BRITISH COUNCIL

Organisation name	Norwich Study Centre
Inspection date	13–14 September 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation with a spot check within 12 months focusing on Care of under 18s and publicity, and on checking that there is continuity of academic management in the light of the recent changes to the academic management team.

Summary statement

The British Council inspected and accredited Norwich Study Centre in October 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 courses in professional English for adults (18+) in school premises and in company, and general English for adults (16+) and for closed groups of under 18s.

The inspection report noted a need for improvement in care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	November 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher development courses (no language improvement)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2000
Ownership	Company name: Flying Classrooms Ltd. Company number: 3994304
Other accreditation/inspection	ISI

Premises profile

Address of main site	4 and 5 Tombland, Norwich NR3 1HE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school, a grade two listed Georgian property, is located in the centre of Norwich, close to the cathedral. The main school is housed in 5 Tombland. The main entrance leads to a student common room which, in turns, leads into a large courtyard area which is used as an extension to the common room. The reception area and offices share the first floor with five classrooms. The staff room, study centre and computer room are on the second floor, along with another four classrooms. 4 Tombland, where there are seven classrooms on three floors, can be reached from the main building either by going out onto the street or from the courtyard, although the latter entails going through a classroom.

Student profile

Student profile	At inspection	In peak week: August (organisation's estimate)
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	36	62
Full-time ELT (15+ hours per week) aged 16–17 years	1	35
Full-time ELT (15+ hours per week) aged under 16	1	20
Part-time ELT aged 18 years and over	4	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	42	118
Minimum age	15	14
Typical age range	15–73	14–73
Typical length of stay	12 weeks	2 weeks
Predominant nationalities	Saudi Arabian	Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0

	At inspection	In peak week (organisation's estimate)
Number on short-term study visas	21	30

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	14
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	8
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	11

These figures   exclude   the academic manager(s)

Comments
The assistant director of studies (ADoS) was on study centre duty during the inspection but not teaching. She is not included in the numbers above. She is TEFLI while the director of studies (DoS) is TEFLQ.

Course profile

Eligible activities	Year round		Vacation		In-company	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☒	☐
General ELT for juniors (under 18)	☒	☒	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☒	☐

Comments
16 and 17 year-olds are enrolled on adult courses. The majority of courses run are general English with occasional business English add-ons. One business English course was run for five weeks in the winter. Students regularly opt for extra one-to-one classes and a small number of students take exclusively one-to-one courses. 12 closed groups have attended the school in the past 12 months. The students in six of these groups were all over 16. The students in the other six groups were a mixture of over 16s and under 16s. In all cases, group students are integrated with other classes. Under 16s are invariably taught separately from over 16s. One 'in-company' course has run in the past year – a course for nurses at an NHS hospital in Kings Lynn.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	14	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	2	1
Staying in privately rented rooms/flats	24	0
Overall totals adults/under 18s	40	2
Overall total adults + under 18s	42	

Introduction

Since the last inspection, the old name for the school, Flying Classrooms School of English, has been replaced by the school's new name, Norwich Study Centre. The current DoS has been in post for 18 months but the week of the inspection was his last week. A replacement had not been found at the time of the inspection and provisional arrangements for the academic management of the school have been put in place. The office team leader (OTL), who was previously the accommodation officer, has been in post for a year. The new post of education co-ordinator was created three months before the inspection.

For most of the year, the school has a stable population of fairly long-stay students but this number is boosted twice a year, in spring and summer, by groups of chiefly school-age students from Europe and South America. Senior teaching staff are increasingly involved in the growing number of methodology courses for foreign teachers but these courses do not have an overt language improvement component and are therefore not eligible for accreditation.

The inspection lasted two days. During this time, the inspectors had meetings with the school director, the DoS, the ADoS, the OTL, the education co-ordinator, the student officer, the accommodation officer and the social activities leader (SAL). One inspector also talked to the student officer and the teacher involved in developing and running e-learning. Three focus group meetings were held: one for teachers, one for adult students and one for the two under 18 students. One inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	⊠

