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| Organisation name | Nacel English School, London |
| Inspection date | 25–26 September 2024 |

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

| Recommendation |
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| We recommend continued accreditation with a supplementary inspection next summer to assess the summer camp operation which could not be seen at time of inspection. |

| Summary statement |
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| <p>The British Council inspected and accredited Nacel English School, London in September 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s, and summer vacation courses for under 18s.</p> <p>Strengths were noted in the areas of staff management, student administration and learner management.</p> <p>The inspection report noted a need for improvement in the areas of publicity and academic staff profile.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Nacel English School, formerly Twin Towers English College, was acquired in 2015 by Media Travel SA who also own Investissements et Participations SAS, a French company with a very large educational travel agency. This agency has been offering a range of language programmes abroad since 1967, including high school programmes, summer camps, and language courses in a number of European countries, North America and Japan. The agency also works with accredited schools in the UK, as well as with their own school in London.

The school offers open enrolment general English courses for adults and young people (16+), including examination-preparation courses, and one-to-one lessons. Programmes of closed groups for students aged 12 to 17 are also offered and in July 2024 the school launched summer camp courses for students aged 11–17 at a secondary boarding school in Watford.

The inspection lasted two days. The inspectors had meetings with the UK senior executive, who manages the school, the academic manager (AM), the administration manager, the accommodation manager, the administration assistant, and the activities manager. A meeting with a representative from Stanborough Secondary school was also held, which included a tour of the school's premises and facilities. Focus group meetings were held with a group of students and with a group of teachers. One inspector had virtual calls with three homestays and visited the school's student house, Nacel House. All teachers teaching on the days of the inspection were observed.

Address of main site/head office

53 Ballards Lane, London N3 1XP

Description of sites visited

The school is located on the ground and first floors of newly rebuilt premises (2022). It is self contained but has emergency exit access into the residential block above and adjacent to the school, which is also owned by the parent organisation. Next door to the school, a café which occupies premises leased by the parent company, offers discounted food and drink to staff and students. The school opens to a welcoming entrance and reception area leading to the senior executive's office, a small lounge area, four classrooms, a teachers' room with access to a small patio, the AM's office and three individual toilet cubicles. Stairs lead from the reception area to the first floor which comprises a small student lounge and kitchen, three individual toilets, and four classrooms, one of which leads to an outside seating area with table and chairs for students.

The school also has sole use of classrooms, accommodation and facilities at Stanborough Secondary school (Stanborough Park, Watford WD25 9JT) when the junior summer camp is running. The 40-acre site includes a large indoor sports hall, an assembly hall, two computer labs, a football pitch and tennis courts. Full board is offered, with meals taken in the dining hall and on-site accommodation provided in a range of ensuite, multi-bedded rooms.

| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> |
| Content and language integrated learning (CLIL) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

Full-time and part-time courses are offered in general English, including examination preparation. Local students can enrol on a part-time basis (two to five mornings or afternoons per week), and part-time courses are offered in the evening and on Saturdays. Students aged 16–17 are accepted on adult courses. One-to-one teaching is also available. Closed courses for students aged 12 to 17 are also run.

The residential summer camp programme for students aged 11–17 years at Stanborough Secondary School in Watford included 15 hours of tuition with afternoon and evening activities or excursions managed by Nacel school staff. The programme was not running at the time of the inspection.

Management profile

The UK senior executive reports to the board of directors, which meets formally every two to three months. The managing director also visits the school periodically and the senior executive is in regular contact with the director of international development.

At school level, the UK senior executive is line manager for the AM, the accommodation manager, and the administration manager.

Accommodation profile

Accommodation for adults is arranged in homestays, student residences and shared apartments. The provider has exclusive use of one residence and manages its own homestays. Other residences and shared apartments are run by external agencies. Residences offer single or double ensuite rooms or shared bathrooms and shared kitchens. Homestays and the school's own residence are within an easy walk or bus ride from the school. Adult students in homestays can choose half board, self-catering or bed and breakfast. Students under 18 can only book half board homestay accommodation.

