

Organisation name	Our World English Schools, Bromley (Head Office)
Inspection date	16–18 July 2019

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 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for safeguarding was not met and there were weaknesses in staff management, academic management, and course design. The period of review to be ended by a full re-inspection in 2020.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

Founded in 1989, Our World English Schools (OWES) runs vacation courses for under 18s during July and August. For some years, the only premises used for courses were those of Dulwich College. Two further centres were subsequently added: Caterham School has been used since 2004, and Wycombe Abbey School since 2017. Two of the three centres were inspected: Wycombe Abbey (wildcard) and Caterham School.

The organisation was acquired by Full Circle Education Ltd in May 2019. Medium-term stability is assured by the fact that the previous owners (the former principal and the administrative manager) are under contract for a further three years. OWES also has a core of staff who have worked for the company previously. These include the operations director, the academic director, the centre manager at Wycombe Abbey, and the senior teachers at the two centres inspected.

The inspection took place over three days, one day being spent at each of the two centres inspected, and the final day at head office (HO). At Wycombe Abbey School, the inspectors had meetings with the centre manager, the senior teacher, the sports and activities manager, and group leaders; and at Caterham School, with the centre manager, who was also acting as senior teacher, and the sports and activities manager. At both centres, focus group meetings with teachers, students and activity leaders were held; residential accommodation was inspected; and brief meetings took place with liaison staff for the host schools. All teachers were observed. At HO, meetings took place with the administrative manager, the general manager, the academic director, the operations manager, and the former principal, who now acts as a consultant.

Address of main site/head office

South Tower, 26 Elmfield, Bromley, Kent BR1 1LR

Description of sites visited

HO is situated in a shared office block in the centre of Bromley. The two permanent members of staff each work from home and hire out offices as and when required. The contact address used is the company's postal address.

Wycombe Abbey School (High Wycombe, Buckinghamshire HP11 1PE) is approximately 30 minutes' drive from Heathrow airport, one hour from central London, and within walking distance of the railway station at High Wycombe and the facilities of the town. School facilities include classrooms, staff workrooms, offices, a sports hall, indoor swimming pool, theatre, dance studio, sports fields and all-weather pitches, and residential accommodation for students and staff. The school is set in its own grounds.

Caterham School (Harestone Valley Road, Caterham, Surrey GU7 2DX) is located some 20 miles from central London. Our World English makes use of four buildings. These house classrooms, staff workrooms, offices, an art room, a drama studio, a large hall for assemblies, staff and student common rooms, and residential accommodation for students and staff. Sports facilities include all-weather pitches, netball courts, tennis courts, a sports hall, a climbing centre, a high rope (treetop adventure) course, and a covered swimming pool.

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

Comments

The organisation runs general English courses in July and August for students aged 8–17. The Caterham School centre offers only one type of course, English plus soccer, for boys aged 8–17. The Wycombe Abbey centre offers four different courses for boys and girls aged 8–14: English plus activity, which combines morning classes in English with a variety of language-based and sports afternoon activities; English plus tennis; English plus theatre

and dance; and an intensive academic programme (IAP), comprising English, Science, Maths, and projects integrating science, technology, engineering and mathematics. Only the English component of the IAP programme is deemed to be eligible provision.

Management profile

Each centre has a centre manager (CM) and a senior teacher (ST). CMs are supervised by the operations manager and STs by the academic director (AD), both of whom are based at HO. The HO-based general manager and administrative manager provide support for the centres as well as year-round continuity.

Accommodation profile

Residential accommodation is provided on site at both centres. At Wycombe Abbey, boys and girls are accommodated in two connecting houses with single, twin, triple and quadruple bedrooms all with en-suite bathrooms. At Caterham School, all students are accommodated in one house. Older and younger students occupy separate corridors or parts of the house. Rooms are single, twin and shared for up to four students; most have ensuite bathrooms.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values and publicity. There is a need for improvement in *Staff management*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and well-equipped environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience, and continuing professional development) appropriate to the context, and the teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic management* and *Course design*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information and leisure activities are well met. Accommodation is of a very good standard, and out-of-class activities are varied and well resourced. *Accommodation* is an area of strength.

