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| Organisation name | OISE Newbury Hall, Newbury |
| Inspection date | 20–22 June 2023 |

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

| Recommendation |
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| We recommend continued accreditation. |

Summary statement

The British Council inspected and accredited Newbury Hall School, Newbury in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Newbury Hall School is part of Instill Education Limited, which runs a number of schools worldwide, including the Oxford Intensive Schools of English (OISE). The school was first purchased by OISE in 1980. By 2009 the school was registered with the Department for Education and was offering academic year courses, including A-levels and GCSEs in accounting, maths and business. From 2015 the school began to focus on shorter-term year-round courses. The school's stated aim was to make the transition 'from a more traditional secondary school to an innovative International Study Centre', preparing young students for further study across a broad range of subjects taught in English. Particular emphasis is put on developing the intellectual abilities and awareness of the students. The school runs a course of 30 hours per week, entitled 'Scholar English'. Subject lessons, for example, maths or science, are also available and are taught in English.

This compliance-only inspection was conducted remotely, took the equivalent of one day and one half day over three days. The inspectors talked to the proprietor, the director of marketing, the head of boarding, and the educational lead. The two teachers and the educational lead who were all teaching at the time of the inspection were observed. Focus group meetings were held with students and with teachers. The residential accommodation was visited (virtually) by one inspector. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises.

Address of main site/head office

Newbury Hall School, Enborne Road, Newbury RG14 6AD

Description of sites visited/observed

Newbury Hall occupies a site near the centre of Newbury. The school is housed in a Victorian building with a more recent four-storey extension for the on-site residence. The ground floor of the school consists of an office and reception area, five classrooms, a library (which is also used as a classroom) and toilets for students. The first floor consists of the 'forum' (a large refectory and common room), five classrooms, a kitchen area and staff toilets. Teachers have use of the library as a staffroom in the summer; a classroom is available for their use outside the summer. There is an outdoor courtyard area.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input checked="" type="checkbox"/> | <input checked="" 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"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school runs courses of 30 hours per week, entitled 'Scholar English' with a maximum of eight students per class. The general English course offered consists of 30 hours per week of 'academic literacy and exam skills'. The precise content of the course depends on the choices made by individual students. Students can choose different options to meet their specific needs, such as: language development, essay writing and argumentation, literature, debates, research projects and exam skills. All students are aged 13–17.

Management profile

The Corporate Office has responsibility for the financial and strategic planning of the organisation as well as marketing, while all aspects of the day-to-day management of the school are the responsibility of the head of boarding. She is also the deputy DSL, manages the accommodation and the educational lead. The educational lead, the DSL, works full-time when the school is active. She looks after the academic programme, course design and teacher support.

Accommodation profile

Although the school has offered homestay in the past, currently the accommodation is all residential. The on-site residence can accommodate up to 39 students in single ensuite rooms, over four floors. Boys and girls are allocated to separate floors. Flats are provided for staff with residential duties.

Summary of inspection findings

Management

The provision meets the section standard. The school has clear goals and values and sound quality and review procedures. Staff management is efficient, and communication is effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes clear relevant information. The management of the provision operates to the benefit of students.

Premises and resources

The provision meets the section standard. The premises are reasonably well maintained and equipped, providing a comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered by appropriately qualified staff. Course design is appropriate and meets the needs of the students. Learner management has suitable processes and is managed effectively. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Care is taken by staff to meet the needs of students for security, pastoral care, and local information. Residential accommodation is of a good standard, and the management of the accommodation systems works to the benefit of students. Leisure activities both on and offsite are available to students.

Safeguarding under 18s

The provision meets the section standard. There are appropriate policies and provision for the safeguarding of students within the organisation and in the leisure activities and accommodation provided. The school attaches importance to the training of all staff, and there are robust systems in place for supervision.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | Met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times. | Met |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part. | 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 | |
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| The mission statement is made clear and the Newbury Hall School objectives sit within the wider OISE plans. The structure of the organisation is transparent and clear to all stakeholders. Communication is very effective and is both formal and informal. Review systems are appropriate and feedback informs planning and practice. | |
| Staff management and development | Met |
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Met |
| M11 There are effective induction procedures for all staff. | Met |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Met |
| Comments | |
| Human resources policies and practices are comprehensive, and regularly reviewed. Job descriptions are in place and recruitment procedures are appropriate, record keeping is very good. Induction is thorough and recorded. Appraisal processes are clearly laid out and the records are up to date. Staff are given a variety of opportunities for continuing professional development. | |
| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |
| Comments | |
| Student feedback indicated that students were very happy with the customer service provided and the information they received before and during their stay. Programme and course information is clear and the student handbook contains additional useful information. The Corporate Office in Oxford together with the Paris office handle the majority of enrolment and registration processes. Effective communication between them and Newbury Hall ensures relevant staff have the information they require. Attendance is monitored closely and any absences are followed up swiftly. Complaints procedures are clearly laid out. | |
| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |

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| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Not met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

The principal form of publicity is the website. The school also has a presence on a number of social media sites.