Summer camp accommodation for students aged between 11 and 17 years-old is in multi-occupancy ensuite rooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, although a clear statement describing the organisation's goals and values is lacking, and publicity is misleading in certain areas. *Staff management* and *Student administration* are areas of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation, although premises risk assessments are insufficient in scope. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive generally sufficient guidance to ensure that they support students effectively in their learning. Overall, courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength. There is a need for improvement in *Academic staff profile*.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care, but the critical incident plan lacks substance. The school offers a wide range of comfortable, and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students.

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

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

Evidence**Management**

| Strategic and quality management | Met |
|--|------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Not met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | Met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times. | Met |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

Comments

M1 The school does not have a sufficiently detailed statement of goals and values that is shared with staff.

| Staff management and development | Area of strength |
|--|-------------------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Strength |
| M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Met |
| M11 There are effective induction procedures for all staff. | Strength |
| M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation. | Strength |

Comments

M8 A comprehensive employment handbook with expert external input is widely available. Staff commented that they feel valued and well supported.

M11 Induction procedures are very thorough and include the opportunity to shadow colleagues. Useful checklists ensure all essential information is covered at various stages during the induction period.

M13 There is a structured approach to CPD for all staff and funding is available for training and activities delivered by expert outside trainers.

| Student administration | Area of strength |
|--|-------------------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service. | Strength |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Strength |
| M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff. | Met |
| M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met |
| M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Strength |
| M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |

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|--|-----|
| M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint. | Met |
| Comments | |
| M14 Consistently good feedback is received from agents, group leaders, and students, as confirmed during the focus group. Good cover procedures are in place and staff are easily able to retrieve information on any aspect of a student's enrolment. | |
| M15 Comprehensive pre-course information is provided by a multilingual admin team. Regular student tutorials offer support and guidance during courses, including free mock tests should students consider changing to an examination course. | |
| M18 The attendance policy is clearly written, widely available and well managed. Cases of student absence are promptly and systematically followed up and comprehensive records maintained. | |

| Publicity | Need for improvement |
|--|----------------------|
| M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M23 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M24 Publicity includes clear, accurate and easy-to-find information on costs. | Not met |
| M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Met |
| M26 Publicity gives an accurate description of any accommodation offered. | Met |
| M27 Descriptions of staff qualifications are accurate. | Not met |
| M28 Claims to accreditation are in line with Scheme requirements. | Not met |
| Comments | |

The main source of publicity is the website. The school also produces a calendar and has a social media presence.

M23 Students were accepted onto summer camp programmes below the advertised minimum age. Maximum class sizes at the main school are exceeded on occasions.

M24 Approximate costs for leisure programme activities are not made clear.

M27 Descriptions of staff qualifications do not apply to the full range of staff at all times.

M28 Incorrect accreditation and English UK marques are used on a number of publicity documents.

Premises and resources

| Premises and facilities | Met |
|---|----------|
| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Not met |
| P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Strength |
| P3 Classrooms and other learning areas provide a suitable study environment. | Met |
| P4 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Strength |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information. | Strength |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Met |
| Comments | |

P1 Risk assessments for the main premises and the student house lack detail and have not been carried out by the school on the summer premises.

P2 The main premises are in a very good state of repair and decoration and are spotlessly clean; they offer a very comfortable environment for staff and students. The summer camp premises are entirely appropriate and include access to well-maintained grounds and good sports and recreation facilities.

P4 Students have a small lounge and well-equipped kitchen area in addition to an outdoor terrace with tables and chairs. A café offering a wide selection of food and drink with student discount is located immediately next door. Lounges with comfortable seating, TV and games are available on each floor of the summer centre accommodation blocks, in addition to the extensive outdoor areas.

