Go Languages activity staff provide very close supervision on site ensuring students are supervised at all times.

W2 Pastoral care to a high standard is provided at both centres by the welfare office and activity leaders, supported by the centre manager. In addition, students always come in groups accompanied by their own group leaders, who pay close attention to the needs of their students. Group leaders are offered a quiet room for worship or prayer if they or their students require it.

W3 The welfare officer and activity leaders are introduced at the new student inductions, and are identified in students' welcome packs and also on photo noticeboards posted in teaching and accommodation blocks in both centres.

W4 Policies and procedures for dealing with abusive behaviour are presented on noticeboards, but are expressed in language difficult for lower-level students to understand. There is a Prevent policy and risk assessment, and core British values are posted on noticeboards. The Prevent 'lead' is the academic manager.

W5 At induction, students' attention is focused on the emergency number by being instructed to copy it onto their identity cards together with the centre manager's name. The students interviewed were quick to confirm this by showing the inspectors their identity cards.

W6 Students always arrive in groups with a leader. The organisation always sends a member of staff to the airport to meet new groups as they arrive. They also have a system for informing each student's parents of his or her safe arrival.

W7 Appropriate information is provided on arrival. New students are given a thorough induction supported by an illustrated student handbook. Group leaders also receive a detailed induction and their own *Group Leader Manual*.

W8 Students at present are only from Italy. Group leaders ensure that they have suitable insurance and also an EU medical entitlement card. Both centres have the contact details of local doctors and dentists and, in addition, the centres have their own on-site doctors.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Reading the students were accommodated in single lockable ensuite bedrooms of a very good standard, arranged in flats of eight rooms with a kitchen. The doctor and surgery were in the same block together with staff and group-leader accommodation. A night warden patrols until about 03.00. At Uxbridge students could choose a slightly cheaper residence with individual bedrooms but shared bathroom and toilet facilities and a residence with individual lockable ensuite bedrooms. In the residence with shared bathroom and toilet facilities, genders were separated by floors. At both centres the accommodation blocks and student areas and rooms were secure and were supervised by group leaders and staff.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

N/a

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Provision for cleaning at Reading was very good, with a daily clean of common areas, and a mid-week clean and weekend deep clean of students' rooms. Cleaning arrangements at both residences at Uxbridge were suitable and satisfactory.

W23 With their own resident doctors on site at both centres, the provision for the care of students' health is very good.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 At both centres a very good variety of on-site activities and off-site excursions is provided. On site, these include sports, music and drama, arts and crafts and evening events such as discos, karaoke, talent shows, movies and quiz nights. On the two-week course, students at the Uxbridge centre have four or five full-day excursions and at Reading two full-day and three or six half-day excursions, depending on the package booked. Activities are led and supervised by activity leaders and include the students' own group leaders. Students receive sample programmes in advance of their arrival.

W27 The leisure programmes are well organised and resourced, and where necessary, there are alternatives for wet weather. Activity leaders are briefed on activities and excursions the evening before. For excursions, there are information packs for the leaders including registers and travel schedules, risk assessments and information about the destinations. Activity leaders in Uxbridge sign the risk assessment forms. Group leaders and their students have each others' telephone numbers.

W28 There is a comprehensive range of well-researched risk assessments. The activity managers and some activity leaders are first-aid trained.

W29 Except when group leaders take their students out from the organised schedule, activities are always led by the organisation's own activity leaders, who have pre-course and in-course training. Group leaders wishing to absent themselves from scheduled activities are required to sign 'student absentee forms' and take all their students with them.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. Welfare and leisure activity staff are carefully selected and well trained. The students' safety and welfare at all times are given high importance. The leisure programmes at both sites are varied and well organised and the residential accommodation is comfortable and entirely suitable for teenage students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The age range of students at both centres visited was 11 to 17.

C1 The organisation has developed a comprehensive safeguarding policy with clear guidelines and procedures for detecting and reporting abuse and checking the suitability of staff. The organisation's designated safeguarding persons (DSPs) are the UK academic manager and assistant academic manager. The names, email addresses and phone numbers of the local authority designated contacts are given for each centre.

C2 The policy is implemented by appropriate training and publicity. The safeguarding policy is distributed to all staff and available on the website. A simplified version, *Safeguarding Key Points*, is posted around the centres and included in the *Group Leader Manual*. Both DSPs have received specialist safeguarding training, all senior centre staff have received advanced training and all staff receive basic training.

C4 The safeguarding policy specifies the recruitment procedure for staff. Recruitment advertisements include the required information and warnings. Written references, verified by telephone, are normally taken up and timed and dated by the verifier. All staff have DBS checks, paid for by the organisation.

C5 Arrangements for the supervision and safety of students during scheduled lessons and activities are very good. They are supervised when moving to and from their accommodation, during breaks, when crossing roads on the university campuses, at mealtimes and during day and evening activities. The minimum ratio of one activity leader to 15 students is never exceeded. For instance, in Reading at the time of the inspection, there were five activity leaders for 43 students. As well as by the organisation's activity staff, students are also supervised by their own group leaders.

C6 The arrangements for the supervision and safety of students between and outside scheduled lessons and activities are very good. Although there is little unsupervised time either on or off campus, there are clear rules for what students may and may not do, and explanations of the possible consequences of breaking the rules. The rules are explained at students' inductions, which include a presentation and a light-hearted video, and also posted around the centres and included in the *Student's Handbook* and *Group Leader Manual*. On excursions, older students have limited unsupervised time providing they are in groups of four; younger children must always be with an activity leader.

C8 Effective arrangements for collecting and accessing students' emergency contact details were seen to be in place. Parents are provided with 24-hour contact numbers.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is a good provision made for the safeguarding of students with the organisation's centres and on off-site leisure activities and excursions. *Care of under 18s* is an area of strength.