The premises, location and services publicity content is informative and accurate. However, there was no outline description of each course, including objectives and levels. When this was brought to the attention of management it was promptly addressed and is therefore no longer a point to be addressed. Similarly, there was no information about costs or a description of the level of care and support given to students under 18. These details were added soon after the inspection and are no longer a point to be addressed.

Premises and resources

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| Premises and facilities | Met |
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Met |
| P2 Classrooms and other learning areas provide a suitable study environment. | Met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Met |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Met |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

The site provides more than sufficient space for staff and students. The buildings are in reasonable decorative order and there is a scheduled programme for renovation. Classrooms satisfactorily meet all aspects of the criterion and the areas for relaxation are good. Some classrooms are currently closed for refurbishment. The Forum, a multi-purpose dining and relaxation area, is well equipped and comfortable. The students commented very positively on the food provided. Signage both exterior and interior is generally clear and well placed. There are satisfactory facilities for display in common spaces and classrooms. The library is used as the teachers' room in the summer and during the academic year a classroom is available for preparation, meetings and relaxation.

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| Learning resources | Met |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | Met |
| P11 Students receive guidance on the use of any resources provided for independent learning. | Met |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

Resources for teachers and students are in good supply and match the student profile. Laptops and projectors are available in most classrooms and there are two computers for student use in the library. IT support is readily

available, and staff receive appropriate training. Independent learning resources, including readers and authentic materials, are made available to students, and they are given guidance on how to use them. There is a resources review cycle in place, which takes student and staff feedback into account.

Teaching and learning

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

Comments

The educational lead is well qualified and has a good range of experience which is well matched to the needs of the students. The teaching team have suitable training and experience.

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |

Comments

Teachers are well matched to courses and supported to work with the classes to which they are assigned. Cover arrangements are formalised and effectively carried out. There is good day-to-day support available to teachers and observations are scheduled regularly.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | Met |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |

Comments

Course design is bespoke, and teachers are provided with extensive materials and support. There is a rationale for course design, and it fits with the needs of the students. There are clear schemes of work with student learning

outcomes identified and students have individual learner portfolios. A feature of the programme is the incorporation and development of strategies to promote independent learning.

| Learner management | Met |
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| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Met |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

Placement testing is carried out effectively, and there are good systems in place for monitoring and recording students' progress. Records of student progress are detailed and are used for planning and reporting purposes. Reports are provided and students receive advice in regard to examinations where appropriate.

Classroom observation record

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| Number of teachers seen | 3 |
| Number of observations | 6 |
| Parts of programme(s) observed | all |

Comments

The observations included the two teachers and the educational lead. All of them were observed twice.

| Teaching: classroom observation | Met |
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| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Not met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Met |
| T29 Lessons include activities to evaluate whether learning is taking place. | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Met |

Comments

T23 Teachers generally demonstrated a satisfactory knowledge and awareness of grammatical and lexical systems and provided accurate models of spoken and written English. There was limited reference to pronunciation.

T24 The content of the lessons was appropriate; and plans indicated that the learning needs and backgrounds of the students had been taken into account. Basic student profiles were made available.

T25 In general lessons had a clear set of activities based on a single topic or language point. The content of the lessons was appropriate and stages were logical. However, learning outcomes were not always clearly defined or explicitly shared with students.

T26 Teachers used a range of techniques, including appropriate attention to individuals, eliciting and effective monitoring. Good use was made of concept questions to check students' understanding of new target language. However, in most segments students were given few opportunities to develop their pronunciation.

T27 Classroom management was appropriately handled. In some segments purposeful and energising changes to seating and interaction were incorporated which helped to maintain student engagement and active participation. There was effective use of time limits.

T28 On occasion, there was some very good use of gestures and prompts to encourage self-correction. Praise was used to good effect.

T29 Learning was consistently evaluated. In some segments short assessment activities designed by the teacher were also included.

T30 Overall, effective management of the learning materials and tasks ensured a purposeful atmosphere; students were attentive.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from good to satisfactory against the criteria with the majority being satisfactory. Topics were tailored to the needs and cultural background of the students, and lessons were planned with a set of coherent activities around a relevant theme. Lesson content was satisfactory. However, there was little reference to specific learning outcomes and these were not shared systematically with students. Teachers demonstrated sound grammatical awareness and provided relevant models of the language but students had few opportunities to practise their pronunciation. The techniques used were appropriate, and used confidently. Evaluation of learning was included and constructive feedback to learners was incorporated. Resources were managed effectively. The classroom atmosphere was purposeful.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Not met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Met |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Met |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Not met |
| W8 Students have access to adequate health care provision. | Not met |