P5 Signage is very well presented and clearly branded throughout the school. Noticeboards are attractively displayed and include comprehensive information for students on a wide range of topics.

| Learning resources | Met |
|--|-----|
| P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Students have access to resources for independent learning, relevant to their learning aims and expectations. | Met |
| P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |
| Comments | |
| All criteria in this section are fully met. | |

Teaching and learning

| Academic staff profile | Need for improvement |
|--|----------------------|
| T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile. | |
| T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | |
| T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching. | |
| Comments | |
| The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. The recruitment and support policy is currently not sufficiently well devised in line with the stated course objectives. Information for teachers on closed junior groups and the summer camp lacks sufficient guidance, and there is no documented support for a teacher with an alternative qualification profile. | |
| Academic management | Met |
| T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms. | Strength |
| T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff. | Met |
| T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Not met |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Met |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers. | Met |
| T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation. | Strength |
| Comments | |
| T4 Teacher deployment is linked to professional experience, CPD and appraisals, as well as personal preference. The AM also implements a rotation policy to ensure that all teachers have the opportunity to develop professionally by working on different course types and at different levels. T6 Insufficient written guidance is provided for teachers on dealing with continuous enrolment and students attending on a part-time basis. | |

T10 There is financial support for the professional development of all academic staff and evidence was provided that staff have benefited from this. This includes monthly CPD sessions linked to observations and appraisals, and organised peer observations.

| Course design and implementation | Met |
|--|---------|
| T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context. | Not met |
| T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |
| T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class. | Met |

Comments

T11 Course design documents do not provide guidance on study and learning strategies. There is insufficient guidance for teachers on planning the junior summer camp programme.

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

Comments

T16 Students are tested regularly, followed by a personal tutorial with their teacher in which their progress and future learning goals are discussed. Progress reports are professionally presented and based on clear evidence.
T17 Detailed placement test interview notes, including a needs analysis, are updated during tutorials with teachers. There are effective procedures in place for students wishing to change class which are made known to teachers and students.
T18 Students wishing to follow examination courses take a mock test. Records of examination results are maintained and show good pass rates. Support is available from the AM as well as an external adviser should students wish to progress to mainstream UK education.

Classroom observation record

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|--------------------------------|-----|
| Number of teachers seen | 8 |
| Number of observations | 8 |
| Parts of programme(s) observed | All |

Comments

Only adult courses at the main site were running at the time of the inspection. It was not, therefore, possible to observe classes at the junior summer camp.

| Teaching: classroom observation | Met |
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| T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level. | Strength |
| T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds. | Met |
| T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities. | Met |
| T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners. | Strength |
| T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources. | Met |

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| T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson. | Strength |
| T25 Lessons include activities for teachers and students to evaluate whether learning is taking place. | Met |
| T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson. | Met |
| Comments | |
| T19 Teachers demonstrated a sound knowledge of linguistic systems. Target and emergent language was clearly modelled in both spoken and written form. In a significant number of lessons, attention was paid to parts of speech and stress marks, and phonemes were indicated. | |
| T20 All teachers provided detailed lesson plans leading to clear learning outcomes based on the coursebook for each level. Student profiles were also provided but it was not made clear how the content of the lessons was based on their learning needs or interests. | |
| T21 Learning outcomes were shared with students on whiteboards in most lessons and available on weekly plans posted in classrooms. | |
| T22 Teachers demonstrated a wide range of teaching techniques, including a good use of nomination to ensure all students were contributing, elicitation, prompting and concept check questions. Instructions were checked and there were several examples of robust and effective drilling. | |
| T23 Classrooms were generally appropriately managed. Whiteboards were mostly well organised and included a good use of colour. Students were grouped effectively on the whole. | |
| T24 Teachers monitored well and provided feedback on both content and language. Error correction was consistent, and students were actively encouraged to self and peer correct. An appropriate use of praise was also observed. | |
| T25 Lessons included a series of activities to enable teachers and students to evaluate learning was taking place. Reinforcement activities were included to demonstrate the effective use of recently learned language. | |
| T26 There was a positive learning atmosphere in the majority of lessons. Students were engaged and motivated, and activities were personalised to ensure interest. Most lessons had a dynamic pace and included a variety of activities, and most teachers were warm and encouraging. However, in weaker segments teachers dominated through unnecessarily loud voice projection or avoided eye contact and did not therefore engage all of the learners. | |