Safeguarding under 18s

The provision does not meet the section standard. The safeguarding lead on each site is not trained to an appropriate level. Parental consent does not accurately reflect the level of supervision given to students and suitability checks for staff are not in line with safer recruitment best practice. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

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.	Not 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

M2 Objectives have been formulated, but these and plans for the future of the organisation are the subject of ongoing discussion with the new owners.
M3 The structure is clear; however, management staffing at one centre was inadequate.
M4 Very good systems are in place at both centres for regular communication with representatives of the host school, and communications between HO and the centres and within centres are also effective. Centres hold a daily meeting towards the end of each afternoon for all staff and children in addition to other meetings.
M5 Given that students are on short courses, initial feedback is not collected early enough. Students complete this on the Thursday of their first week and it is reviewed on the Friday.

Staff management and development	Need for improvement
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 regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Not 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.	Not 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

M8 A very positive feature of human resources policy is an emphasis on staff development through internal promotion. Centre managers, senior teachers and sports and activities managers in both centres inspected had benefited from this policy and were appreciative of the opportunities provided.
M9 Job descriptions do not match what some staff were observed to be doing or, in cases where staff were new to their roles, their understanding of their responsibilities.
M10 References for staff recruited since 2016 were incomplete. The academic director, previously an academic manager at one site, was appointed to the post only three weeks before the summer courses began and was not involved in the recruitment or deployment of staff.
M11 The time allocated for the induction of new teachers (one day) is insufficient. In particular, new teachers unused to teaching without coursebooks need more guidance in selecting from the materials available and relevant online resources to develop schemes of work and lessons which meet students' needs. See also T9.
M12 The policy does not accurately reflect current procedures. There is no mid-contract review, and end-of-contract appraisal does not always involve an interview with the appraisee. At centre level, there was also some uncertainty about who was responsible for appraisal.

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.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is	Met

known to all staff and students and is applied consistently.	
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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

M18 Student records do not indicate whether the emergency contact speaks English.
M20 Procedures leading to students being removed from a course are not made explicit.

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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

Courses are publicised through the website, the brochure and social media. The brochure, which is available in hard copy and as a downloadable pdf, is sent to agents. The website is intended for the general public, with course descriptions translated into seven languages. Social media is one of the means by which parents are kept informed of activities on the course their child is following.

M24 Although sample timetables for classes are included, in the description of the English plus soccer course at Caterham, there is no indication that English classes for students aged 13–17 will take place in the mornings and those for younger students (8–12) in the afternoons.

M26 There is a mismatch between the description of supervision arrangements in the publicity and actual supervision procedures. The brochure states that on excursions students aged 14+ are 'closely supervised', whereas they are allowed unsupervised free time in groups of three.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P3 Facilities for relaxation, both internal and external, are good. Both centres have communal areas for socialising and extensive grounds.

P4 All meals are provided, as well as break-time snacks, and students were positive about the choice and quality.

P6 Staffrooms are spacious and well equipped.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled,	Met

appropriate to their age and the level, length and type of courses offered.	
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

P9 Classrooms are well equipped and there is good provision for technical and pedagogical support related to technology use.
P12 There is no policy for the formal review and development of resources. There is a need for systematic review of existing resources, both print and online, to ensure that these are relevant to the courses offered.

Teaching and learning

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

T2 One teacher did not have an ELT qualification, but the rationale for her employment was accepted in the context of this inspection on the grounds that she has an overseas B.Ed. (Primary), has relevant teaching experience, and is only teaching juniors; she also has support from the ST and a much more experienced colleague, with whom she shares classes.
T4 The professional profile of the academic management team, consisting of the TEFLQ academic director and TEFLI STs, is in principle satisfactory. A rationale was submitted for the non-TEFLQ members of the team and this was accepted in the context of this inspection. The academic director has three years' experience of working for the organisation as an academic manager at one of the centres; she has oversight of three centres, which she visits regularly. Each of the non-teaching senior teachers has several years' relevant teaching experience, including recent previous experience of teaching within the organisation, and the duties of these STs is appropriately restricted.