Comments
M1 Sampling identified the following issue: the school may be in breach of CLA regulations regarding the amount of a book that can be copied; the school should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☒	☐	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 The school's organogram provides a clear picture of its structure of management and administration. Arrangements to ensure continuity are particularly strong amongst office staff, where all three members of staff are able to cover most aspects of the other members' roles. The job title 'education co-ordinator' does not make the nature of this role sufficiently clear.
M4 Monthly meetings of, respectively, management, office staff and teachers are all well minuted. Informally, all three groups meet and exchange information daily. An open door policy and the friendly atmosphere in the school ensure that communication is very good. This observation was borne out by comments from staff and students in focus group meetings.
M6 Although the school takes care to investigate and verify staff qualifications and experience, some staff files lacked references or copies of certificates (see C4).
M7 Induction procedures are thorough and well documented. Recently-appointed staff commented favourably on their induction.
M8 All staff have annual appraisals and office staff have six-monthly reviews. These are all well documented.
M9 All members of staff have opportunities for professional development.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☒	☐	☐	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 A comprehensive IT package is ably managed by the student officer, who is in charge of all the school's technology. All three office staff cover for one another and provide a very friendly and efficient face for the school. Students commented very favourably about their approachability and flexibility.
M13 Although the database contains all relevant student details, these are not accessible remotely and the person holding the emergency phone at night or at weekends is not given a print-out of these details.
M15 Students are informed of the conditions and procedures under which they may be asked to leave the school but the information is written in over-complex language.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M19 Staff feedback and action	☐	☒	☐	☐	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M16 The majority of points raised in the last report had been addressed satisfactorily but a small number remain unaddressed.

M17 Inspections provide the school with regular opportunities to review systems, processes and practices. Evidence was seen of action taken as a result of these reviews in the form of improvement plans.

M18 Students complete first week, mid-term, end-of term and end-of-course questionnaires. Action is quickly taken in response to student dissatisfaction and this action taken is always recorded. Thorough analysis of feedback is carried out and all information is passed on to relevant members of staff.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☒	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

Publicity consists of a folder with inserts and a website. The website is considered the main medium of publicity. It includes two downloadable students' handbooks, one for under 18s and one for over 18s, both of which the inspectors judged to be insufficiently accessible to be viewed as publicity.

M22 Publicity and information about the provider is mostly accurate and gives rise to realistic expectations apart from occasional statements such as 'high quality language teaching' and 'the teaching is of a high quality' both of which are difficult to substantiate. Photographs are not captioned.

M23 Met but levels are not mentioned for all courses.

M24 Met but the fact that the minimum age may be 14 at certain times of year is not sufficiently clear.

M25 There is no information on the approximate costs of course-related examination fees or of any leisure programme not included in the course fees.

M28 Teachers are described as 'fully qualified' in the brochure, but not on the more up-to-date website.

M29 The accreditation scheme marque is used to describe teacher training courses which are not eligible for accreditation.

Management summary

The provision just meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity, although there were weaknesses in publicity. Sampling of documentation revealed an issue relating to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The school's provision is designed to fit the unusual shape and size of the premises and it does so in such a way as to provide students and staff with a comfortable environment.
R2 The school is in a reasonable state of repair but would benefit from some internal redecoration.
R3 Classrooms are bright and airy and furnished so that layout can easily be adjusted and so that students can see, hear and write in comfort. On hot days, traffic noise can be a little disruptive and staff reported that classrooms can be a little cold in the winter months.
R4 The student common room is a pleasant space for student relaxation with additional seating outside in good weather. The school is surrounded by numerous food outlets.
R5 Signage is good and facilities for the display of information are generous, both in classrooms and in corridors.
R6 Teachers have the use of two rooms in which to work, relax and attend meetings. All teachers have their own storage space.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☐	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☐	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R8 There is a wide range of resources for teachers. The ADoS has prepared a large number of folders of ready-made language games and activities, all colour-coded and highly accessible, with a catalogue linking the activities to language and skills areas. Materials are well maintained and well organised.
R9 The school has a good supply of computers and screens in classrooms. The student officer is always available to provide technical support.
R10 The study centre has a good stock of materials appropriate to students' needs.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance students' studies and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☒	☐	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☒	☐

Comments

T1 Two teachers, one of whom is the ADoS, did not have a Level 6 qualification. The rationale for the ADoS was accepted in the context of this inspection because of her partial completion of a degree course. The other rationale was not accepted in the context of this inspection as this teacher has had insufficient involvement in post-school

learning.

T4 The DoS, who is TEFLQ, carries out all observations and is in charge of course design and the in-service development programme.

T5 The ADoS is TEFLI. She is responsible for aspects of academic administration, particularly the maintenance of teacher and student resources. Her work is appropriately monitored by the DoS.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 Teachers are generally deployed according to their strengths and preferences although developmental wishes sometimes play a part in decisions about who teaches which levels or types of courses.

T7 Both morning and afternoon classes are always taught by two teachers each week and liaison between those two teachers and between morning and afternoon teachers is effective. Selection of rooms to suit class size is carried out sensitively.

T8 The ADoS is first-line cover, followed by teachers who do not have a full teaching timetable.

T9 When short-stay students join classes, which happens above all in the summer, both long-stay students and teachers see this as an opportunity rather than a problem. Continuous enrolment is a feature of the school and appears to be handled well. However, no advice is given in the teachers' handbook, and this would be of particular use to less experienced teachers.