Comments

Safety, security and pastoral care at Newbury Hall are considered priorities. Security measures are tight. Students' welfare needs are fully met, including a clear focus on mutual respect. There is a comprehensive company plan for dealing with major incidents both on and offsite, but this is not summarised in student and staff handbooks, or covered at induction. When this was brought to the attention of management it was promptly addressed and is therefore no longer a point to be addressed. Medical and personal insurance is covered in Terms and Conditions only, and needs more prominence. Information on entitlement to treatment under the NHS is similarly lacking. These details were added soon after the inspection and are no longer a point to be addressed.

| Accommodation (W9–W22 as applicable) | Met |
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| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |

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| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

Student feedback, both written and oral, indicates a high level of satisfaction with both the residential accommodation and the meals. The head of boarding has a comprehensive system for assessing and checking safety measures, and addressing any issues students may raise. Rules are explicit, rigorously enforced, and tailored appropriately to students' ages.

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | N/a |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | N/a |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | N/a |
| W19 English is the language of communication within the homestay home. | N/a |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | N/a |

Comments

None.

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| <i>Accommodation: other</i> | |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

None.

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| Leisure opportunities | |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Met |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |

Comments

The social programme, which consists of outside visits and in-house activities and workshops, is not wide ranging, but is age appropriate and designed to accommodate the small student body's interests and needs. Certain activities, such as the book club, are formally linked to the academic syllabus. At the time of the inspection the programme was organised and staffed by the head of boarding and other staff members. When numbers increase in the summer two activity leaders, who are managed by the head of boarding, are employed. Staff-student ratios are good, and detailed on and offsite risk assessments are in place. Activity leaders are DBS checked, and health and safety trained.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
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| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Not met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Met |
| 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

All the students at Newbury Hall are under 18.

The company's safeguarding policy makes reference to additional policy documents, and is reviewed on a regular basis. Each school has a dedicated safeguarding lead, supported by a member of the SLT at head office. Although in practice at Newbury Hall a safeguarding risk assessment would be put in place to deal with cases where DBS checks for new staff are delayed, this procedure was absent from the policy. Procedures for handling such delays are recorded at head office but are not detailed in the Newbury document. Safeguarding policy and procedures are widely available to staff and outlined in many documents, including job descriptions and interview documentation. All staff are safeguarding-trained to a level appropriate to their responsibilities. The parental consent form currently in use contains ambiguities and needs adaptation to make clear its purpose and ensure its content relates to the student and not the parent who is signing. Adaptations to the relevant documents noted in S1 and S3 were made soon after the inspection and are no longer points to be addressed. Safer recruitment, supervision and safety of students during lessons and in activities on and offsite are all in place, as are contact systems between the school and parents.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the Declaration of legal and regulatory compliance.
The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

| Inspection history | Dates/details |
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| First inspection | June 2018 |
| Last full inspection | N/a |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |

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| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | Other operations in the Instill Group: OISE Oxford, OISE Young Learners, OISE Cambridge, Basil Paterson, Pilgrims Young Learners, Regent London |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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| Date of foundation | March 1973 |
| Ownership | Name of company: Instill Education Ltd Company number: 01293463 |
| Other accreditation/inspection | N/a |

Premises profile

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| Details of any additional sites in use at the time of the inspection but not observed | N/a |
| Details of any additional sites not in use at the time of the inspection | N/a |

| Student profile | At inspection | In peak week: July (organisation's estimate) |
|--|-----------------------------------|---|
| 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 | 2 | 10 |
| Full-time ELT (15+ hours per week) aged under 16 | 4 | 10 |
| 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 ELT/ESOL students shown above | 6 | 20 |
| Junior programmes: advertised minimum age | 13–17 | 13–17 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: predominant nationalities | French, Turkish, Spanish, Italian | French, Turkish, Spanish, Italian |
| Adult programmes: advertised minimum age | N/a | N/a |
| Adult programmes: typical age range | N/a | N/a |
| Adult programmes: typical length of stay | N/a | N/a |
| Adult programmes: predominant nationalities | N/a | N/a |

| Staff profile | At inspection | In peak week July (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses | 2 | 5 |
| Number teaching ELT 20 hours and over a week | 0 | |
| Number teaching ELT under 20 hours a week | 2 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 1 | |
| Total number of support staff | 2 | |

Academic manager qualifications profile

| | |
|-----------------------------|-----------------------------|
| Profile at inspection | |
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |

| | |
|--|---|
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |

Comments

The educational lead teaches between six and nine hours per week.

Teacher qualifications profile

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

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

| Types of accommodation | Adults | Under 18s |
|---|--------|-----------|
| <i>Arranged by provider/agency</i> | | |
| Homestay | N/a | N/a |
| Private home | N/a | N/a |
| Home tuition | N/a | N/a |
| Residential | N/a | 6 |
| Hotel/guesthouse | N/a | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | N/a | N/a |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | N/a | N/a |
| Staying in privately rented rooms/flats | N/a | N/a |
| Overall totals adults/under 18s | N/a | 6 |
| Overall total adults + under 18s | 6 | |