Welfare and student services

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| Care of students | Met |
| W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Not met |
| W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Met |
| W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Met |
| W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W5 Students receive advice on relevant aspects of travel to and life in the UK. | Not met |
| W6 Students have access to adequate health care provision. | Met |
| Comments | |
| W1 The school has a critical incident plan as part of the safeguarding policy, but at present this amounts to a general statement of approach. | |
| W5 While the information regarding life in the UK and on travelling to the school is clear, comprehensive and useful, there is no advice on travelling from points of entry to students' accommodation. | |
| Accommodation (W7–W18 as applicable) | Met |
| <i>All accommodation</i> | |
| W7 Students have a comfortable living environment throughout their stay. | Strength |
| W8 Arrangements for cleaning and laundry are satisfactory. | Not met |
| W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W10 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |

| | |
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| W11 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Strength |
| W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W7 The accommodation visited was of a high standard and the homestays were easy walking distance to the school. Student rooms in homestays and the student house provided a very comfortable environment. Hosts were experienced and hospitable. This was confirmed by positive feedback from students at the focus group meeting.
W8 The information regarding laundry arrangements in homestays is inconsistent.
W12 The homestay agreement and manual provide a comprehensive, practical and robust guide to all aspects of hosting.

Accommodation: homestay only

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| W14 Homestay hosts comply with the agreed terms and conditions for student placements. | Met |
| W15 Homestay placements encourage students to use English. | Met |
| W16 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

All criteria in this section are fully met.

Accommodation: other

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| W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | Met |

Comments

All criteria in this section are fully met.

Leisure opportunities

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| | Met |
| W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W20 The content of any leisure programme is appropriate to the age and interests of the students. | Strength |
| W21 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training. | Met |

Comments

W20 The leisure programme provides an interesting variety of on and off-site activities that are both educational and cultural. Teacher and student input into the content of the programme is regularly sought and acted on.

Safeguarding under 18s

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| 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. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Strength |

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

Comments

At the time of the inspection there were two students aged 16–17 on adult courses. At peak in July the provider had 50 students aged 12–16 and 38 students aged 16–17 on junior courses, and 21 aged 16–17 on adult courses.

S2 In addition to the named designated safeguarding leads all management and supervisory staff are trained to specialist safeguarding level. All staff are required to sign the code of practice. Evidence was seen that confirms all staff with supervisory roles involving under 18s are well briefed on their responsibilities. Students are made sensitively and tactfully aware of the relevant aspects of the safeguarding policy.

S3 Parental consent forms do not specify differing levels of care for students aged under and over 16.

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

Sampling identified the following issue: students are not able to opt out of the use of photographic images for marketing purposes in the conditions of enrolment documents that must be signed as part of the enrolment process.

Organisation profile

| Inspection history | Dates/details |
|---|---------------|
| First inspection | 2007 |
| Last full inspection | March 2019 |
| Subsequent checks/visits (if applicable) | None |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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|--------------------------------|-----------------------------------|
| Date of foundation | 1990 School (Nacel group 1957) |
| Ownership | Media Travel SA (MD: Laurent Huc) |
| Other accreditation/inspection | ISI |