T10 The school has a professional development policy for teachers which includes regular in-service development sessions, the topics of which are usually linked to observations. Teachers are also given the opportunity to watch British Council webinars. Both the DoS and the ADoS are available to offer support and guidance at breaks and lunchtimes. Support is also provided by the more experienced members of the teaching team, some of whom have, in the past, been part of the academic management team.

T11 All teachers are observed at least once a year and usually twice a year. New teachers are observed within their first two weeks at the school. Feedback is both oral and written and includes key points for development. Teachers are appreciative of the feedback they receive.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☒	☐	☐	☒	

Comments

T12 A statement of educational purpose provides the stated principles on which course design is based. The course book supplies the course structure for morning classes. The termly plans are based on coursebooks and are supplemented by syllabus inventories. The skeletal syllabuses provided for afternoon classes do not offer enough guidance for less experienced teachers.

T13 Weekly course design is reviewed regularly with input from students. On a larger time scale, review is conducted by the DoS with teachers expressing views on coursebooks.

T14 Termly and weekly plans are posted on classroom noticeboards.

T15 Each syllabus contains a learner training syllabus but little evidence was seen of this syllabus being implemented in the classroom. However, the coursebooks in use contain elements of learner training.

T16 Although teachers occasionally take classes out and sometimes link class work to social activities or to their students' lives outside the classroom, there is limited evidence of teachers helping students to benefit linguistically from their stay in the UK.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments
T18 After an initial pre-course assessment, teachers produce individual learning plans for each student. Regular tutorials and progress tests are recorded on these plans. End-of-term level tests assess students' overall proficiency against the CFER scale.
T21 Students receive mid-term, end-of-term and leaving reports, all of them with personal comments and recommendations for further study. Each report has scores for the four skills, for vocabulary, grammar, pronunciation, study skills, homework and motivation.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All

Comments
All teachers working at the time of the inspection were observed.

Classroom observation

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

Comments
T23 All teachers demonstrated a satisfactory knowledge of the language being taught and provided appropriate models.
T24 In most cases the lesson content was appropriate for students' learning needs and cultural background. Sometimes, content had been chosen in direct response to students' requests but, at other times, content was somewhat bland – related to characters in the coursebook rather than to students' own interests.
T25 Lesson outcomes were usually stated in terms of what the learners would be able to do at the end of the lesson and were mostly made known to the students. Coherence was achieved through following coursebook material.
T26 In the weaker segments, lessons were too teacher-centred with very little student participation and infrequent elicitation. In the stronger segments, teachers used concept questions, drilling and activation of student knowledge well.
T27 Effective use of audio and video recordings, some clear and well-organised boardwork and some good use of prompt cards and student movement were seen.
T28 In the best segments, teachers corrected students appropriately, with good correction of pronunciation and some effective in-the-flow correction. At times, however, feedback on oral production was absent.

T29 Most segments included activities where students demonstrated their knowledge through the completion of exercises. At times, one-word responses were not followed up and students were not given the opportunity to demonstrate their learning of recently taught spoken language.

T30 Most lessons took place in a positive atmosphere, with involved students and good rapport between teachers and students, but, in weaker segments, the lack of personalisation and contextualisation resulted in students showing limited interest.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from just satisfactory to good with the majority of lesson segments observed being between satisfactory and good. Planning was generally thorough and content relevant. Teachers demonstrated a reasonable range of effective teaching techniques and, in most cases, corrected students effectively. Although most classes took place in a positive, engaged atmosphere, in some classes a lack of personalisation and contextualisation meant that students were not fully involved.

Teaching and learning summary

The provision meets the section standard. Teachers are given sufficient support to ensure that their teaching meets the needs of their students and programmes of learning are managed for the benefit of students. 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	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☒	☐	N/a	☒	

Comments

W1 Overall, security is satisfactory. Risk assessments for the premises have been conducted. There is CCTV trained on the main entrance. The door to the main building is locked ten minutes after the start of lessons, although students often leave it on the latch when they leave the building for short periods, for example during breaks. There is a key-pad lock for use by staff and students on the door to the second building.

W2 Students in the focus groups reported that their welfare needs are being well met. Students aged under 18 have to sign in every morning and there are scheduled weekly welfare tutorials with the OTL.

W3 The OTL and the DoS are identified as those responsible for dealing with students' personal problems. They are clearly identified in the student handbooks and on noticeboards.

W4 The school has thorough and appropriate policies for dealing with abusive behaviour or that which may lead to extremist radicalisation, and posters convey the main points to students effectively. However, the information about the policies given to students in their handbooks is not accessible except to those with an advanced level of English.

W5 Students aged under 18 have wristbands on which the emergency number is printed.