Academic management	Need for improvement
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not 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.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T6 Observation of the younger students (aged 8–12 years) at the Caterham School centre, who have activities in the morning and classes in the afternoon, showed that they were too tired to benefit fully from afternoon classes.

T7 Non-teaching senior teachers are expected to provide short-term cover, but there is no formal system for longer-term cover if needed.

T9 Late-occurring staffing problems led to the ST at Caterham also acting as CM and, at the start of the course, providing cover. He was therefore not able to give as much time to supporting the two teachers, both of whom were new to the organisation, as had originally been planned.

T10 Although both STs had carried out 'pop-in' observations, formal observations by the TEFLQ academic manager had not been carried out of all new teachers within the first two weeks of their contracts.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Not 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

T11 The various guidance documents provided do not in themselves represent a sufficiently explicit course structure. Because specific course materials are not provided, teachers at Caterham, who were used to teaching with a coursebook, stated that they were required to spend too much time creating lessons.

T12 No evidence was provided of recent review of course design or materials.

T13 Students are not given a written course outline with intended learning outcomes.

T14 'English plus theatre' provides for planned enrichment of the morning general English programme. No claims are made about other 'English plus' courses, such as soccer and tennis.

T15 The student notebook, which contains a pronunciation chart and pages for the recording of new vocabulary, lends itself to the development of independent learning strategies; however, examination of example notebooks revealed that some teachers are either not providing guidance on learning strategies or not monitoring students effectively.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 Although the form of the placement test varies according to student age, the weighting given to language knowledge and writing does not appropriately reflect the emphasis of the course.

T20 Examination-preparation courses are not offered at the centres inspected.

T21 All students receive a certificate of attendance and a comprehensive, professionally presented report on their performance, motivation and attitude.

Classroom observation record

Number of teachers seen	7
Number of observations	9

Parts of programme(s) observed	All EFL teaching.
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Comments

In the Caterham centre, where there were only two teachers, both were observed teaching juniors (aged 8–12) and seniors (aged 13–17).

Teaching: classroom observation	Met
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 In general, teachers provided appropriate models of the language, although explanations were not always clear. In the best lesson segments, teachers provided support for learning by writing up new language and indicating syllable stress.

T24 The selection of content (themes, language focus) took appropriate account of students' age and likely interests. However, the insights gained from class profiling were not always reflected in lesson plans.

T25 Although lesson plans were in general coherent, most teachers had not formulated lesson objectives in terms of learning outcomes, and these objectives were not in all cases of obvious relevance to the students in those classes.

T26 Most teachers made use of a variety of appropriate teaching techniques, but a minority of lesson segments were too teacher-centred, with little opportunity for students to speak.

T27 Management of resources and the classroom environment was satisfactory in most cases. Instructions were clear and some teachers had also produced useful and well-presented handouts.

T28 Teachers monitored activities closely, but the extent of error correction and the range of correction techniques was variable across lesson segments.

T29 Most lessons included some form of evaluation of learning, but this was often at task or micro level and not linked to broader learning outcomes.

T30 Teachers were generally encouraging, used students' names, and responded to them as individuals, with the result that most students were engaged. However, in the afternoon classes for junior students at Caterham, student tiredness clearly had an effect on attentiveness.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to unsatisfactory, with the majority being satisfactory. Teachers provided appropriate models of the language. Lessons were coherent and lesson content and teaching techniques appropriate. Resources were managed competently, and teachers provided feedback on performance and evaluated learning. In general, students were engaged.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength

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

Comments

W2 There is no comprehensive plan in place to respond to an emergency or major incident on or off site.
W3 There is very good provision in place for pastoral care. Staff demonstrate a high awareness of students' potential needs and who to refer welfare issues to. At each site there is a designated welfare room which is located close to the centre office and classrooms in the heart of the school.
W8 There is very good provision of staff trained in first aid. Staff are aware of local healthcare providers and accompany students to health centres or hospital when necessary. The welfare room includes a sick bed.