Premises profile

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|---|--|
| Details of any additional sites in use at the time of the inspection but not visited/observed | N/a |
| Details of any additional sites not in use at the time of the inspection | Summer camp at: Stanborough Secondary School, Stanborough Park, Watford WD25 9JT |

| Student profile | At inspection | Estimate at peak |
|--|---------------------------------------|--------------------------------------|
| ELT/ESOL students (eligible courses) | At inspection | July |
| Full-time ELT (15+ hours per week) 18 years and over | 61 | 86 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 1 | 59 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 50 |
| Part-time ELT aged 18 years and over | 23 | 28 |
| Part-time ELT aged 16–17 years | 1 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 86 | 223 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 20–40 | 16–30 |
| Adult programmes: typical length of stay | 4–12 weeks | 2–12 weeks |
| Adult programmes: predominant nationalities | Brazilian, Japanese | Brazilian, French, Japanese, Italian |
| Junior programmes: advertised minimum age | 12 | 12 main school 11 summer camp |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: typical length of stay | 1–2 weeks | 1–2 weeks |
| Junior programmes: predominant nationalities | French, Mexican, Japanese, Portuguese | French, Mexican, Japanese |

| Staff profile | At inspection | Estimate at peak |
|--|---------------|------------------|
| Total number of teachers on eligible ELT courses | 8 | 12 |
| Number teaching ELT 20 hours and over a week | 4 | |
| Number teaching ELT under 20 hours a week | 4 | |
| Number of academic managers for eligible ELT courses | 1 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 5 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification and at least three years' full-time relevant teaching experience | 1 |
| Academic managers without TEFLQ qualification or three years' relevant experience | 0 |
| Total | 1 |

Comments

The vice academic manager left in August 2024 and the school is currently recruiting a replacement. The AM was not scheduled to teach during the week of the inspection.

Teacher qualifications profile

| Profile in week of inspection | |
|-------------------------------|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification/profile | 2 |
| TEFLI qualification | 5 |
| ATEFL portfolio in progress | 0 |

| | |
|---|---|
| Non-ELT-related qualified teacher status only (for short courses for under 18s) | 0 |
| Holding specialist qualifications only (for ESP/CLIL) | 0 |
| Alternative professional profile | 1 |
| Total | 8 |

Comments

One of the teachers has a non-ELT related QTS qualification without an ELT qualification.

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 21 | 1 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 6 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 25 | 1 |
| Staying in privately rented rooms/flats | 32 | 0 |
| | | |
| Overall totals adults/under 18s | 84 | 2 |
| Overall total adults + under 18s | 86 | |

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1, and S3 have been addressed. The required evidence was subsequently submitted.

Points to be addressed

Points which must be addressed within three months

Premises and resources

P1 Risk assessments for the main premises and the student house lack detail and have not been carried out by the school on the summer premises.

Welfare and student services

W1 The school has a critical incident plan as part of the safeguarding policy, but at present this amounts to a general statement of approach.

Safeguarding under 18s

S3 Parental consent forms do not specify the differing levels of care for students aged under 16.

Other points to be addressed

Management

M1 The school does not have a sufficiently detailed statement of goals and values that is shared with all staff.

M23 Students were accepted onto summer camp programmes below the advertised minimum age. Maximum class sizes at the main school are exceeded on occasions.

M24 Approximate costs for leisure programme activities are not made clear.

M27 Descriptions of staff qualifications do not apply to the full range of staff at all times.

M28 Incorrect accreditation and English UK marques are used on a number of publicity documents.

Teaching and learning

T3 The recruitment and support policy is currently not sufficiently well devised in line with the stated course objectives. Information for teachers on closed junior groups and the summer camp lack sufficient supporting documentation and there is no documented support for a teacher with an alternative qualification profile.

T6 Insufficient written guidance is provided for teachers on dealing with continuous enrolment and students attending on a part-time basis.

T11 Course design documents do not provide guidance on study and learning strategies. There is insufficient guidance for teachers on planning the junior summer camp programme.

T20 It was not made clear how the content of the lessons was based on students' learning needs or interests.

T26 In weaker segments teachers dominated through unnecessarily loud voice projection or avoided eye contact and did not therefore engage all of the learners.

Welfare and student services

W5 There is no advice on travelling from points of entry to students' accommodation.

Declaration of legal and regulatory compliance

D1 Students are not able to opt out of the use of photographic images for marketing purposes in the conditions of enrolment document.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 23 April 2025. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.