W7 Most of the relevant information is contained in the handbooks, electronic copies of which are sent to students (and their parents) in advance. There is a separate handbook for under 18s. However, both handbooks contain a great deal of information and are written in language which is not easy for young students and those with a lower level of English to understand. Students know who to approach for additional information.

W8 Students (and their parents) are not routinely informed about their rights regarding medical and dental treatment through the NHS.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers accommodation on a self-catering and half-board basis. It also has a number of hosts who accommodate students aged 14 to 17. One inspector visited a host offering self-catering to an adult student, and one providing half-board, also to an adult. The third host visited was looking after a female student aged 15. The

host is registered with the local authority as a private foster parent because the girl was being accommodated with her for more than 28 days.

All three hosts showed interest in, and concern for, the welfare of their students and were providing facilities and services to the required standard or above.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☒	☐	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐
Comments					

W11 All hosts are required to provide evidence of having conducted a fire risk assessment and an up-to-date Gas Safe certificate each year. However, a significant number of active hosts have not been revisited within two years.
W14 There is an initial feedback form including a question about accommodation. Any problems noted are immediately followed up. There is a 'Request for change of accommodation' form and evidence that the requests are usually granted and alternative accommodation arranged.
W15 The school has a number of hosts who can accommodate students with special dietary requirements.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐
Comments					

W17 Host guidelines have been recently updated; they are clear and comprehensive and include information about safeguarding.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments
W24 Advice and information is available on request. However, the school is not sufficiently proactive in giving information before arrival about the implications for students making their own private letting arrangements.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 Students are provided with appropriate information, by posters and social media; programmes of activities vary, depending of the time of year and the student body.
W27 A suitable programme is organised by the student officer; local visits and trips to such places as London and Cambridge are run by an experienced guide, the social activities leader, who is employed as needed. Students in the focus group reported that the trips were interesting and well organised.
W28 Risk assessments have been conducted but it is not evident that these are used to inform guidelines for accompanying staff members and group leaders.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care and leisure activities are met. With some exceptions, the needs of students for information and advice are met. The accommodation provided is suitable, and generally the management of the accommodation systems works to the benefit of the students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☐	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☒	☐	☐	☒	☐
C7 Accommodation	☒	☐	☐	☒	☐
C8 Contact arrangements	☒	☐	N/a	☒	☐

Comments

At the time of the inspection there was one female student aged 17 enrolled on the adult course, and one girl aged 15. During the summer she had been in a group with other students aged under 16. As she was the only remaining student in that age group she was being taught one-to-one for the last two weeks of her stay.

At certain times of the year, early spring and summer, students aged under 18 make up to 30 per cent of the student body, with up to 15 per cent aged 14 and 15.

C1 There is a clear and comprehensive policy, appropriate to the context and range of students; it identifies the members of staff responsible for its implementation. The policy is implemented through and supported by relevant practical documents, e.g. codes of conduct.

C3 This criterion is just met. Information about the level of care and support given to students under 18 is not easy to access on the website and is insufficiently detailed in the brochure. However, before enrolment parents and their children are sent the *Handbook for students under 18 and their parents /guardians* and they are asked to sign that the information has been read and understood. There is a parental consent form which parents or guardians are obliged to sign.

C4 Currently potential hosts are not required to provide references. Some of the files for members of staff do not include two references and for others the question asking referees about the applicant's suitability to have access to under 18s has not been answered.

C6 Suitable arrangements are made for the supervision and safety of students staying in homestay accommodation arranged by the school. The host of the student aged 15 was registered as a private foster parent. However, not enough care had been taken to check the supervision arrangements for the 17-year-old. The student had been enrolled by the boyfriend of her older sister and the sister had signed the parental/guardian consent form. In the focus group meeting the student claimed not to have read the *Handbook for students under 18*, and also reported that her sister was due to leave the country the week after the inspection so could not take responsibility for her from that time.

C7 Normally, suitable arrangements are made for the accommodation of under 18s. The 15-year-old was staying with a suitable homestay host. However, the 17-year-old was staying in accommodation with her sister (who was due to leave the UK the following week) and her sister's boyfriend. The student reported that she was responsible for cooking her own meals. Written consent from the student's parents had not been obtained for this arrangement.

C8 Normally arrangements are in place to ensure contact between the school and parents/legal guardians. However, in the case of the 17-year-old the contact details given were those of the student's sister; her status as a possible 'legal guardian' was not clear.

Care of under 18s summary

The provision just meets the section standard. Appropriate policies and procedures have been formulated to ensure that there is suitable provision for the safeguarding of students under the age of 18 within the school buildings and in any leisure activities and accommodation provided. Generally, arrangements in relation to criteria C6, C7 and C8 are satisfactory. However, in the case of one student aged 17, arrangements for her accommodation and supervision had not been sufficiently well checked. As a consequence, there is a need for improvement in *Care of under 18s.*