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

Comments

W9 Accommodation is of a high standard. Bedrooms are spacious, comfortable and in excellent repair. Most rooms have ensuite bathrooms.
W10 Cleaning arrangements are excellent. All areas are cleaned on a daily basis and there is a weekly student laundry service.
W11 A member of the senior management team inspects all residences annually. In addition, accommodation is checked prior to student induction and then on a weekly basis by a manager.
W15 Food is of a high standard, varied and appetising. Kitchen staff are responsive to feedback and requests from the school.

<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

Neither of the centres inspected provides homestay accommodation.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented	N/a

accommodation and advice in case of difficulties.	
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	Met
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.	Strength
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
W24 The programme has a wide range of age-appropriate options. It is adaptable and flexible according to student interests.	
W26 Risk assessments for full-day excursions are not made known to staff leading the trips.	
W27 Sports, drama and dance activities are led by qualified specialist staff. Staff who are new to a particular activity are trained by more experienced colleagues.	

Safeguarding under 18s

Safeguarding under 18s	Not 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.	Not 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.	Not 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 enrolled at the time of the inspection were aged eight to 17, which aligns with the age range stated in the school's publicity.	
S2 The safeguarding policy is known to all adults, but the named designated lead on each site has not received safeguarding training to an appropriate level.	
S3 Parental consent does not accurately reflect the level of supervision given to students. The parental consent form does not refer to the fact that older students will have some unsupervised time on excursions.	
S4 A large number of recently-recruited staff members do not have two references.	

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: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2002
Last full inspection	2015
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) by this multicentre organisation	Global Young Leader courses, Intensive Academic Programme (IAP) - components other than English
Other related accredited schools/centres/affiliates	Studio Cambridge (also owned by Full Circle)
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1998
Ownership	Our World English Schools (Full Circle Education Group) 06549586
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	South Tower, 26 Elmfield Road, Bromley, Kent BR1 1LR
Name and location of centres offering ELT at the time of the inspection but not visited	Dulwich College, London
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

	Collated totals in peak week, all centres: July
ELT/ESOL students (eligible courses)	
18 years and over	N/a
17 years and under	177
Overall total of ELT/ESOL students shown above	177
Predominant nationalities	Chinese, Italian, Turkish

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	18
Total number activity managers and staff	28
Total number of management (non-academic) and administrative staff	7

Total number of support staff (e.g. houseparents, matrons, catering)	Large number of support staff normally employed by host schools
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2. DATA ON CENTRES VISITED

1. Name of centre	Wycombe Abbey School
2. Name of centre	Caterham School
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	N/a	N/a				N/a	N/a			
17 years and under	59	33				59	33			
Overall total	59	33				59	33			
U18 programmes: advertised minimum age(s)	8	8				8	8			
U18 programmes: advertised maximum age(s)	14	17				14	17			
Predominant nationalities	Chinese, Italian, Turkish					Chinese, Italian, Turkish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	7	4				7	4			
Total number of activity managers and staff	8	5				8	5			
Total number of management (non-academic) and administrative staff	2	1				2	1			
Total number of support staff	See above					See above				

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1 (Academic Director over both sites)				
Academic managers without TEFLQ qualification or 3 years relevant experience	1	1			
Total	2	2			

Comments

The academic director, who has academic oversight of both centres, has no class teaching responsibilities. The senior teacher in each centre has no scheduled teaching hours, but may need to provide emergency cover.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					

TEFLQ qualification	0	0			
TEFLI qualification	5	1			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	1			
Total	5	2			

Comments

The numbers for centre 1 include the teacher who was teaching English on the IAP programme.

Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				0	0			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				0	0			
Residential	N/a	N/a				59	33			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				0	0			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
Overall totals	N/a	N/a				59	33			

Centres	1	2	3	4	5
Overall total adults + under 18s	59	33			